



# Behaviour Guidance Policy

OCTOBER 2015

## SCOPE:

This policy applies to all **Personnel**, **Families** and **Children** attending **PCCM** Sessions.

## RELEVANT INSTRUMENTS:

1. National Quality Standard Education and Care Services National Regulations 2011 Early Years Learning Framework
2. Let's Stop Bullying by Pam Linke, NAPCAN, Michael Herd (Child Behaviour Specialist) MYCP, Parenting South Australia

## RATIONALE:

Appropriate behaviour is necessary to ensure a safe, inclusive and engaging environment for all participants and to encourage respectful and positive relationships between children, their peers, **educators** and adults.

## PRACTICES:

### 1. Staff Support

Strategies will be available for **Educators** to utilise in when a child's behaviour is particularly challenging and when families have different expectations from the **Service** in relation to guiding children's behaviour. **PCCM** will support **Educators** to enhance their skills and knowledge in relation to guiding children's behaviour.

### 2. Group relationships

In order to encourage respectful and positive relationships between children, their peers and adults **PCCM Educators** will adhere to the following practices:

- 2.1. Encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- 2.2. Model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
- 2.3. Ensure that children have many opportunities for peer scaffolding.
- 2.4. Promote a sense of community in the **Service**.
- 2.5. Support and promote children's interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play, projects and experiences.
- 2.6. Learn about children's shared interests and use this information to plan further experiences that provide collaborative learning opportunities.
- 2.7. Pre-empt potential conflicts or challenging behaviours by monitoring children's play and supporting interactions where there is conflict.

- 2.8. Ensure that the program and routines of the **Service** will include regular opportunities for children to engage in social play and group experiences.

### 3. Behaviour guidance

**PCCM Educators** will guide **Children's** behaviour through the following practices:

- 3.1. Encourage **children** to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.
- 3.2. Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- 3.3. Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- 3.4. Encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- 3.5. Listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- 3.6. Support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- 3.7. Learn about children's relationships with others and the relationship preferences they have, to use this knowledge to support children in managing their own behaviour and develop empathy.
- 3.8. Work with each child's family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- 3.9. Ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- 3.10. Ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- 3.11. Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- 3.12. Guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.
- 3.13. Speak in comforting tones and hold babies to soothe them when they are distressed.
- 3.14. Respond positively to babies' and toddlers' exploratory behaviour.
- 3.15. Utilise strategies to encourage positive behaviour in children while minimising negative behaviour and to involve children in developing behaviour limits and the consequences of inappropriate behaviour.

### 4. Parent involvement in behaviour management

Parents are required to work with **Educators** when they are advised of their child's inappropriate behaviour. This may include:

- 4.1. Strategies to be used at home and at **Sessions**,

- 4.2. the parent seeking professional advice from a child behaviour specialist, a medical practitioner,
- 4.3. temporary withdrawal from the **Service**, or
- 4.4. If these strategies fail to produce a positive outcome the child's enrolment may be cancelled altogether.

## 5. **Cancellation of a child's enrolment**

A child's enrolment may be cancelled for serious, ongoing or unresolved difficult behaviour that causes **Educators** or other **children** to feel physically or emotionally unsafe, insecure or unhappy.

- 5.1. The well-being of the majority – **children** and **educators** will be given first priority.
- 5.2. A child may have a medical condition that causes inappropriate behaviour. However, if the behaviour cannot be modified so as not to cause physical or emotional harm to others, **PCCM's** environment is unsuitable to the child's needs. The child's enrolment at the **Service** will be cancelled.

## 6. **Bullying**

In order to overcome bullying in our **Service**, our **Educators** will be aware of the following information and maintain the following:

### 6.1. **characteristics in children who bully -**

- Children of all backgrounds can bully
- Preconceived notions of children who bully should be avoided
- The child who bullies may also be the victim of bullying
- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience.
- Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of an **educator's** role in effectively responding to children who bully.

### 6.2. **characteristics of victims of bullying -**

- Children of all backgrounds can fall victim to bullying
- Preconceived notions of children who fall victim to bullying should be avoided
- Boys are victims of bullying more than girls.
- Victims may have low self-esteem, lack of confidence, lack social skills or be viewed as unpopular.
- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences.

### 6.3. **strategies to overcome bullying -**

- Practice all-encompassing and socially inclusive care.
- Role model and actively encourage appropriate behaviours.
- Form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Empower children by providing responsibilities that will make them feel valued.
- Help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.
- Respond promptly to children's aggressive or bullying behaviour.

## 7. Biting

All individuals involved in the care of a child need to recognise that at times, some children, for a variety of reasons, attempt to bite other children.

7.1. Some reasons a child may bite are:

- Infants – Experimental, Sensory Pleasure, Teething
- Toddlers – Frustration, fatigue, attention seeking, confined spaces.
- Older Children – Aggression, deliberate.

7.2. In the event of a biting incident, **educators** will abide by the following procedure:

7.2.1. Check for broken skin.

7.2.2. Clean all bites, regardless of whether the skin is broken or not.

7.2.3. Apply a cold compress to the bitten area

7.2.4. Inform the parent / carer of the child who has bitten and the child that has been bitten as soon as possible. Parent / carer are then responsible for any follow up medical treatment.

7.2.5. If the biter is a known infectious disease carrier, or can be seen to have facial herpes and the victim's skin is broken, the **Co-ordinator** or **Director** will convey this information to the Parent / carer.

7.2.6. Should the behaviour continue, **educators** will work in conjunction with families and, if necessary, external agencies, to develop a Behaviour Guidance plan for the child who is biting.

7.2.7. Complete an incident report for any occasion where a child bites and submit to the **Director**. The parent / carer will be asked to sign this document.

7.2.8. Monitor the behaviour of the child who has bitten and use distraction techniques to prevent the child reaching the point where the child feels the need to bite.

### ABBREVIATIONS:

**CCSA** – Community Connections Solutions Australia

**PCCM** – Paroo Contact Children's Mobile Incorporated

### DEFINITIONS:

**Children:** All children, 0-12 years, who are enrolled at the **Service**, children of **Families** or **Members** utilising the **Service**.

**Community:** Includes all individuals and organisations with which **PCCM** forms a relationship within the **Service** region and beyond.

**Co-ordinator:** Educational Leader responsible for delivering effective and efficient Early Childhood Programs within the parameters of the **Service's** funding agreement and compliant to all relevant legislation and regulations.

**Educators:** Staff (employees, volunteers and students) with Early Childhood Education qualifications (or working towards) and employed in an educator position (**Co-ordinator** or **ECE**).

**Director:** **Service** Manager responsible for the overall management of the **Service** and ensuring compliance with all relevant legislations, regulations and funding agreements.

**Families:** All families using the **Service**, regardless of how that family is structured.

**Members:** All current members of Paroo Contact Children's Mobile Inc. other than the Management Committee.

**Personnel:** all permanent, temporary and casual staff, volunteers, student placements and the Management Committee.

**Service:** Paroo Contact Children's Mobile Incorporated.

**Session:** A supported, educational playgroup service delivered by **PCCM**.

**RELATED POLICIES, PROCEDURES & DOCUMENTS:**

Behaviour Guidance Procedures

Child Protection Practices Policy

Code of Conduct

Ethical Conduct Policy

Incident Report Book

**VERSION CONTROL:**

This version supersedes and merges:

Fostering Self Esteem Policy

Ratified: 23/10/2015 by PCCM Management Committee

Review Date: 2019 [5 years after ratification], or as required due to legislation, regulation or constitution changes.