

Warradale Community Children's Centre acknowledges the traditional custodians of the land we live on today and we pay our respects to the Aboriginal and Torrens Strait Islander People past, present and emerging.



## Behaviour Guidance Policy

### National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	<b>Relationships between educators and children</b>	Respectful and equitable relationships are maintained with each child
5.1.1	<b>Positive educator to child interactions</b>	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	<b>Dignity and rights of the child</b>	The dignity and rights of every child are maintained
5.2	<b>Relationships between children</b>	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	<b>Collaborative learning</b>	Children are supported to collaborate, learn from and help each other
5.2.2	<b>Self-Regulation</b>	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

### Education and Care Services National Regulations

Children (Education and Care Services) National Law	
<b>Section 166</b>	Offence to use inappropriate discipline

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155	Interactions with children
156	Relationships in groups

## Aim

To promote and ensure the safety and wellbeing of children by supporting them to solve conflicts in peaceful ways and discourage violent or hurtful behaviour.

## Implementation

The behaviour and guidance techniques used by staff and Educators at our Service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

We believe in providing boundaries as part of a loving and secure relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them. There are three aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive.
2. Strategies for building skills and strengthening positive behaviour.
3. Strategies for decreasing undesired behaviours.

## Leadership will:

- Gather information from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision-making skills.
- Manage the centre with the belief that all children have the right to feel safe, secure and trusting relationships with primary caregivers that foster wellbeing and support the development of positive behaviours. This, in turn, will foster the development of positive relationships with peers and adults.
- Develop a partnership with local schools, pre-schools as well as other professionals or support agencies that work with children who have diagnosed behavioural or

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social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.

- Give children the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Implement positive strategies to enable educators to encourage positive behaviour in children to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- Manage excessive behaviour and communicate with families.
- Support educators and enhance their skills and knowledge in guiding children's behaviour through training that supports understanding and management of big emotions (eg. Circle of Security, Marte Meo)
- Exchange information with families about behaviour management which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.

#### **Educators will:**

- Acknowledge children when they make positive choices in managing their behaviour.
- Ensure no child is ever made to feel rejected, insecure, embarrassed or ashamed.
- Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified where they will be required to read and sign, in an instance where a child or children's safety has been jeopardised.
- Continue observing the child, where a similar incidence occurs three times the child's parents and Educators will meet to discuss the issue and create a behaviour management plan of action to support the child in the environment.
- Be sufficiently informed, trained and supervised to implement the behaviour management plan created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Provide an enriching program with a balance of quiet and active experiences that enables each child to experience success, support emotional self-regulation and gives opportunities to express feelings through sensory and other forms of play.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.

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- Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Encourage children to listen to other people's ideas, consider pro-social behaviour and collaborate in problem solving situations.
- Support children's understanding and management of their feelings by labelling them.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger, or fear.
- Ensure behavioural expectations are explicit and take into consideration child's culture, age, stage of development, life experiences and the context of the setting.
- Support children to negotiate their rights, and rights of others, and mediate perceptively when children experience complexity in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, tender, and tolerant as they encourage children who are strongly expressing distress, frustration, or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.
- Acknowledge how the child is feeling and support him/her to understand the feeling.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Provide empathetic, confidential processes for sharing planning and goal setting with families regarding their child/ren's learning and wellbeing.
- Time-out techniques will not be implemented as we believe that every child's voice needs to be heard.

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- Non-disciplinary methods will be used to support the child's learning and development.

#### **Families will:**

- Be encouraged to discuss any concerns about their child's behaviour with the primary caregiver.
- Be informed of behaviour management concerns we may have with their child, this includes: the positive and negative aspects of the day.
- Collaborate with Educators and professional agencies when required to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behaviour.

#### **Children will:**

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Need to learn to be responsiveness of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts.
- Build on strengthening their communication through intentional teaching moments which will include:
  - Greeting others when they arrive and depart from the Service
  - Sharing resources
  - Assisting when it is time to pack away the indoor and outdoor environment
  - Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period. This will depend on age and development.
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.

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- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

### Positive behaviour strategies:

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

- Establish positive relationships with children.
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions.
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship.
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation.
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.
- Model appropriate behaviours.
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- Be understanding and supportive – acknowledge children's emotions.
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promote children's initiative and agency.
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate and interesting activities, experiences and equipment for children to use and become engaged in as they challenge their development.
- Providing opportunities for children to explore both in the indoor and outdoor environment.
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.

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- Ensure there is sufficient materials and equipment.
- Implementing a regular routine in order to support children's positive behaviour. Routines help to provide a sense of security, so children feel settled.

## Evaluation

**This policy is viewed as working effectively when:**

- Children can manage and regulate their behaviour.
- Children and adults experience a happy and safe environment.
- Children demonstrate a positive sense of self and explore their environment in a safe and confident manner at an age appropriate level.
- Children demonstrate respect for each other's feelings, safety and belongings at an age appropriate level.

## Source

- Australian Children's Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- <http://raisingchildren.net.au>
- [www.napcan.org.au](http://www.napcan.org.au)
- [www.cyh.com](http://www.cyh.com)
- [www.acwa.asn.au](http://www.acwa.asn.au)
- [www.community.nsw.gov.au](http://www.community.nsw.gov.au)
- [www.kidsmatter.edu.au](http://www.kidsmatter.edu.au)
- Louise Porter  
Developing Responsible Behaviour
- Revised National Quality Standards



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### Record of Policy Adoption and Amendment:

Version	Date	Details	Author	Next Review Date
1.0	14/3/19	Policy developed	Trish Cook	April 2021
1.1	11/5/21	No changes made	Dian Faranda-Pluke	11/5/ 2023
1.2	11/5/23	Non-disciplinary strategies added and no time outs added.	Poornima	11/5/2024
1.3	May 2024	No changes made	Poornima	Sep 2025