



BEHAVIOUR SUPPORT POLICY

Aim:

To have a Centre policy regarding behaviour support, which encourages children to cooperate, enhances their self esteem, encourages their ability to interact with other children and adults and promotes an attitude of caring and respect for others.

Explanation

Behaviour Support the teaching undertaken by staff with the children, encouraging what is good to do, what is not good, what is safe, what pleases others and what angers or hurts.

- When a child is redirected, staff will explain why. This will assist the child to make judgments about their own decisions and to develop appropriate behaviour based on self control, an understanding and appreciation of the needs of others, their rights and feelings.
- In supporting children, staff must be aware of the child's development level.

Implementation

Staff must be prepared to distract, guide, redirection attention and interest, and remove temptation.

- Each incident should be considered individually with regard to possible cause of behaviour
- Observe children's activities closely. Action is indicated whenever a child is in danger of hurting himself/herself, another child or any equipment.
- Acknowledge and accept the children's feelings of anger, frustration and jealousy
- Talk about feelings and encourage the child to talk about them. Encourage the child to understand that feelings such as anger are ok, but that hitting/hurting others is not ok
- Keep a disruptive child occupied
- Provide a balance of quiet and active activities
- Conflict can be avoided by distracting a child from a situation
- Through explanation we can assist the child, understand cause and effect of certain behaviours
- Consider and comfort the child who has hurt (as well as the one who has been hurt) as this child may be frightened and confused

- When a child's behaviour is unacceptable he/she is excluded from that activity for a short period of time and redirected elsewhere. The child may be taken to a quiet place away from the activity where an explanation of why their behaviour is unacceptable is given. The child will then be redirected to something else, or asked if they are feeling 'happy' and 'ok' to rejoin the activity.

Biting

A reason for biting and ways of dealing with it differs, with under 3's and over 3's.

Frustration may be expressed by biting.

- Be there to prevent such behaviour as much as possible
- Prevent through distraction and setting up of an appropriate environment that encourages sharing of toys as well and individual experiences and so reduce frustration
- Consistent reactions of disapproval to biting are important

Some causes of unacceptable behaviour

Staff should be aware of and deal with these causes of unacceptable behaviour:

- Anger and Frustration
- Boredom
- Desire for Attention
- Disruptive (Negative behaviour rewards)
- Imitation
- Tiredness
- Excitement
- Jealousy
- Social Clumsiness
- High Activity Level

Children will not be:

- Placed in Isolation (time-out)
- Sat in a naughty chair
- Bitten back

In relation to our existing 'Behaviour Support Policy' we acknowledge the 'Outcomes' of the Early Years Learning Framework (EYLF) for Australia.

1. Children have a strong sense of identity
 - a. Children feel safe, secure and supported
 - b. Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
 - c. Children learn to interact in relation to others with care, empathy and respect

2. Children are connected with and contribute to their world
 - a. Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
 - b. Children become aware of fairness
3. Children have a strong sense of wellbeing
 - a. Children become strong in their emotional and social wellbeing
4. Children are effective communicators
 - a. Children interact verbally and non-verbally with others for a range of purposes