

Guiding Children's Behaviour

Policy Statement

Meerilinga's goal is to assist children in developing self-control and engaging in socially acceptable behaviours. Educators will model, coach and encourage techniques of discipline that are fair, consistent and respectful of children and their needs.

Policy Purpose

Meerilinga is committed to the principles of high quality programs that are well planned, respectful of children's developmental needs, capacities and understanding. The Behaviour Guidance Policy provides guidance to all Meerilinga workers about the organisations standards and guideline in relation to guiding children to self-manage their behaviour, learn and vocalise feelings and needs in a respectful and socially acceptable manner. This is in accordance with regulation 155.

Scope

This policy applies to children, families, educators, staff, management and visitors of the service.

Exclusions

Policy Review

At least annually or from time to time the organisation may make changes to this policy to improve the effectiveness of its operation.

Implementation

The behaviour and guidance techniques used by Educators and staff at our Centres 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.

Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

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, and provides developmentally appropriate experiences and resources
2. Strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Strategies for decreasing undesired behaviours

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 to 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.

Our Service will:

- 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.

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

Director /Nominated Supervisor / Lead Educator will ensure:

- Information is gathered 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.
- A partnership is developed with local schools and other professionals or support agencies that work with children who have diagnosed behavioural or 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.
- Children are given 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.
- Children are being acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are being implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about developing behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators enhance their skills and knowledge in guiding children's behaviour.
- A Strategic Inclusion Plan (SIP) is developed with local support agencies.
- The SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan.

Guiding Children's Behaviour Process	
Process Owner	CEO
Effective Date	4 February 2019
Date of Last Revision	31 January 2019

Process Details	
	Description
1.	<p>Conflict Resolution Educators may implement the 6 steps based on 'High Scope' conflict resolution.</p> <p>Conflict resolution steps:</p> <ol style="list-style-type: none"> 1) Approach: Calmly, stopping any hurtful actions. Place yourself between the children, on their level; use a calm voice and gently touch; remain neutral rather than take sides. 2) Acknowledge children's feelings: Say something simple such as "You look really upset" let children know you need to hold any object in question. 3) Gather information: Ask "What's the problem?" Do not ask "Why" questions as young children focus on what the problem is rather than understanding the reasons behind it. 4) Restate the problem: "So the problem is....." use and extend the children's vocabulary, substituting neutral words for hurtful or judgmental ones (such as stupid) if needed. 5) Ask for solutions and choose one together: Ask "What can we do to solve this problem?" Encourage children to think of a solution but offer options if the children are unable to at first. 6) Be prepared to give follow-up support: Acknowledge children's accomplishments, e.g. "You solved the problem!" Stay nearby in case anyone is not happy with the solution and the process needs repeating. <p>* Adults respect children's ideas for solving problems, even if the options they offer don't seem fair to adults. What's important is that children agree on the solution and see themselves as competent problem solvers.</p> <p><i>Inappropriate Children's Behaviour includes:</i></p> <ul style="list-style-type: none"> • Causing physical harm to another child or adult by hitting, biting, kicking, throwing toys/equipment. • Use of inappropriate language, spitting or other forms of verbal abuse or degradation directed at other children or adults. • Repeated refusal to comply with the service rules and or failure to listen to supervising staff. • Children's behaviour that is potentially harmful to themselves.

Process Details

	Description
	<p><i>The following techniques will also be applied:</i></p> <ul style="list-style-type: none">• Reinforcement of positive behaviour, using encouragement and words of genuine praise.• Anticipating problem-triggering situations; lessen expectations to child's level, soliciting cooperation, involving children in rules setting where appropriate.• Calling attention to appropriate behaviours; using expressions such as "thank you," "please."• Involving children in discussion on how to handle inappropriate behaviour; providing several alternatives to undesirable behaviour; applying natural/logical consequences.• Affording each child a chance to regroup, regain control in a quiet area of the play area remaining under the supervision of the staff.• Work collaboratively and honestly with the child's family. <p><i>Unacceptable techniques include:</i></p> <ul style="list-style-type: none">• Physical punishment such as smacking, slapping, hitting, biting, shaking, pinching, etc.• Verbal abuse, screaming, threatening or making derogatory remarks about the child or his/her family.• Restrictions or confinement by physical means.• Withholding meals/snacks.• Timeout

Associated Documents

Meerilinga Policy Manual

- Preface - Section 1 - Strategic and Business Planning Policies (Code of Ethics & Conduct)
- Section 2 - Human Resources Policies
- Section 3 - Finance, Assets and Administration Policies
- Section 6 - Children's Program Policies
- Section 7 - Workplace Health and Safety Policies
- Section 8 - Guidelines

- Enrolment Form
- Strategic Inclusion Form
- Active Supervision Plan
- Medical Management Plan
- Medical Risk Assessment & Communication Plan
- Family Handbook
- CFC Integrated Handbook
- Flexi buzz Flyer

Records Management

Title	Location	Responsible Officer	Minimum Retention Period
Enrolment Form	CFC	Director	3yrs
Inclusion Support Request Inclusion Parent Consent	CFC	Director/Advisor Enrolment & Inclusion	3 years from exit
Medical Management Plan	CFC	Director/ Advisor Enrolment & Inclusion	3 years from exit
Medical Risk Minimisation & Communication Plan	CFC	Director/ Advisor Enrolment & Inclusion	3 years from exit
Child Incident Report	CFC	Lead Educator / Director	Until the child is 25 years old
Medication Authorisation	CFC	Lead Educator / Director	3 years from exit

Reference

- Education and Care Services National Law Act (WA) 2012 - *October 2018*
- Education and Care Services National Regulations (WA) 2012 - *October 2018*
- ACECQA - National Quality Standards - *February 2018*
- ACECQA - Belonging, Being & Becoming - Early Years Learning Framework
- Code of Ethics - *Meerilinga*
- Code of Conduct - *Meerilinga*
- Family Assistance Law
- Privacy Act 1988
- Children and Community Services Act 2004
- United Nations Convention on the Rights of the Child
- Communicare Children and Family Services, Inclusion Support Programme WA -
<https://www.wainclusionagency.org.au/>

Mapping Policy and Processes

Education and Care Services National Law (WA) Act 2012	
Section	165, 165A, 166, 167, 169, 174(1)(2).

Education and Care Services National Regulations (WA) 2012	
Regulations	84, 85, 86, 87, 90, 91, 92, 93, 95, 99(165a Law Act), 115, 155, 156, 157, 162, 170, 171, 172, 176(2)(a)(ii), 177, 181, 183, 185.

Standards for RTOs 2015
Vocational Education and Training is a significant contributor to Australia's economy domestically, being the primary mechanism to meet the skilling needs of the Australian community. The standards give the community confidence that RTOs are delivering quality training and assessment that is highly regarded both locally and overseas.

Policy Area	National Quality Standards Early Childhood	National Standards for Volunteering Involvement 2015	Standards to Community Services	Standards to Family Support
Children's Programs	QA 1 - 1.1, 1.2 QA 2 - 2.1.2, 2.2.1, 2.2.2, 2.2.3. QA 3 - 3.1.1, 3.1.2, 3.2.1. QA 4 - 4.1, 4.2 QA 5 - 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2. QA 7 - 7.1.1, 7.1.2, 7.1.3, 7.2.1, 7.2.2, 7.2.3	N/A	N/A	N/A