

Guiding Children's Behaviour



Review Date: 18/05/2018

Introduction

Evans Head Preschool Association Inc. recognises that it is vital for children to develop a sense of security, wellbeing, "belonging" and positive self-esteem.

Furthermore, it is a complex process for young children to learn to manage feelings, behaviour, rights and responsibilities.

Children who feel safe, secure and supported are best prepared to develop and explore interactions and relationships with others.

Goals – What are we going to do?

"A positive approach to guiding children's behavior is ultimately aimed at empowering children to regulate their own behavior and to develop the skills to negotiate and resolve conflicts or disagreements with others".

(National Quality Framework Resource Kit, ACECQA p. 124).

Strategies – How it will be done

The Nominated Supervisor and Educational Leader will:

- Provide educators with professional development to assist them with strategies to take a positive approach to guiding children's behaviour.
- Mentor educators in self-reflective practice and provide feedback on building relationships, positive interactions, ethical practice and negotiating complex issues as they arise.
- Foster an environment based on a culture of respect, equity and fairness.
- Ensure the dignity and rights of every child are maintained at all times.

Educators will:

- Maintain interactions that convey to children that they are valued for who they are and that they are regarded as competent and capable learners.
- Be actively engaged with children's learning and share decision making with them.
- Encourage teamwork, collaboration, dialogue and discussion.
- View everyday interactions as learning opportunities in which to model constructive interactions and shared collaborative learning experiences.
- Be warm, available, genuine and responsive to children's interests, ideas, conversations, needs and challenges.
- Mediate and support children to negotiate their rights in relation to the rights of others.
- Structure the physical environment and routines to provide blocks of uninterrupted time for children to engage in projects or play experiences of their own choosing.
- Establish an environment conducive to different learning styles and personalities, balancing spaces for small group work and individual pursuits.
- Establish spaces, resources and routines to minimise times children are likely to experience stress or frustration.
- Discuss emotions, feelings, rights and reflect critically with children upon issues such as fairness, inclusion/exclusion, etc.
- Listen empathetically.
- Pre-empt potential conflicts or challenging behaviours through supervision and support interactions where conflict arises.
- Use positive language, facial expressions, gestures and body language when redirecting children.
- Respond promptly to aggression or bullying.
- Reinforce positive behaviour and decision making.

Statutory Legislation & Considerations

Children (Education and Care Services) National Law Application Act 2010

Education and Care Services National Regulations 2011

Sources

The Guide to the National Quality Standard (2011)

Early Year Learning Framework (2009)

Community Co-operative Sample Policies
www.cccnsw.org.au

United Nations Convention on the Rights of the Child (1989)

Evaluation

Educators will regularly reflect upon goals and strategies in this policy through pedagogical dialogue between educators, and between educators and children; pedagogical documentation, staff meetings, discussions with families and at committee meetings.

Pedagogical documentation will reflect interactions between all members of our community and will make visible our actions which address policy goals.

Adopted by the Management Committee

Signed by: Naomi Simpson, President

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