



# BEHAVIOUR MANAGEMENT AND POSITIVE GUIDANCE POLICY

## National Quality Framework Quality Area, Standards & Elements

This policy relates to:

### **Quality Area 2 – Children’s health and Safety**

2.3.1: Children are adequately supervised at all times.

### **Quality Area 4 – Staffing Arrangements**

4.1.1: Educator-to-child ratios and qualification requirements are maintained at all times.

### **Quality Area 5 – Relationships with children**

5.1: Respectful & equitable relationships with families are developed and maintained with each child.

### **Quality Area 6 – Collaborative partnerships with families and communities**

6.2: Families are supported in their parenting role and their values and beliefs about childrearing are respected.

6.2.1: The expertise of families is recognised and they share in decision making about their child’s learning and wellbeing.

### **Quality area 7 - Leadership and Service Management**

7.3.5: Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly.

## **Aim**

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*All Educators are to use a positive approach to child guidance; behaviour management and conflict resolution, ensuring children are at all times respected. To have clear limitations within the service. To provide children with a sense of security, predictability and a sense of their own limitations within the centre environment.*

## **When to use this Policy**

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1. Demonstration of challenging behaviour.
2. When children, educators and/or visitor safety is in danger.
3. When children experience conflict amongst themselves or with educators/visitors.
4. To assess and support a child who continues to demonstrate challenging behaviour through observation, family conferencing and/or referrals to other professionals.

## **Process Steps**

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### **Behaviour Guidance**

- Identify the child’s reasoning for the behaviour.
- Reflect upon and evaluate programming to ensure that it meets children’s interests and needs.
- Show and or explain the result of the behaviour, e.g. if another child is hurt
- Reinforce the centre limits, giving reasons for these limits. *“We keep our hands to ourselves, as we don’t hurt other people”.*
- If successful, redirect the child back to the prior activity or to an alternate activity.

- If challenging behaviour continues, repeat steps 1-4.
- Offer choices for alternative behaviour e.g. different equipment, different activities or areas of play.
- If behaviour continues to be challenging, the child will be redirected to an alternate activity. The educator will stay with the child and participate in an activity. This strategy is aimed to calm the child, reinforce the centre limits and respect the child's emotional wellbeing.
- Before the child recommences play, positively reinforce the appropriate behaviour that you would like to see. *"It would be great if you can remember to use the blocks for building, balls are for throwing."*
- Inform parents/guardians of the challenging behaviour at the time of the child's departure.
- Remember to acknowledge positive behaviour that is observed.
- Room guidelines are to be developed with children where appropriate. These are to be displayed at the children's eye level, in a format/visual representation that the children comprehend.
- Work collaboratively with parents/families to support and assist with the techniques and strategies utilised in the home environment, with respect to the standards and guidelines that we work with.
- Time out is not to be used under any circumstance. Educators are to seek advice from Early Intervention or a recognised child's specialist if required.
- In individual cases, children may be suspended from the Centre until further support is obtained.
- Children may be excluded from the Centre if challenging behaviour persists and the behaviour poses a threat to educators/children/visitors.

*(Please refer to the Exclusion Policy).*

## **Conflict**

- All Educators are to have a positive, proactive approach to guiding and resolving conflict.
- We encourage conflict resolution amongst children to develop the children's confidence, enhance their self-esteem and ensure children are aware of their limitations within the Centre.
- Remember to focus on the situation or the behavior, not the child, using positive language at the time of the incident and afterwards.
- Separate the children if necessary.
- Comfort and administer First Aid (if necessary) to those needing or seek appropriate medical assistance.
- Observe and listen to children's explanations, (ensure you listen to both or all children involved to encourage a sense of justice, effective communication and dispute resolution).
- Identify the reason(s) for the conflict.
- Identify and acknowledge all children involved in the conflict and their feelings.
- Discuss and negotiate with the children involved on a solution, to settle the conflict, giving children choices where appropriate.
- Reinforce centre limits / room guidelines. E.g. we keep our hands to ourselves.
- Redirect and separate children to an activity if necessary.
- If the conflict continues, change the environment. E.g. reflect upon programming and explore changing the environment, replace or extend experiences.

## Educator's techniques

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### Behaviour Guidance

- Be calm and get down to children's level.
- Give victim (if there is one) affection and attention as a priority. This is often forgotten whilst other child is given disciplinary action.
- Always use a positive approach towards discipline. *"We keep our hands to ourselves and respect each others personal space and body"*.
- Behaviour guidance techniques encourage children's confidence and individuality.
- Encourage children to resolve issues in a non-violent way.
- Educators are to model positive behaviour.
- Model explicit strategies that promote problem solving and communication skills in children.
- Actively listen to the child.
- Promote empathy towards peers, both verbally and non-verbally
- Identify the problem.
- Acknowledge the child's feelings and encourage them to talk about or assist in identifying how they are feeling.
- Offer the child two choices, e.g. *"you can have the same red car on the shelf or you can wait until Henry has had a turn with the car around the track"*
- The Centre environment is secure and offers fair limits / guidelines. E.g. *"We walk inside, we share with our friends"*.
- Indirect behaviour guidance is modelled by all Educators.
- Educators are to use appropriate tones and levels of voice, to be assertive, but never to the point of yelling.
- Educator's behaviour management strategies are to be consistent and fair.
- **No corporal punishment will ever be used under any circumstances.** Any form of this kind of punishment will result in instant dismissal.
- Educators to fill out any reports necessary relating to this incident. E.g. "accident, injury forms" for victims, behaviour documentation/observations for child.
- If a child's behaviour is consistently challenging, Educators are to discuss the matter with the Director.
- Once the Director is involved the Educators, under the Director's instructions, are to compile all completed behaviour observations before setting up a meeting with parents/guardians. This will assist in providing a behavioural profile for parents/guardians, as well as assist with appropriate referrals and/or behaviour guidance techniques.
- The Director is to organise and be present with the Room Leader if any meetings are required with the parents/guardians in relation to consistent challenging behaviour.

### Conflict

- Encourage children to solve conflicts in a non-violent manner.

- Educators are to promote problem solving and communication skills. E.g. *“Use your words and explain how this makes you feel.”*
- Promote negotiating skills with the children.
- Identify the problem.
- Acknowledge the children’s feelings.
- Offer children choices.
- Don’t use threats or put downs.

*Conflict is a natural part of our lives. Conflicts arise over misunderstandings, unmet needs, different values and perceptions. When children’s conflicts are not handled fairly, they feel angry, frustrated, resentful, afraid and powerless. These feelings are often expressed as lying, blaming, and threatening, withdrawing and/or physically aggressive behaviour. When channeled into positive action, conflict stimulates creativity and problem solving.*

*Children who learn the skills of effective conflict resolution become confident learners and responsible caring human beings. Children are given a feeling of self-worth, respect for all living things and the skills needed to get along with others.*

<b>Standard/Element</b>	<b>National Law and National Regulations</b>
2.3.1	section 165 Offence to inadequately supervise children
2.3.1	regulation 100 Risk assessment must be conducted before excursion
2.3.1	regulation 101 Conduct of risk assessment for excursion
2.3.1	regulation 102 Authorisation for excursions
4.1	section 169 Offence relating to staffing arrangements
4.1	regulation 118 Educational leader
4.1	regulations 119–120 Age and supervision requirements
4.1	regulations 121–124 Minimum number of educators required
4.1	regulations 125–128 Educational qualifications for educators
4.1	regulations 129–135 Requirements for educators who are early childhood teachers
4.1	regulation 136 First aid qualifications
4.1	regulations 137–143 Approval and determination of qualifications
4.1	regulation 144 Family day care educator assistant
4.1	regulations 145–152 Staff and educator records—centre-based services
4.1	regulation 153 Register of family day care educators

4.1	regulation 154 Record of staff, family day care coordinators and family day care educator assistants
5.1	regulation 155 Interactions with children
7.3.5	regulations 168–172 Policies and procedures

### Related Requirements

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4.1	section 161 Offence to operate education and care service without nominated supervisor
4.1	section 162 Offence to operate education and care service unless responsible person is present
4.1	section 163 Offence relating to appointment or engagement of family day care co-ordinators
4.1	regulations 46–54 Supervisor certificates
4.1	regulation 168(2)(i) Policies and procedures are required in relation to staffing including a code of conduct for staff members; determining the responsible person present at the service and the participation of volunteers and students on practicum placements.
5.1	regulation 73 Educational program
5.1	regulation 74 Documenting of child assessments or evaluations for delivery of educational program
5.1	regulation 162(2)(j) Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156

### Related Policies

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| <ul style="list-style-type: none"> <li>• First Aid</li> <li>• Biting</li> <li>• Child Abuse &amp; Neglect</li> <li>• Emergency</li> <li>• Child Development</li> <li>• Child Self Esteem</li> <li>• Inclusion</li> </ul> | <ul style="list-style-type: none"> <li>• Family Grievance</li> <li>• Privacy</li> <li>• Ethical Behaviour</li> <li>• Induction</li> <li>• Supervision</li> <li>• Safety</li> <li>• Exclusion</li> </ul> |
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### Sourced

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Lady Gowrie, Techniques for Teaching Young Children Second Edition (MacNaughton, G& Williams, G)- training session and resource book

Education and Care Services National Regulations 2011

<http://www.legislation.nsw.gov.au/maintop/view/inforce/subordleg+653+2011+cd+0+N>

Education and Care Services National Law Act 2010

<http://www.acecqa.gov.au/National-Law>

ACECQA

<http://www.acecqa.gov.au/>

Developed- July 2010  
Last Reviewed- August 2017  
Next Review- August 2018