

Positive Guidance and Behaviour Management



Aim

- The staff at the Janelle Street Centre understand that as children develop, they need support to learn the skills of managing their feelings and understanding how to build relationships with others in an appropriate way. At times there are children who will need additional support in their learning as they may have developmental or physiological issues that can impede their learning. It is the role of educators and teachers to alert families if they have any concerns of this nature and assist in obtaining support from medical or early childhood professionals. Additionally, the team will work with families to develop strategies to support the child in the centre.
- At times children can display challenging behaviours. Challenging behaviours can be described as behaviours that disrupt the child's own learning or the learning of other children or behaviour that impacts the safety of the child, other children or staff at the centre.
- All educators will use a positive approach to child guidance, showing clear expectations and limits to provide the children with a sense of predictability, security and ownership through the process of positive behaviour guidance.
- Each room will create, display and implement class rules with the children of the learning space using photos and words for the children to develop an understanding of emotions and how to act in a considerate manner towards others and their environment.
- Educators will support children's investigation of their abilities and limits through all types of play and help them to learn about their impact on other people and have agency in their choices and behaviours.

Procedures and Management:

This policy is to be implemented

- When a child needs support to manage their emotions and actions in a considerate manner.
- when a child demonstrates challenging behaviour.
- when the safety of anyone at the Janelle Street Centre is in danger.
- to support and offer assistance to children and their families if referrals to other professionals is required.

If conflict or inconsiderate behaviour occurs:

- All staff members will ensure that children's dignity and safety is maintained at all times and that they act in accordance with the Staff Code of Conduct.

- All staff members will maintain a secure, respectful and nurturing environment for all children to be able to openly and safely express their feelings and emotions.
- All staff members will have a positive attitude and approach when guiding and resolving behaviours and conflicts and consider what is developmentally appropriate behaviour and understand that young children need to be supported to acquire skills.
- All staff members will promote problem solving and seek to understand the source of the behaviour/conflict and encourage children/parties to communicate how they are feeling and why they feel they need to act in the way they have chosen.
- If developmentally appropriate staff will guide and encourage negotiations for a solution to settle the conflict offering choices that are safe and appropriate. At all times the preferred or considerate choices will be explained to children.
- Staff will focus on the situation and behaviour, not the person – identifying the difference and ownership required. Listen to and acknowledge the feelings of each party and encourage a sense of justice and skills for conflict resolution.
- Continue to use positive language and role model appropriate words for the children
- Remain calm, open and comforting for all parties involved in the conflict/behaviour of concern.
- Don't use any threats, put downs, and or negative words. Reinforce the limits as set by the Janelle Street Centre.
- Redirect and separate children when appropriate if the conflict resumes.
- Redirect the children safely back into the learning environment (if appropriate), offering alternate choices and learning opportunities.

If Challenging behaviour occurs:

If challenging behaviour is being consistently displayed by a child,

- Identify why the child is displaying the challenging behaviours and seek to create a behaviour management strategy. Notify the carers of the challenging behaviour and discuss how the service is working with the child moving forward. This is to be done by the educator who works with the child and can be available to the carers by phone or in a meeting.
- If necessary, an educator will stay with the child and role model appropriate behaviours during play and learning respecting the child's emotional requirements. This is an approach of "time with' the child.
- Adjust the curriculum and or learning environment if needed.
- If a child's behaviour is continually and consistently inappropriate and the staff feel additional support is required for the child a request will be made to the carers to have a meeting to discuss the behaviour and work together to create a plan to guide and nurture the child and family as they navigate through the next steps.

- Any professionals who need to visit the Janelle St centre to assist in guiding and encouraging a child through their behaviour/growth will be welcomed through our open-door policy.
- If the family is not open to working with the Janelle St Centre and or seeking professional guidance, then the Janelle St Centre holds the right to suspend care until further support is found
- The child/family may have their care with the Janelle St Centre cancelled if the challenging behaviour continues to occur or if a mutual agreement and behaviour plan is not put into practice by both parties.

Education and Care Services National Regulation 2011

This policy relates to the following

Part 4.5 Relationships with Children

(whole section)

National Quality Standard

This policy relates to:

Quality Area 1 – Educational Program and Practice

- Standard 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.

Quality Area 2 – Children’s Health and Safety

- Standard 2.1: Each child’s health is promoted
- Standard 2.3: Each child is protected

Quality Area 4 – Staffing Arrangements

- Standard 4.2: Educators, co-ordinators and staff members are respectful and ethical

Quality Area 5 – Relationships with Children

- Standard 5.1: Respectful and equitable relationships are developed and maintained with each child
- Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

Quality Area 6 - Collaborative Partnerships with Families and Communities

- Standard 6.3: The service collaborates with other organisations and service providers to enhance children’s learning and well-being

- Related Policies
- Staff Code of Conduct
- Interactions with Children

Sources

- www.raisingchildren.net.au (accessed June 17, 2024)
- Education and Care Services Regulations 2011
- <http://www.louiseporter.com.au> (accessed June 17, 2024)

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