Positive Guidance of Children’s Behaviour Policy

Aim
The aim of the ELC is to maintain an environment which encourages children to be co-operative, fosters self esteem and develops a child’s ability to interact with others. Each group within the ELC has Group Behaviour guidelines for indoor and outdoor. These are drawn up in consultation with parents and provide age/developmentally appropriate limits for the group. The guidelines are monitored and evaluated regularly to ensure they remain appropriate.

The establishment and observance of group behaviour will:
- Encourage co-operation.
- Encourage a child to accept responsibility for their actions.
- Assist the child to understand and appreciate the rights, feelings and needs of others.
- Help to develop respect for others.
- Help the child to learn the rules and limits of the group in which they live so they can enjoy interaction in their peer group.
- Support the child in developing positive and secure relationships with adults.

To meet these objectives the staff will encourage appropriate behaviour by:
- Avoiding conflict by distracting from a situation or redirecting to another learning experience.
- To encourage the child to accept responsibility for and the consequences of their actions.
- To understand and appreciate the rights, feelings and needs of others.
- To develop respect for others.
- To understand limits which are based on safety and concern for others.
- To learn rules and limits of the group in which they live so to enjoy interaction in the peer group.
- Develop positive secure relationships with adults.

The Children’s Services Regulations states that no child may be subjected to any form of corporal punishment, immobilisation or any other humiliating or frightening techniques.

“The goal of effective guidance is to assist children in becoming confident, fully functioning individuals who can make decisions and direct themselves appropriately. Young children are enormously influenced by their social environment, giving those who interact with children a responsibility to create an appropriate atmosphere using sensitive and effective guidance skills.” (Understanding Children, 3rd edition Jeanette Harrison)
Brighton Grammar School ELC believes that there are many steps involved in guiding children’s behaviour.

1. **Prevention** - This involves assessing the child’s level of development, looking at what is happening in the environment and planning accordingly. It is important to be positive and consistent. Clear realistic limits should be set for activities and behaviour, and there should be effective communication with children and other staff. Children should be aware of the consequences of behaviour—both positive and negative.

2. **Encouraging** - Children should be given constant encouragement when they are displaying appropriate behaviour. Staff will avoid giving lots of attention for negative behaviour and for just accepting positive behaviour. Staff need to acknowledge and encourage positive behaviour.

3. **Recording** - Adequate records should be kept on the children. In the case of children who consistently display challenging behaviours, it is important to observe situations in order to learn more about the behaviour.

4. **Effective** - Effective limits need to be developed with the children in mind and not for the connivance of the caregivers. Give clear verbal and physical direction of what is acceptable rather than what is not. Limits need to be developmentally appropriate to children and take into account children’s age and stage.

5. **Redirection** - Redirection of unacceptable behaviour is an effective method of positive guidance. It means attempting to turn the child’s attention away from unacceptable behaviour towards an experience or behaviour that is acceptable. This alternative experience should be as interesting to the child, thus allowing an outlet for their feelings.

6. **Distraction** - Distraction is a good guidance tool for younger children. It involves changing the focus of the child’s attention.

7. **Ignoring** - Once a particular behaviour has been judged consistent and problematic, ignoring will be used as a technique to reduce the inappropriate behaviour. Points to consider when ignoring the behaviour - do not ignore harmful behaviour, the effects of ignoring are not usually immediate, behaviour may get worse before it gets better, ignoring needs to be verbal and nonverbal, any re-emergence of behaviour must be ignored, behaviour needs to be ignored by everyone, behaviour in another setting may be affected.

8. **Use consequences** - The type of consequences used for challenging behaviours may vary according to the behaviour, the child and the environmental situation. See below for the different types of consequences. There are different types of consequences and it is important to focus on those that are most appropriate to the situation and child.
   - **Behavioural Consequences** are ways of stimulating actions in children as they make decisions about particular behaviours. Children have the right to make choices about their behaviour and
This technique allows children to take responsibility for their own behaviour and choices. Caregivers are to give children appropriate choices. For example, a child is throwing sand. “When you throw sand I feel concerned because it might get into someone’s eyes. You can either use the sand for digging and making things, or you can leave the sand pit and go and throw the ball”

- **Natural Consequences** occur as a result of the child’s behaviour without intervention. For example a child who refuses to eat doesn’t get to eat until the next meal and is therefore hungry. Natural consequences are not to be used in dangerous situations.

- **Logical consequences** require the intervention of the caregiver and acknowledge mutual rights, mutual respect and responsibility. To be effective, children must see them as logical, for example if you throw something – you need to go and pick it up.

**Please Note**- All guidance strategies need to be done in a positive manner, which avoids power struggles.

**Some guidelines that can be used by staff**-

- Establishing trust and respect for each child.
- Ensure that all children are treated equally.
- Plan a variety of quiet and active activities to prevent over excitement
- Give sufficient notice that a change of activity or routine is about to occur

All behaviour management techniques need to be discussed and developed in conjunction with parents. If the behaviour continues to be unacceptable this should be discussed with the Co-ordinator and parents with a view to seeking additional help and support from another service.

**Sourced**- Understanding Children, 3rd edition Jeannette Harrison.
**Young children’s behaviour Louise Porter June 2008**

**Legislative Requirements**

Federal
- National Childcare Accreditation Council

Victoria
- Occupational Health and Safety Act 2004
- Children, Youth and Families Act 2005

**Review**

The policy will be reviewed annually.
The review will be conducted by:
- The Peter Toms Early Learning Centre Staff
- Families

**Relevant policy created**: 1st December 2008

**Sources**


---
