

BEHAVIOUR GUIDANCE AND INTERACTIONS POLICY

POLICY ADOPTED: 18 February 2014

Policy Objective:

Children learn by exploring and experimenting, testing the limits of their environment and experiencing the consequences of their behaviour. Positive strategies for guiding children's behaviour are based on respect and the premise that all children, in individual ways, can learn to manage their emotions regardless of the presence or absence of an adult.

Educators have a responsibility to show children how to express all sorts of feelings in an appropriate way.

Policy Statement:

Educators will help children learn to manage their feelings towards others and their behaviour. Educators will provide children with stimulating, positive experiences and interactions that foster all aspects of their development.

Definitions:

Educator refers to all staff employed in the Children's Services Unit and Bland/Temora Family Day Care educators.

Responsibilities:

The policy applies to all Children's Services educators.

Recommended Practices:

Educators should:

1. Ensure that a child in their care is given positive guidance towards socially acceptable behaviour.
2. Establish consistent, clear rules that are explained to children and understood by parents. The environment should be positive and accompanied by simple and rational explanations and expectations.
3. Ensure that a child in care is not subject to or threatened with:-
 - i. any form of physical, verbal or emotional punishment;
 - ii. any punishment that takes the form of immobilisation or force-feeding;
 - iii. any punishment that is intended to humiliate or frighten the child.
 - iv. a form of exclusion, such as "Time Out".
4. Supervise child/ren at all times whilst in care. If a parent is present, the responsibility for the supervision will be an agreement between the educator and the parent.
5. Encourage children to interact in a socially acceptable manner. If unacceptable behaviour continues, the child's educator/authorised supervisor/Co-ordination Unit should contact the child's parents to discuss an appropriate behaviour modification programme in consultation with the child's parents.
6. Model appropriate styles of interaction, including positive facial expression and tone of voice, and appropriate methods of conflict resolution.
7. Provide choices for children, clarifying situations of 'free', 'limited' or 'no' choice.
8. Allow children to resolve conflict and intervene only when appropriate to prevent escalation of conflict.

9. Teach problem-solving and communication skills that encourage self-awareness and self-discipline in children.
10. Enhance their knowledge and skills in relation to guiding children's behaviour.
11. All interactions between children and educators will be respectful and supportive of each child's gender, culture, language, ethnicity and family composition.
12. Genuine interactions play an integral part in demonstrating an appreciation for children's unique backgrounds and capabilities.
13. It is important that all interactions with the children and their families are positive and respectful. Interactions between educators and family members must role model respect and consideration.

In a situation where a child needs guidance it must be remembered:
It is the child's behaviour that is unacceptable not the child.

Do (Positive)

- Positive Guidance: Guide the child the correct ways/skills to behave (be a good role model).
- Re-Direction: Divert the child's attention before undesired behaviour has had a chance to occur.
- Reinforcement: Reward children with listening, cuddles, attention and praise. Material rewards should only be used occasionally.

Don't (Negative)

- Criticism: Don't talk about the child's faults while they can hear you. Don't focus on "bad" points or use put-downs.
- Compare: This lowers the adult and the child's self-esteem. Each child develops differently at his/her own rate.
- Foster Competition: This leads to jealousy and therefore aggression and unhappiness.

Give each child time to be themselves.
A response to unacceptable behaviour must be immediate to be effective.

References:

1. Australian Government Department of Education, Employment and Workplace Relations for the Council of Australian Government (2009) Belonging, Being and Becoming EYLF.
2. ACECQA. (2011) Guide to the National Quality Standards.
3. Children's Services Regulations. (2009)

Appendices:

Nil

Authorisation:

Status	Committee	N/A	
	Manex	N/A	
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Related Council Policy / Procedure