



## Behaviour Guidance Policy

CSIROCare Clayton aims to provide a safe, caring, relaxed environment for the children in our care.

All educators are required to adhere to our Behaviour Guidance Policy and procedures when guiding children's behaviour.

### **EDUCATORS RESPONSIBILITIES FOR GUIDING CHILDREN'S BEHAVIOUR:**

1. All educators must present as good role models of behaviour for children.
2. Child care educators must give clear, consistent and co-ordinated messages to children about their behavioural expectations to ensure children are not confused about different educator's approaches.
3. Child care educators must become familiar with stages of child growth and development so that they hold reasonable behavioural expectations. Some child behaviour may be displeasing for adults, but should be considered acceptable and age appropriate e.g. some toddlers have not yet learned nor understood the concept of "sharing" or "taking turns"
4. Child care educators must trust and respect children in their care as **unique** and **special** and recognise that each child's behaviour is an expression of feelings or an attempt to meet immediate or underlying needs.
5. Child care educators will need to be aware of differing disciplinary styles and behavioural expectations that parents may have, as child rearing practices vary greatly from culture to culture.
6. Child care educators should take into consideration **each child's whole life situation** when managing children's behaviour, consulting regularly with parents to develop collaborative strategies to meet children's needs both within the Centre and in the home. It is important to share any information that may identify possible stresses that could affect the child's behaviour.

## **GUIDELINES FOR MANAGING CHILDREN'S BEHAVIOUR:**

1. **Positive guidance** with direction towards acceptable behaviour
2. Guidance is to be used in a constructive manner –
  - ◆ Suggesting acceptable behaviour
  - ◆ Keeping the child stimulated and redirecting to other experiences.
  - ◆ Talking with the child about feelings and consequences of their actions
  - ◆ Focussing on the inappropriate behaviour and not on the child
  - ◆ Behaviour guidance and management strategies should be framed in **positive language** and used to **enhance the child's self-esteem**, thus encourage all children that acceptance does not depend upon their behaviour.
  - ◆ Reinforcing positive behaviour.
3. **No** corporal punishment
4. **No** use of controlling or humiliating techniques
5. The environment will be arranged to minimise inappropriate behaviour in the following ways:
  - ◆ Ensuring that an adequate number of resources and a variety of learning experiences are available
  - ◆ Experiences are adequately supervised and are developmentally age appropriate
  - ◆ There is a balance of "quiet" and "active" spaces for both indoor and outdoor programs
6. Older children are encouraged to be involved in the development of their group's behaviour guidelines, recognising that developing their own rules gives children a greater understanding of acceptable behaviour

### **TIME OUT**

This technique does not promote self-esteem in children, as it takes responsibility for the inappropriate behaviour away from them. The utilisation of time out does not provide children with any logical consequence for their behaviour and therefore the educators do not use it in guiding children's behaviour.

Should it be necessary to remove a child from an activity because of repeated displays of aggressive, inappropriate or excessively challenging behaviour, he/she will be redirected to another experience, with an educator explaining to the child (in language that is age appropriate) that the action is as a consequence of their repeated inappropriate behaviour. The child should not be isolated or demeaned in any way.

## **DEALING WITH REPETITIVE OR SERIOUS BEHAVIOURAL PROBLEMS:**

If a child displays inappropriate behaviour which is considered to be of a serious nature, and that behaviour is unmanageable to the extent that the child is likely to cause harm to others, then the educators responsible for that child will:

- a) Get assistance from additional educators if necessary to maintain a safe and secure environment
- b) Report the situation to the Nominated Supervisor (Director)

If a child repeatedly displays inappropriate behaviour, which is considered to be of serious nature, educators will record incidental observations of the child's behaviour, in particular areas that may be linked to the child's actions i.e. prior to rest/sleep or linked to eating patterns. Should this behaviour persist, the Room Leader will discuss concerns with the Nominated Supervisor. The Nominated Supervisor will then determine the appropriate course of action, which may include:

- c) Discussion with the parents
- d) Enlisting professional support with the consent of the parents
- e) Other course of action - cancellation of the child's place may be the only option available if the child is likely to cause harm to others and the program can no longer meet the child's needs. This action would be as a result of discussion with the parents with input from a professional experienced in the area of children's behaviour.

## **USE OF INAPPROPRIATE DISCIPLINARY TECHNIQUES:**

Forms of abuse consistent with those stated below will lead to the educator's disciplinary action as outlined in the staff handbook ~

### **◆ PHYSICAL ABUSE**

Use of the time out strategy

Placing a child in a confined space or a location where eye contact with an educator cannot be maintained

Shaking, smacking, biting, pinching or sitting on a child to restrain them

Injurious lifting (e.g. by one arm)

### **◆ VERBAL ABUSE**

Shouting, using abusive words, labelling a child inappropriately

### **◆ EMOTIONAL ABUSE**

Including withdrawing of hugs, ignoring a child's needs