



# Behaviour Guidance and Self-Regulation

## Policy Statement

*NBCA encourages respect for the rights and needs of others and fosters understanding of the reasons for behaviour. Developing supportive and respectful relationships with children is a crucial part of a positive approach to guiding behaviour in an inclusive setting.*

### Implementation

- Educators will use supportive voice, facial expressions and body language to model desired behaviour during their interactions with children, educators, staff, families and visitors.
- Educators will take a strengths based approach to children's behaviour. Educators will acknowledge a range of emotions children may be feeling and offer support and guidance for children. Educators will acknowledge a child's suggestion/feedback.
- Educators will respond to children's efforts to communicate and engage children in sustained conversations.
- Educators will acknowledge and respond to children's efforts who are seeking comfort.
- Everyone will be supported, and encouraged to settle their differences in a respectful and democratic way.
- Children may negotiate to move to activities that are more appropriate to calm down.
- Staff and educators will adhere to the Early Childhood Australia Code of Ethics & Code of Conduct.
- Current information and professional training guiding children's behaviour and developing self-regulation will be available to educators and families. Information will be considered and the policy and guidelines for acceptable behaviours will be reviewed regularly in consultation with families and staff.
- NBCA understands the importance of children's imagination and role play and we provide ample opportunity for this in many ways.
- It is accepted children will often be exposed to television and internet coverage of violence and war activities and shows or computer programs involving superheroes and through this exposure may be familiar with guns and warfare activities. Threatening behaviours may be displayed through children's play. Staff will promote positive, peaceful, caring and inclusive interactions within the care environment, and respect and tolerance for others. Toys of war are not permitted for the safety and wellbeing of all children i.e.: guns, knives, swords etc.
- Staff are encouraged to critically reflect on children's behaviours, research practice and values of children's rights. For example: ECA and ECIA, Code of Ethics and the UN Convention of the Rights of the Child. Staff are also encouraged to develop an understating of children's communication styles focusing on individual needs and customs.
- In developing respectful relationships with children and families, it is important to acknowledge varying parenting styles, however when at the service there must be an awareness of democracy, with regard to play and learning.



## Maladaptive Behaviours

- If children consistently display maladaptive behaviours, educators will carefully observe and document frequency, patterns and context to identify causes and triggers to behaviours.
- Educators working with the child will ensure:
  - The child's needs are being met;
  - Expectations of the child's behaviour are realistic and appropriate to their circumstances and developmental level;
  - The child understands boundaries;
  - Events at the service have not encouraged the behaviour;
  - They have role modelled appropriate behaviour;
  - They remain calm and tolerant as they guide children who are strongly expressing distress, frustration or anger.
  - The child isn't copying observed inappropriate behaviour;
  - The environment, equipment, activities and routines are arranged to encourage positive behaviour;
  - Redirection will be used with the child where appropriate;
  - Strategies are consistently followed by all educators; and
  - Observations and strategies are appropriately documented.
- If a child displays aggressive behaviours, such as but not limited to hitting, biting, kicking, spitting towards other children, staff, the child will initially be encouraged to discuss and assess the situation with the support from the educator, and if required be redirected from the situation. They will be provided with the opportunity to move to a space with an educator to regain focus in their own time before moving back into the environment. Staff will communicate with other staff members, the child and families in an inclusive manner.
- Where a child continues to behave in an unacceptable manner, an individual Behaviour Guidance Plan will be developed, implemented and must be approved by the senior practitioner. Strategies for behaviour may be documented and used as appropriate. These will be in consultation with families. Families will be required to work with staff and educators to ensure agreed strategies/plans are consistent and clear, and respect the rights of the child
- External professional assistance may be required from support services. If necessary, educators will firstly discuss with the director and families. Written, signed consent from families must be received before support is implemented within the service. Families may be recommended to seek external advice and support from an organisation such as a Child and Family Centre.
- The director is available to discuss and assist with any concern a family may have in respect to a child's behaviour or participation in the program.
- Confidentiality will be maintained with regard to the sharing of personal information surrounding incidents causing harm to others while at the service. Family members will be informed about strategies the service will use to eliminate or reduce future risks.
- At the discretion of the director, families will be contacted to collect their child from the service and will be excluded for the rest of the day, up to a maximum of three (3) days in which fees will not be applicable. Upon return to the service, families will be required to meet with the director to work in collaboration to progress desired outcomes.
- A child's ongoing maladaptive behaviour may be considered a risk to the wellbeing and/or workplace health and safety of other children, educators or staff. The service must take all reasonable steps to guide and manage the child's behaviour, in consultation with the family and other professionals. If families refuse to be involved or to cooperate with the senior practitioner and/ or behaviour guidance or if, despite their cooperation, appropriate improvement does not occur, the director may advise the family the child will be excluded from the service and their enrolment will be cancelled.



## Policy Links

### Policies:

- Code of Conduct
- Duty of Care
- Exclusion
- Interactions with Children, Families and Staff
- Programs and Documentation
- Workplace Health and Safety

NQS: 1.2, 4.2, 5.1, 5.2, 7.1 and 7.2

Regulations: 74, 120, 155 -156 and 168

### Sources:

- Early Childhood Australia
- National Quality Standard
- Rebecca Thompson – Stone and Sprocket, 2019

## Policy Document Status

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Directors Signature:



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Committee Representative Signature:



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