

## **Behaviour Guidance**

### **Purpose**

Early childhood professionals will take a positive approach to behaviour guidance and will ensure procedures and practices are in place to assist children in demonstrating acceptable forms of behaviour. Strategies to be used will demonstrate respect for children's dignity and self-esteem. A number of aspects will be taken into account when providing support, guidance and opportunities for children to manage their own behaviour. These include: age, stage of development, health status, relationships with others, service and external environments/experiences. Consistent, clear guidelines, limits and rules will be known and understood by staff, shared with parents/guardians, explained to children (developed with their input), and incorporated into the planning.

There is a shared responsibility that the policy/guidelines are adhered to. Whilst staff respect individual family's backgrounds/beliefs, requested guidance methods may not be used if they do not fall within the bounds of our policy or does not comply with regulative and legislative requirements.

Families are to refrain from labelling children for negative behaviour and have the right only to guide behaviour of their own children whilst at the service. The Service Manager is available to discuss behaviour guidance methods generally or specifically about a family's own child, however, information about other children will not be shared, protecting their right to privacy

### **Procedures for the Guidance of Normal Challenging Behaviour**

*For all children staff will:*

- Work to understand the needs of individual children and those in the group and acknowledge that many factors could influence behaviour.
- Base their expectations on the child's individual level of development.
- Respect cultural differences in children.
- Respond to children proactively, rather than reactively.
- Assist children to control their behaviour, and to understand the behaviour of others.
- Anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour.
- Acknowledge a child's good intentions, (even if they were carried out inappropriately).
- Acknowledge that it is the behaviour that is the problem, not the child.
- Allow choices in decision-making and be prepared to accept the child's decision if appropriate.
- Be consistent in the guidance of all children.
- Work co-operatively with parents/guardians on issues relating to the guidance of their child's behaviour, keeping them informed of the techniques and methods used.
- Respect the confidentiality of both the parents/guardians and child when dealing with issues of behaviour guidance concerning an individual child.

- Ensure children feel secure, comfortable, accepted and acknowledged throughout the behaviour guidance process.
- Make sure children are not put in a position where they feel frightened, ashamed, embarrassed, insecure, or isolated.
- Complying with regulatory and legislative requirements
- Provide developmentally appropriate behavioural guidelines which:
  - Emphasise positive actions.
  - Give children reasons for the limits.
  - Are implemented in a consistent manner.

**Procedures for dealing with ongoing challenging behaviour**

When dealing with inappropriate behaviour, the staff should:

1. Consult and assess the availability of support services

Discuss with the parent or guardian:

- The unacceptable behaviour shown by the child.
- Possible strategies that could be implemented.
- Resources available such as an Inclusion Support Facilitator (ISF), Preschool Field Officer (PSFO) a referral for specialist assessment, and additional adult support.
- Assess any training or support required for the staff or parent/guardian.
- Consulting with other professionals and agencies as appropriate.

2. Develop a behaviour guidance plan:-is/has

- Based on a consensus reached with the parent/guardian, develop strategies that are:
- Clear and easily followed by all staff, parent/guardian and/or students/volunteers working with the child.
- Discussed in detail with other staff.
- Reviewed as required.
- Advice from other professionals where appropriate.
- Timelines established .
- Ongoing consultation with parent/guardian.
- Evaluation process.
- Reporting progress to parents.
- Maintaining confidentiality in relation to information gained about the child and their family.
- A behavioural assessment of the child.
- A behavioural intervention program or obtaining specialist advice (i.e.: ISF/ Preschool Field Officer)
- The parent/guardian remaining with the child for a pre-determined period of time.

- A referral to a Parent Support program to obtain assistance or other support services for the family.
- Additional staffing assistance where available.

### **Related Policies**

- ❖ Curriculum development
- ❖ Enrolment and Orientation
- ❖ Supervision

### **Sources**

- Kindergarten Parents Victoria, 2000, Model Policy - Behaviour Management, Kindergarten Parents Victoria, Northcote, Vic.
- Education and Care Services National Law Act 2010 Section 166, 167
- Education and Care Services National Regulation 2011: Regulations 73, 74, 155, 456, 157, 168(2)(j)
- NQS: Quality Area 5: Relationship with children

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