



Nature Alliance Family Day Care Service

Positive Behaviour Guidance



POLICY IN THIS SECTION AS REQUIRED BY:

Education and Care Services National Law (WA) Act 2012: 166,167, 301(i)
Education and Care Services National Regulations, 2012 – ‘Regulations’:84; 155--156, 168(j)

PURPOSE:

We aim to create positive relationships with children by helping them to feel safe, secure, and supported within our Service. Best endeavours will be made to ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE:

This policy applies to Educators, Educator Assistants, Service Staff, children, families, and visitors of the Service.

PRINCIPLE:

To ensure appropriate procedures are in place that respect children’s rights and provide them with strategies and guidance to develop self-regulation and acceptable behaviours.

DEFINITIONS

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour.

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (Kids Matter, Early Childhood, 2014).

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to ‘cool down’ and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACEQA, 2020]

Inclusion- taking into account all children’s social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (EYLF)

POLICY:

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and

perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Using appropriate behaviour guidance, educators aim to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. These strategies are in line with the National Principals for Child Safe Organisations.

Corporal punishment and unreasonable discipline are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it can have detrimental effects on the child's self-esteem and feelings of security.

The behaviour and guidance strategies used are designed to provide children with the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency.

PROCEDURES:

1. All Educators, Educator Assistants and staff at the FDC Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.
2. Behaviour guidance strategies implemented within the FDC service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation.
3. Children will be given the opportunity 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. They are acknowledged when they make positive choices in managing their behaviour.
4. Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences, providing a 'cooling down' period and having open discussion with children.
5. In the instance of adverse behaviour being persistently observed, educators and staff will evaluate the program, environment set up and supervision to identify triggers and reasons why inappropriate or challenging behaviours occurs.
6. Educators will maintain regular routines and consistency in implementing behaviour guidance strategies as these are critical to support children's wellbeing and promote children's agency.
7. All staff will implement an active and positive approach to guiding children's behaviour within the service. As an alternative, the educator will be encouraged to remove the other children from the area to a safer location in the environment.

Approved Provider, Coordination Staff, Educators and Assistants will ensure that:

1. Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.
2. Behaviour guidance will not involve making judgements about children or their families. Information gathered from families about their children's social skills, relationship

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preferences, family and cultural values will be used support children to develop their social and decision-making skills.

3. Positive and respectful relationships with children are established and maintained.
4. Children are empowered to use language and other forms of non-hurtful communication to communicate their emotions.
5. Positive, empathetic relationships are promoted between children assisting them to develop respectful relationships.
6. The dignity and rights of each child are maintained at all times.
7. Positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour.
8. General information about behaviour guidance is provided to families through parent interviews and newsletters.
9. A partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
10. Excessive or challenging behaviour is managed and communicated with families. This will include any bullying behaviours.
11. Strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction where the Educator is encouraged to remove the child from the harmful situation if required.
12. Families are notified and the incident/behaviour is addressed sensitively. Should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented. Where a similar incidence continues the child's parents and FDC Educator will meet to discuss the behaviour or concern and develop strategies
13. Families and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties.
14. Application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program. A Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual children. The SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan.
15. The service will notify ECRU, the Children's Commissioner, and any relevant child protection agencies of any incident of inappropriate discipline.

Family Day Care Educators and Assistants will:

1. Encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others.
2. Actively work with younger children to promote and role-model positive ways to interact with others.
3. Teach behavioural expectations.
4. Support appropriate behaviour through visual cues such as prompting, positive verbal feedback and quality learning environments.
5. Ensure children are provided with positive guidance and encouragement toward acceptable behaviour.
6. Promote children's initiative and agency.
7. Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others. At all times

8. Provide positive role-modelling in their dealings with children, other educators and families.
9. Discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines.
10. Talk calmly with children about the consequence of their actions, and the reason for rules.
11. Use positive guidance such as prompts, redirection, re-teach, provide choice, logical consequence, conference with child and educator.
12. Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others.
13. Provide positive feedback and focus on children's strengths and achievements and build on their abilities, taking into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
14. Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
15. Provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with. Ensure there are sufficient materials and equipment for individual, small and large group activities.
16. Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
17. Commit to professional development and keep up to date with industry information regarding behaviour guidance strategies.
18. Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
19. Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
20. Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.
21. Encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations.
22. Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
23. Guide and support children to remove themselves from situations where they are experiencing frustration, anger, or fear.
24. Support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
25. Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
26. Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
27. Remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
28. Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.
29. Implement "*time with*" an adult, which will be used when all other strategies (above) have been exhausted. "Time with" allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently.

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Families will:

1. Be requested to provide or provide consent for the FDC Service to consult with professional agencies, this may result in the implementation of a Strategic Inclusion Plan (ISP) if applicable.
2. Work collaboratively with FDC educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour.
3. Work towards creating consistency in behaviour guidance strategies used at the service and at home.

Children will:

1. Know they are valued, respected and that they can have their opinions heard by a supportive adult.
2. Be supported by providing acceptable alternative behaviours when challenging behaviour occurs.
3. Be supported and encouraged to learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour appropriate to their age and to their developmental stage.
4. Be given positive guidance towards understanding the difference between acceptable behaviour and unacceptable behaviour looks, feels and sounds like in the early learning setting.
5. Be supported and encouraged to gradually develop an understanding of their actions and how their behaviour impacts on others.
6. Be encouraged to use their words rather than actions to resolve conflicts.
7. Build on strengthening their communication skills through:
 - greeting others when they arrive and depart from the FDC Service
 - sharing resources
 - assisting when it is time to pack away the indoor and outdoor environment.
 - using manners such as '*please*' and '*thank-you*'
8. Be supported and encouraged to learn to wait for their turn for an appropriate period of time- this will depend on age and development level.
9. Be supported and encouraged to learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
10. Be encouraged 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.

SOURCE

Australian Children's Education & Care Quality Authority.

Australian Government Department of Education. *Belonging, Being and Becoming- The Early Years Learning Framework for Australia II.* (2023).

Australian Government Department of Education, Inclusion Support Program Guidelines. Early Childhood Australia Code of Ethics.

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations.

Guide to the National Quality Standard.

Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators.* Australia: Allen & Unwin. Raising Children Network. (2019) *What is self-*

regulation? <https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>

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SUPPORTING DOCUMENTS

Refer to Policy:

NA-POL-0001.6 Child Protection

NA-POL-0002 Interactions with Children Policy

Reference: Child Safe Organisations National Principals

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