

Loxton District Children's Centre	
Policy ID:	POL-
Version:	2
Review Date:	Nov 2016
Next Review Date:	Nov 2018

1. Policy Statement

Loxton District Children's Centre (LDCC) aims to provide a physically and psychologically safe environment which nurtures the child and provides a sense of belonging and self-worth. Children need to feel safe and secure while learning to get along with others and learning to live in society.

LDCC believe it is important that children develop an understanding of what is acceptable and unacceptable behaviour. This understanding will help children develop self-discipline, a respect for others, and for property.

Children need to develop awareness of how their actions impact on others and on others feelings. Children should also be assisted in understanding how their own feelings are an indicator to them of the acceptability of their own behaviour.

When children exhibit inappropriate behaviours this should be viewed as an indicator that the child is experiencing distress. In this context the reasons for inappropriate behaviours should be considered including program, routines and interactions as well as circumstances at home and in the centre.

2. Implementation

- There should be open communication between parents and staff on a daily basis. With the help of the parents, the staff will develop a broader understanding of the child's developmental level, the child's family, the parent's feelings, and any recent events which may be influencing the child's behaviour. In turn, the staff should ensure that the parent is aware of the highs and lows of the child's day at the Centre.
- Staff are encouraged to update their knowledge and skills regarding behaviour management techniques by reading widely, through group discussion and through in-house training.
- Exchange of information between staff and parents on the subject of behaviour management is encouraged both on an informal and formal basis, such as parent interviews and through newsletters.

Socialisation

Staff encourage children to follow a few simple rules regarding the limits of acceptable behaviour. These should be explained and consistently applied and are as follows:

- Children are encouraged to:
 - ~ greet others when they arrive and depart from the Centre
 - ~ share toys and games
 - ~ tidy up after an activity is finished
 - ~ say 'please' and 'thankyou'
 - ~ say 'I'm sorry' or to act in a way that indicates a sense of empathy, for example giving a cuddle, after behaving in an unacceptable manner to another person
 - ~ wait their turn.

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Socialisation (contin.)

All of the above expectations will be applied at a developmentally appropriate level for the children involved.

- Aggression and the deliberate destruction of property are actively discouraged.
- Children are encouraged to socialise with other children at the Centre including different cultural backgrounds, age groups and gender.
- Children are asked to be aware of their feelings and those of others and to acknowledge how their behaviour may impact on the feelings of others and themselves.

Mealtime etiquette

- Children are encouraged to be seated, to learn acceptable manners, such as politely asking for food to be passed to them, not throwing food, and cleaning up after themselves where developmentally appropriate.

Behaviour Management

- Staff encourage appropriate behaviour by providing children with a role model through their own appropriate actions.
- Staff will ensure that their interactions reflect qualities of consistency, fairness, warmth and sensitivity.
- Staff are not to show favouritism and work to ensure children are not discriminated against on the basis of gender, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture or national origin.
- Children are given positive guidance. This means that encouragement and appreciation are given as recognition of appropriate behaviour. Staff will use voice intonations, facial expressions and explanations to encourage desired behaviour. Positive behaviours will be encouraged by building on each child's strengths and achievements.
- Staff will consider a child's level of development to match their expectations to this so that a positive approach to behaviour management is achieved
- Staff should solve problems with a child by establishing eye-contact in a non-threatening way and speaking firmly but not in a threatening way.

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Behaviour Management (contin.)

- Children are not subject to, or threatened with, any form of corporal punishment or any humiliating or frightening techniques. Physical, verbal and emotional punishment is regarded as unacceptable and will not be permitted or justified as a behaviour management technique.
- Children are not overly regimented with regard to the choice of activities.

Babies

- Staff should be sensitive to baby's limitations, changing the situations according to their needs.
- Staff should be ready to distract, guide, re-direct attention and interest and remove temptation.
- Staff should give lots of attention when babies are happy, talkative, playful and crying.
- The environment should be structured in such a way so that staff minimise their use of 'no'.
- Staff should signal that a baby has behaved in an unacceptable manner by clearly and firmly stating what they should be doing. Their response should always be framed in a positive manner.

Toddlers and Pre-schoolers

- Staff should encourage children to be aware of the behavioural consequences of their actions. For example, they should be gently guided by comments such as 'if you do ... then.... will occur'.
- Staff should provide choices to help the child be a part of the decision-making process.
- Staff should help children to solve any problems verbally. This verbal skill will empower the child and help the child to cope with difficult situations which require negotiation and problem-solving, both as a child and an adult.
- The child should never be accused of being unacceptable. Rather the behaviour of the child is deemed acceptable or unacceptable. That is, staff should distinguish the action from the child - the child is always respected.
- Staff should acknowledge and accept a child's feelings of anger, frustration or jealousy. The feelings should be distinguished from what the child does about the feelings. The staff should talk about feelings and encourage the child to talk about them too. Staff should encourage children to understand that there is nothing wrong with feeling angry - it is the reaction to the anger, such as hitting, that is not acceptable.

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Toddlers and Pre-schoolers (cont.)

- Children should be encouraged to become aware of their own physiological signs that tell them about their feelings as an indicator of what may be the right action to take in various situations, for example, conflict situations.
- Staff should comfort the child who hurt as well as the child who has been hurt.
- The 'time in' method is used marginally. This means that the disruptive child's play is paused for a short period of time. However, children are not kept apart from other children for more than a few minutes. After this period of time, staff will then ask the child to play correctly and then must be reintegrated into the group and re-join the activity.

Inappropriate language

- In babies and toddlers swearing is ignored as they are experimenting with words and language. Their language is redirected to other things around them.
- For older children, who understand that they should not do it, swearing is the same as any other kind of unacceptable behaviour. It is something children do because they are upset or unhappy, because they haven't realised that it is a word they should not use, or because they feel that they need to do it to impress their friends or peer group. Sometimes children swear and don't realise it is not OK unless someone explains to them why they should not do it. If a child swears, assess the situation first as there is usually a reason why the child is swearing.
- Encourage children to talk through what has happened and develop solutions to work through the problem.
- Children are taught to use appropriate language to express how they feel.
- Staff are encouraged to model appropriate language behaviour.
- If swearing becomes an ongoing problem, staff will talk with the parents in order to devise methods of dealing with swearing that are consistent between home and the Centre.

When Unacceptable Behaviours Continue:

1. Staff team develops a behaviour management strategy based on written observations and in consultation with the parents.
2. If the unacceptable behaviour continues, the Room Coordinator consults with the Child Care Director, who will review the strategies, observations and any other relevant information, consult with the parents, and implement a revised behaviour management strategy.

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When Unacceptable Behaviours Continue (contin.):

3. If the unacceptable behaviour persists, the Director will advise the parent and then, jointly, seek advice from an appropriate agency or professional.
4. The Room Coordinator ensures the staff consistently implement the agreed strategies.
5. If the unacceptable behaviour continues, the Room Coordinator will consult with the appropriate agency.
6. If all of the above have been enacted, there has been a genuine attempt to implement the agreed strategies, there is still no significant improvements, and there are safety considerations involved, then alternative arrangements for care will be considered by the Director.
7. The Management Committee will be notified with a comprehensive report of the processes implemented.

Policy on weapons:

Toys are chosen by staff and children, which are of interest to the children, are not single use toys, have educational value, and are non-bias. Toy guns, swords and other threatening toys are not permitted at the Centre. Staff actively discourage the making of guns and other weapons such as swords, within the centre.

Superhero role play is a common form of play for preschool children and can be useful to teach them their limits and to feel powerful in their world. We believe that this form of play can be beneficial provided that children understand that superheroes must respect other people and the environment. We discourage children from wearing superhero costumes to the centre as it can be disruptive and create division among children. Superhero play will be closely monitored by staff ensuring it is a positive and non-threatening experience for the children.

3. Review

The Behaviour Management Policy will be reviewed every two years.

4. References

- Parenting SA. www.parenting.sa.gov.au. Accessed September 2012
- Child and Youth Health. www.cyh.com. Accessed September 2012

5. Related LDCC Documents

- Work Health and Safety Policy



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Endorsed by Director – Jo Mitchell

Director Signature.....Date/...../.....

Endorsed by Employee Rep. Name –

Employee SignatureDate...../...../.....

Adopted by Management Committee

Management Committee Chairperson Signature.....Date...../...../.....

Date Minuted:...../...../..... Date of implementation:/...../.....

Review History

Document History	Version No	Issue Date	Description of Change:
	1.0		New Document, June 2008
	1.0		Reviewed Document, September 2012
	1.0		Reviewed Document, December 2014
	1.0		Reviewed Document, November 2016