

Behaviour Management Policy

Evidence of link to Regulations (ECSNR):

R155

Evidence of link to NQS::

QA5

Version	Date	Author	Change Description

Policy Objective

To ensure that all children are treated respectfully, consistently, fairly and equitably and are supported to develop age-appropriate behaviour and self-regulation skills.

Rationale

Like all other areas of development learning how to behave in a socially acceptable manner is a developmental task that relies heavily on supportive adults to guide and model desired behaviours and to set limits appropriate to the age, stage and individual developmental needs of each child.

The individual needs of the child may take into account the family's cultural practices, religious beliefs, child rearing practices as well as social and environmental factors. It may also include developmental or medical issues that impact on the child's behaviour, as well as the child's temperament and personality.

Relevant Legislation:

Education and Care Services National Regulation, 2012: PART 4.5—Relationships with Children. R: 155 Interactions with children

National Quality Standards QA5

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Behaviour Management Framework

- The framework for behaviour management is based on NQS, QA5 Relationships with children.
- The centre will provide a positive learning environment in which children feel happy, safe and secure.
- Physical facilities will be arranged to take into account children's limited ability to share materials and play spaces. There will be areas for quiet play designed to promote sustained concentration and quiet interactions. There will also be areas where children can engage in more active play.
- To facilitate enjoyment, competence and independence equipment, furniture and resources will be age-appropriate.
- The daily program will be unhurried allowing children long uninterrupted periods for play.
- The daily program will allow children to make choices about play and play peers.
- Transitions will be kept to a minimum and children will be given plenty of notice of each transition.
- Routine tasks will be designed to promote age-appropriate self-help skills.
- Behaviour limits will be kept to a minimum and reflect the age range of children enrolled in the service.
- Behaviour limits will primarily focus on children's safety and respect for self and others and respect for the physical environment.
- Educators will use positive language to promote positive behaviour. Children will be told what they are required to do rather than what not to do. For example, *Remember to walk when inside*, rather than, *don't run when inside*. This approach acknowledges that learning socially acceptable and safe behaviour is a long term task for young children who need support from caring adults to achieve the required outcomes.
- Where age-appropriate, children will be provided with clear simple expectations for behaviour, a reason for required behaviour and simple behaviour consequences.

- Natural and logical consequences will be applied (where age-appropriate).
- A simple conflict resolution program is introduced in the toddler room which assist young children to be assertive and recognise when their actions have a negative impact on others. This program increases in complexity as children develop and mature. Preschool children will be encouraged to work collaboratively to resolve conflict with the guidance and support of Educators.
- Educators will role model respect for similarities and differences and encourage children to respect these differences. Where bias occurs children will be supported to focus on similarities rather than differences.
- ‘Behaviours’ may be typically developmental and/or relate to and /or affect an individual’s social and emotional state at one point in time. Undesirable behaviours include *disruptive* behaviour which is either behaviour that is unsettling, or upsetting to others, and may affect the safety of ones self and/or the safety of others. When any undesirable behaviours escalate and are ongoing the behaviour including disruptive behaviour become ‘*behaviour of concern*’. Behaviours of concern relate to the frequency, intensity and duration of any behaviour that is of concern. For example a behaviour/s is ongoing, consistent and/ or increasing it becomes a behaviour for concern. The behaviour may include:
 - typically inappropriate for the age and development of the child
 - repetitive and /or poor quality
 - frequent refusal to complete or follow instruction
 - difficulty expressing and redirecting frustration and anger
- It is important that ‘behaviours of concern’ are documented over time in order to work with educators and families to change behaviour and to assess involvement of additional support agencies and or workers for the child.

Behaviour Management Strategies

- Behaviour management strategies will be consistent but must also reflect the individual needs of each child.
- The focus will be on the behaviour rather than the child. For example, *please sit with your feet on the floor. When you swing on your chair you might fall backwards and hurt yourself – rather than, Stop swinging on your chair you silly boy.*
- Where there are identified ‘behaviours of concern’ in relation to an individual child a specific behaviour change plan must be put in place in consultation with the family.
- In the first instance Educators notice and acknowledge positive behaviour and provide clear age-appropriate behaviour expectations.
- Children will be actively encouraged to use their words when a conflict arises. For example, *Stop, I don’t like it when you...*
- Children will be offered choices so that they can be actively engaged in managing their own behaviour.
- Strategies used for younger children may include redirection, distraction and comfort.

- Where appropriate, Educators will explicitly teach appropriate play behaviours. For example, asking to share equipment rather than simply taking it from another child, learning to respect the personal space of others – this is not an easy task for young children.
- Where conflict occurs between children the Conflict Resolution Program will be implemented to assist children to gain an understanding of the consequences of their actions for themselves and others.
- Time out is not considered to be an appropriate behaviour management strategy as children often do not make the connection between their behaviour and the timeout. As an alternative a relaxation area where a child can retreat to, clam down and regroup will be provided or preschool children. This space will contain cushions, water and oil toys, squeezey toys etc. Children can choose to use this space themselves or may be requested to use it by an Educator. The space can only be used by one child at a time. For example, *you are very angry. How about you go to the relaxation space and so you can calm down and relax. When you are ready you can come and talk to me.*
- A relaxation space lets children know that getting angry, upset or overwhelmed can happen to anyone and that it is OK to take time to regroup. It also encourages children to be aware of their feelings and to begin to take control of their emotions. (A lifelong challenge!)

References

Education and Care Services National Regulation, 2011
National Quality Standards
ECA Code of Ethics
Identifying emotional and behavioural problems; *Department of Health and Ageing 2010*
Challenging behaviour; *Centre for Developmental Disability Health Victoria*

Resources

ECA Code of Ethics: In relation to children I will:

Create and maintain safe, healthy environments, spaces and places, which enhance children's learning, development, engagement, initiative, self-worth, dignity and show respect for their contributions.

The Australian Children's Education and Care Quality Authority (ACECQA). National Quality Standard <http://acecqa.gov.au/research-and-publications/>

National Quality Standard Professional Learning Program
<http://www.earlychildhoodaustralia.org.au/nqsplp/>

The Early Years Learning Framework
<http://acecqa.gov.au/research-and-publications/?page=3>



Policy Written by:	Position:	Date:
Approved by:	Approved Date:	Next review date:

Staff Sign: