

# CR2 BEHAVIOUR SUPPORT – POLICY AND PROCEDURE

## BEHAVIOUR SUPPORT POLICY

### Policy Statement

The purpose of the *Behaviour Support Policy* at Little.ly Early Learning Centre is to develop positive and supportive relationships with our children that will lead us to guiding children to identify and regulate their own emotions and enjoy positive interactions individually and in groups with peers and adults.

Little.ly Early Learning Centre values the growth and development that occurs for children within the first 5 years of life. This includes identifying and learning about their emotions and how to best regulate and respond to their feelings. Children can often find this time confusing and overwhelming and the lack of language and social skills can also contribute to the difficulty in learning to regulate oneself. Children require support and guidance to learn the skills and then to practice those skills. Children will be open to learning from those they have respect and strong connections with.

### Scope

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

### Background

Our Behaviour support policy aims to support children developing social, emotional and language skills that will allow them to identify and regulate their own emotions. This will result in positive and joyful interactions with others. Will also include developing and maintain friendships and being happy and secure within themselves.

Our educators have the responsibility to understanding why a child demonstrates certain behaviours, what needs are not being met and then develop strategies to help support and guide the child to develop the necessary skills. Through Behaviour guidance strategies and high-quality role modelling from educator's children will learn to understand what acceptable and unacceptable behaviour within society is.

# Legislative Requirements

## National Quality Standards

Quality Area 5		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	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

155	Interactions with children
156	Relationships in groups

## Key Terms

Term	Meaning	Source
Disengaged	To separate from someone or something, to stop being involved with a person or group or to stop taking part in something	Merriam-Webster Dictionary
Cue Cards	Pictures of the desired action or task. Cue cards can be used to assist in clean up time, bathroom, lining up, and any other transition one can think of. It is helpful to use photographs of the children performing specific tasks when creating these prompts. It helps to personalize it for the children.	Little.ly Management

## Links to other policies

- 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
- ECA Code of Ethics.
- Guide to the National Quality Standard.

- <http://raisingchildren.net.au>
- [napcan.org.au](http://napcan.org.au)
- [cyh.com](http://cyh.com)
- [kidsmatter.edu.au](http://kidsmatter.edu.au)
- Louise Porter Developing Responsible Behaviour

## Induction and ongoing training

Little.ly requires that induction and ongoing training of all staff include the *Behaviour Support Policy* to enable staff to fulfill their roles effectively. In addition, Little.ly promotes information sharing at staff meetings, sharing of information received from industry trends or changes in legislation, and in consultation at policy review sessions.

## Policy created/reviewed

Policy Reviewed	Modifications	Next Review Date
Implemented February 2019		February 2020
February 2020	Minor terminology changes	February 2021
August 2021	Reviewed policy following endorsement of the ECEC package	August 2022

## Monitoring, evaluation and review

This policy will be reviewed annually or on occurrence of any relevant legislative change. Management of Little.ly will conduct reviews in consultation at staff meetings.

## Principles that inform our policy

All decision making about our *Behaviour Support Procedures* are carried out in accordance with the principles of our *Behaviour Support Policy*.

### General Considerations

- Physical discipline and threatening behaviour will not be tolerated as an educator practice
- All processes as always will be aligned with the requirements of the Education and Care Regulations and the National Quality Standards.

### Our policy aims to achieve the following

1. Positive and supportive learning environment
2. Practices that promote the use of desired behaviours
3. Practices that will decrease undesired behaviours

## Behaviours that may require guidance and support

- Crying
- Physical aggression including throwing
- Negative language
- Swearing
- Tantrums
- Excluding others
- Disengaged in activities and people
- Concerning shy or quiet temperament

## Behaviour management plans

In the event a child has suffered abuse, has a medical diagnosis that impacts behaviour or has a behaviour that is of concern and is frequent, intense and of a certain duration educators will develop and Behaviour management plan.

A behaviour management plan will highlight the areas in which support is needed, the undesired behaviour, short and long term goals for the child and strategies to achieve this. Whilst our services preference is to collaborate with families in discussing and developing a behaviour management plan it is not required if the parent chooses not to contribute.

# BEHAVIOUR SUPPORT PROCEDURE

## Management will:

- Ensure compliance with the *Behaviour Support Policy* within the service
- Meet with families to gather information about children in regards to their social, emotional and language skills
- Contribute to meetings with families and room leader to discuss behaviour support and guidance required and development of behaviour management plans.
- Gather information from families about their children's social skills and relationship
- Work with specialist and agencies for children that are at risk of trauma and have medical diagnoses that impact behaviour
- Provide educators professional development opportunities to acquire further knowledge and skills in additional needs
- Monitor the review and implementation of behaviour management policies

## Educators will:

- Comply with the *Behaviour Support Policy*
- Engage with families in relation to the child's developmental needs, possible reasons for behaviours and building consistent strategies to assist guiding the child
- Apply a wide range of behaviour guidance and support strategies when required
- Have the ability to observe and understand the child's needs

- Develop specific strategies for the child, be consistent in implementing these strategies
- Not take the behaviour of children personally
- Always engage with children in a calm, sensitive and respectful manner
- Make an effort to build and maintain a strong and trusted relationship with each child
- Report any inappropriate behaviour guidance strategies to management immediately
- Take into consideration the child's personal circumstances when deciding on strategies and support
- In event of child abuse or medical diagnoses engage with the appropriate specialist to devise strategies and a behaviour guidance plan
- Commit to professional development and keep up to date with industry information regarding

### Positive Guidance Strategies for educators

Educators will need to observe and understand the individual situation and apply the correct strategies and detailed below:

- Distract the child from the current situation
- Re-engage child in another activity
- Move the child away from the unsettling experience and stay with the child until settled
- Mediate between children – encouraging positive language
- Move children away from a physically threatening situation
- Give firm and clear expectations about desired and undesired behaviour and allow children to discuss with you
- Encourage children to problem-solve their conflict through intentional teaching and reflective thinking
- Provide clear room limits and allow children to contribute to creating these
- Program emotion identifying base activities and encourage identifying and sharing of emotions
- Provide visual cue cards for children that require this
- Allow children to engage in physical play to express their energy
- Consider room set up – in regards to space and amount of resources
- Be consistent but sensitive with an expectation of behaviour
- Ask other children to give the child space

- At times it may be appropriate to ignore the behaviour (we never ignore physically aggressive behaviour or behaviour that puts others at harm)
- Role model correct behaviour at all times
- Provide feedback on children's interactions with others, praise children when suitable
- Provide within reason predictable routine and smooth transitions
- Adapt strategies as needed in individual situations
- Give children the opportunity to make choices and have responsibility during the day
- Develop high supervision of children that require it (example: child teething that has started biting)
- We do not implement "time out" but when required for the child we do encourage solitary play with an experience the child can be engaged in

**In developing a behaviour management plan the room leader and will complete the following:**

- Take observations and documentation as evidence
- Consult and collaborate with the family – this discussion should be that of concern for the child and promoting and supporting the child's development. This discussion may also include a relevant government department and medical specialist if applicable
- With the family complete the behaviour management plan template
- Arrange a meeting with the room educators including casuals and discuss the plan
- Implement the plan over a usual space of 2 weeks and then reflect with educators, management and family
- Make any adjustments required and continue until the skills required have been developed or behaviour is no longer occurring.