

BEHAVIOUR GUIDANCE POLICY

Policy statement

At Little Adventures Early Learning we aim to guide and encourage children to recognise, manage and learn from their behaviour and to express their emotions in positive and productive ways. We will work in partnership with families in order to promote consistency between the home and service environment.

Strategies and practices

- The *Behaviour Guidance Policy* is available to families upon enrolment and staff upon induction.
- The Service's wide variety of resources, materials and equipment meets the needs and interests of the children, supporting a harmonious play environment.
- Educators consistently model and intentionally teach positive behaviour practices in their everyday interactions with children regarding resolving social conflicts. Including:
 - social skills
 - negotiation
 - sharing and turn taking
 - problem solving
 - co-operation
 - displaying empathy for others; and
 - recognising and managing emotions.
- Educators encourage positive behaviours by supporting children to build self-esteem and self-confidence.
- Educators encourage children to make appropriate choices and praise them when they do so.
- Educators recognise that children's behaviour is influenced by many factors including the additional needs of the child as well as external factors such as current family situations.
- The Service provides educators with opportunities to participate in professional development in relation to positive behaviour guidance.
- The routine at our service has extended periods of uninterrupted play which accommodate child-initiated, educator initiated and co-constructed activities to allow the child to understand they are valued as capable and competent.
- Children and staff at the service work collaboratively to determine boundaries and rules that are appropriate considering the age, development and individual characteristics of the children. Rules are consistently implemented across the service.
- When necessary educators implement strategies to positively guide behaviours including:
 - Prevention – supervision and intervention
 - Acknowledgement – consider the behaviour and the emotion that children may be feeling – “It's okay to feel angry, but its not okay to hit.”
 - Redirection – offering choices of alternative ways to behave; and
 - Empathy – encouraging children to think about how others might feel

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- In extreme cases, where all of the above strategies have been implemented with no success and where staff determine that the behaviour of a child is no longer safe for the child, their peers and the staff; then, the child's family will be contacted for collection.
- The Service is committed to open communication and working in partnerships with families, ensuring each party is aware of what is occurring in the child's day. If deemed necessary, the service will invite the child's family to attend a meeting to discuss strategies to support the child in the regulation of their own behaviour and to ensure a consistent approach is implemented in both the home and service environment. When deemed necessary, families may be referred to professional external agencies in order to help devise strategies to best meet the education and care needs of the child.

References

- *Education and Care Services National Law*
- *Education and Care Services National Regulations*
- *Guide to the National Quality Framework*
- Australian Child Care Alliance NSW - <https://nsw.childcarealliance.org.au/members/policies-required-under-regulation-168>
- Dr Brenda Abbey (Childcare by Design)

Policy review

The Service encourages staff and parents to be actively involved in the review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities, where necessary, as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.