

## SECTION 1 CHILDREN'S PROGRAM POLICIES

### 1.1 Behaviour Guidance Policy

**Aim:** To provide a secure and nurturing environment where children feel safe and accepted, and where children are able to express their emotions in appropriate ways.

We strive for a centre that provides children with opportunities to explore their environment within consistent, age-appropriate limits; in such an atmosphere, most behavioural issues are prevented.

**Rationale:**

Children need to learn how to manage their emotions, which affect their behaviour, and in turn impacts on how they interact and form relationships with others. Children require the support and expertise of Educators who understand that learning to successfully manage emotions and behaviour is a lifelong process. The aim of behaviour guidance is to teach children how to manage their emotions and develop ways to appropriately control their behaviour by themselves.

**Process:**

Everyday practise at The Gums requires that Educators are:

- Encouraging children to talk about their feelings and listening to their needs
- Providing children with opportunities to work through their emotions independently
- Acknowledging children's attempts to deal with their emotions as they begin to develop the skills to manage these appropriately
- Building relationships with children that are safe, and secure and convey respect
- Promoting children's participation in decision making, such as setting play limits and behaviour expectations
- Giving children choices in managing their own behaviour
- Planning experiences and environments which challenge and strengthen children's skills as they learn about their emotions and social interactions
- Establishing routines and limits which meet children's needs and level of understanding.

In practice, this looks like:

Step 1 – Inappropriate behaviour

<b>What to do</b>	<b>An example of how to do this</b>
<b>Approach quickly and calmly</b> to stop hurtful or unsafe behaviour right away.	Stay nearby so children know that you are ready to offer help and support.
<b>Acknowledge each child's feelings</b> with a simple description.	"You seem angry."
<b>Gather information</b> from each child involved.	"Let's talk about what happened. Janelle, you tell me first and then it will be Luke's turn to talk."
<b>Identify and state the problem</b> to the children	"You both want to sit in the same spot at the table."
<b>Brainstorm solutions</b> with the children.	"What ideas do you have to solve this problem? What else can you do?"
<b>Allow the children to develop a solution</b> and use it.	"What idea do you choose?"
<b>Follow up</b> by checking back and offering assistance if needed	"How is your idea working?"

Step 2 -.If inappropriate behaviour continues repeat above process with the final step changing to:

<b>What to do</b>	<b>An example of how to do this</b>
<b>Approach quickly and calmly</b> to stop hurtful or unsafe behaviour right away.	Stay nearby so children know that you are ready to offer help and support.
<b>Acknowledge each child's feelings</b> with a simple description.	"You seem angry."
<b>Gather information</b> from each child involved.	"Let's talk about what happened. Janelle, you tell me first and then it will be Luke's turn to talk."
<b>Identify and state the problem</b> to the children	"You both want to sit in the same spot at the table."
<b>Brainstorm solutions</b> with the children.	"What ideas do you have to solve this problem? What else can you do?"
<b>Allow the children to develop a solution</b> and use it.	"What idea do you choose?" "If this time you choose not to follow the solution you have made I will ask you to choose a quiet space until you are ready to communicate and solve the problem."

.Step 3:

- Child being asked to choose a quiet space to move to, until they are ready to communicate and solve the problem.
- Educator to be in constant eye -contact
- Once the child has calmed down educator to talk to the child about their behaviour and what they could do next time to improve that behaviour.
- Before moving away give the child something positive to take with them, ie a hug, a smile, a “lets have fun”

### **GUIDELINES FOR PERSISTENT INAPPROPRIATE BEHAVIOR**

Persistent inappropriate behaviour is any inappropriate behaviour which continues after **The Gums Behaviour Guidance Three Step Procedure** has been used.

1. If inappropriate behaviour continues, parents will be asked to participate in a parent-educator meeting with the Team Leader of the room and the Director or Assistant Director. A specific action plan will be developed at this meeting to address the ongoing inappropriate behaviour. The action plan will outline all steps the educators will take to change the behaviour, and all steps the parents will take.
2. The Director or Assistant Director may suggest outside resources to parents and we will work with any outside agency for further guidance in responding to the child's behaviour.

### **GUIDELINES FOR BEHAVIOUR THAT ENDANGERS OTHERS**

1. If a child is aggressive /violent towards other children and educators or themselves, their parent / caregiver will be called and asked to pick them up within the hour. While the child is waiting to be picked up, they will be offered a quiet space away from the other children to calm down, either in one of the rooms or in the office. An Educator will be within eye-contact at all times. A meeting will be scheduled and a specific action plan will be developed before the child can return to care.

### **INAPPROPRIATE FORMS OF DISCIPLINE**

Our policy does not permit the use of the following forms of discipline:

- Corporal punishment
- Emotional punishment, including ridicule, embarrassment, or humiliation
- Punishing a child for lapses in toilet training habits
- Withholding food, light, warmth, clothing or medical care
- Physical restraint, other than the restraint necessary to protect a child or others from harm

**Relates to Quality Area 5: Relationships with children**, standards 5.1, 5.2. National law section166, National Regulations 155-156

Source: Early Childhood Australia “Code of Ethics 2007”  
 Early Learning and Child Care, Best practices for Guiding Children's Behaviour,  
 Healthy Child Manitoba  
 Guiding Children's Behaviour, extract from Putting Children First, the Newsletter  
 of the National Childcare Accreditation Council (NCAC)

# Behaviour Guidance Step Procedure

## **Step 1 – Brainstorm**

Brainstorm with the children involved, a solution to the problem

## **Step 2 – Warning**

Child is to be given a warning, “If this time you choose not to follow the solution you have made I will ask you to choose a quiet space until you are ready to communicate and solve the problem.”

## **Step 3 – Move**

- Children will be asked to choose a quiet space to move away to, until they are ready to communicate and solve the problem
- Educator to be in constant eye -contact
- Once the child has calmed down educator to talk to the child about their behaviour and what they could do next time to improve that behaviour.
- Before moving away give the child something positive to take with them, ie a hug, a smile, a “let’s have fun”

## **Step 4 – Move on**

- Child will be taken to another room to calm down and think about their actions. This can be another room in the centre or the office where they can be supervised at all times. When talking to the children about ‘Moving on’ the name of the space they are going to should be named, not the person who is going to supervise them.