

# **SOS PRESCHOOL POLICY BEHAVIOUR GUIDANCE FOR CHILDREN**

**NQS AREA: 5 (5.1,5.2)**

**National Regulation: 155,156**

Policy Review Date: July 2013 July 2016

## **AIM**

To assist staff supervising children in the program to maintain a consistent, fair and reasonable approach to the management of child behaviour in order to provide a warm, safe, happy, secure environment in which learning can occur.

## **RATIONALE:**

Adults perform a significant role as a model for the behavioural education of children. Children learn to behave in a socially acceptable way through the role modeling and positive reinforcement of adults. Children learn from observation.

Behaviour Guidance teaches children to be self-disciplined and to have an understanding of how their actions affect themselves and more importantly, others around them. When expectations are clear and understood, self-esteem is improved resulting in happy, confident children.

A behaviour guidance policy ensures that all staff (permanent and relief) are clear and consistent about what behaviours are important for children to learn, for the protection and safety of themselves and others.

Exploring and learning to manage feelings, behaviour, rights and responsibilities is a complex process. Educators need to take a positive approach to guiding children's behaviour that is ultimately aimed at empowering children to regulate their own behaviour and to develop the skills to negotiate and resolve conflicts or disagreements with others.

## **WHAT IS BEHAVIOR GUIDANCE?**

Behaviour Guidance is an adult teaching/showing a child:

- What is good to do
- What is not good to do
- What is safe
- What angers or hurts
- What pleases

It is essential that at all times, discipline is a positive experience for all involved.

This occurs when discipline:

- Does not damage self-esteem, but allows children to feel capable, competent and a pleasure to others.
- Takes into account the child's developmental understanding and abilities – recognizing that needs and behaviours change as children grow.
- Praises and acknowledges caring, cooperative, desirable behaviour.
- Expresses itself positively – ie "walk inside" – not "don't run inside".
- Teaches/gives simple explanations; offers alternative so that a child can make judgments/choices...and thus, in time, wise choices
- Shows what to do – not just what not to do
- Is consistent.
- Is based on self-control – not coercion.

- Leads to self-discipline – recognizing this is a long-term process.
- Is considered as a learning experience and consequently a normal part of a child's development.

#### **STAFF WILL:**

- Ensure that meaningful respect relationships with families are built and maintained
- Engage in a collaborative approach with families in order to solve problems and make decisions that effect their child
- Practise positive behaviour management strategies outlined in the Behaviour Guidance Procedures at all times
- Collaborate with other staff members in order to solve problems and make decisions that effect children and families
- Seek outside professional advice when additional expertise in behaviour management is required.
- Maintain confidentiality of children and families involved at all times.
- Document issues in order to make professional quality decisions
- Be available to families to discuss any issues they may need to discuss.
- Have access to a formal complaints system outlined in our Complaints Policy if any conflict occurs with a family member

#### **FAMILIES WILL:**

- Have daily access to staff to discuss their child's day
- Be able to make a more formal appointment time with Early Childhood Teachers to discuss your child
- Be encouraged to share any celebrations/changes/concerns with staff
- Be completely involved in any decisions/strategies concerning their child
- Have access to a formal complaints system outlined in our Complaints Policy if any conflict occurs with a staff member

#### **EVALUATION**

The Nominated Supervisor will ensure that this policy and supporting procedures are guided by current research and best practice guidelines for guiding the behaviour of young children. This will be carried out in consultation with staff and families.

#### Sources:

ANU Policy Handbook 2011  
 Children (Education and Care Services National Law Application) Act 2010  
 Education and Care Services National Regulations 2011

