



Behaviour Management Policy

Date adopted:

Date last reviewed:
May 2023

Reviewed by:
Board of Management, staff

Date of next review:
May 2025

Policy context:

This policy relates to:

National Quality Standards.	Element 5.1.1 <i>Positive educator to child interactions</i> Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and Standard 5.2 <i>Relationships between children</i> Each child is supported to build and maintain sensitive and responsive relationships. Element 5.2.2 <i>Self-regulation</i> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
Legislation/Act.	Education and Care Services National Regulations 2011 155 Interactions with children (d)

Documents related to this policy

Related policies	Social Justice – Interactions with Children Policy
Forms or other organisational documents	Accident/Illness/Injury/Behaviour Reports Service Inclusion Plan
References	Childcare & Children's Health. Volume 5 No. 4 Dec 2002.

Policy Review:

Policy review frequency: This policy will be reviewed in accordance with the Organisations Review Policy.

Responsibility for review: The Board of Management.

Where appropriate staff will be part of the review process.

Documentation and communication: Policy documentation to be held in Policy and Procedure manuals. Where appropriate copies of new or reviewed policies will be given to staff, volunteers and families.

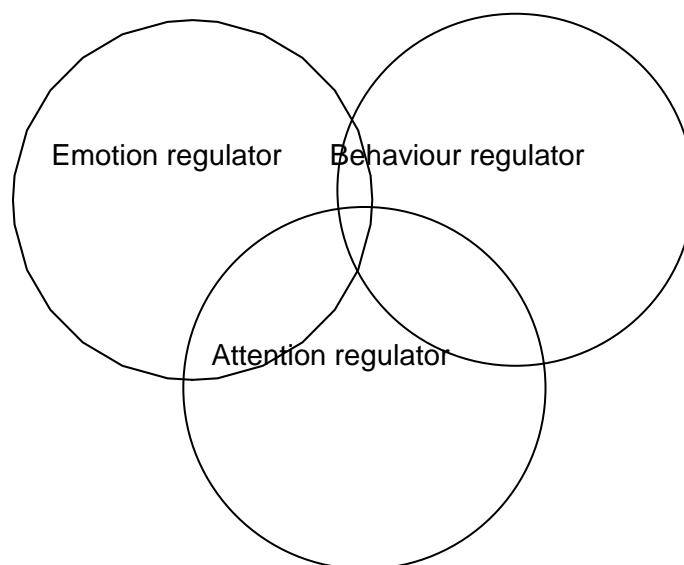
Policy Statement

To document positive and developmentally appropriate behaviour management guidelines.

Goals

- For policy to be implemented in a program which promotes social justice and self-esteem.
- For staff, families, caregivers and children to be familiar with environment and strategies utilised to manage behaviours.
- For children to have opportunities to participate in rule setting and self-regulation.

Procedure



'Success in helping children with self-regulation will require a real commitment to understanding and building upon the strengths in the child. It will also require persistence and consistency in the approach between early childhood professionals and parents.'

Summary by T.Moore and J. Duffie.

In all age groups the above model will apply (p 2/3/4 Helping)

Individual

- Comfort 'injured' child and provide any attention required.
- Address other child (offender), explain consequences of their actions and re-mind them of pre-school rules and acknowledge 'injured' child's distress.
- Assist the child to solve the issue in an acceptable manner.

Actions.

Research behavioural issues

1. Observe child carefully
2. Discuss at staff meetings
3. Approach family/caregivers to discuss strategies and an Action Plan that is consistently implemented.
4. Refer families/staff to other professionals as required such as Child Health Assessment Team.
5. Re-evaluate strategies at regular intervals.

Other Strategies

- Involve children in self-regulation and rule setting.
 - Evaluate Behaviour Management Policy regularly (or as required) with staff / families / management.
 - Conduct general information sessions re behaviour management as required.
 - Provide staff/families with opportunities to increase their knowledge in regard to self-regulation via parent / family library, newsletters, information sessions (wherever possible).
 - Use close proximity support to monitor and prevent incidents occurring. A brightly
- Behaviour Management Policy 2

coloured hair scrunchie is worn around the wrist by the designated educator. This helps all others to identify who is in the immediate support role.

- Document incidents and conversations with parents and caregivers.
- Be consistent with strategies.

Helping Toddlers

During the toddler years children actively push toward independence. They respond to requests and may feel anxious if they violate rules. They engage in more active exploration, experimentation, and master activities with objects. Simple strategies are used for interaction with people and objects. They develop language and the ability to use it to describe their own activities, influence the activities of others, and communicate more effectively. Their developing language assists them to remember and internalise rules. They listen to what adults are saying and this is effective in helping them to build up what is known as private speech or messages that guide self-control. They have increasing motivation to be competent.

Toddlers need scope and appropriate challenges to develop autonomy, as well as limits and guidelines that help develop inner control. They need caregivers that they trust to help them regulate behaviour appropriately and develop strategies and skills.

Toddlers can be passionate about order, repetition and routine in their efforts to understand and influence their environment. They explore and control objects more deliberately now. They will use a lot of trial and error, gradually becoming more able and deliberate in their skills and choices.

Emotion Regulation

- Emphasize individual control over behaviour, offer limited appropriate options, use suggestions rather than commands whenever possible, and focus on explanations and reasoning rather than demands. These are most likely to lead to internal control.
- Construct the environment with opportunities to learn and exercise frustration. The child should be able to master most of the social and physical challenges without many experiences of losing control.
- Be available to help children resolve difficulties.
- Use conflicts between children as an opportunity to notice and respect the feelings of others.

Behaviour Regulation

- Model desired behaviour rather than demanding it. Children can choose to imitate these behaviours setting their own standards for self-regulated activities.
- Use suggestions rather than demands, offer to help or join a child in a requested activity. Even emphasizing the attractiveness of the requested activity may help.
- Offer selected (appropriate) choices on daily routines .Use sensitive consideration of the child together with a gentle firmness in these activities to avoid the development of battlegrounds.

Attention regulation

- Order and predictability in the environment is important so that children can exercise more control when they know where to find things, what comes next, and how to participate.
- Carefully observe children's play. Protect the child's lengthening period of focused attention in independent play, as this develops self-direction and persistence.
- Provide play materials and social activities that give them opportunities to create effects by their own actions, to go through several steps to reach a goal.

Helping Preschool Age Children

Preschool age children are increasingly capable of voluntary internal self-regulation in both social and cognitive areas. In a widening range of situations and with increasing reliability they can manage their emotional responses, comply with age-appropriate rules and directions, and independently carry out problem solving and mastery tasks. They are interested in other children and are developing self-regulated strategies for successful and co-operative social interactions. They are internalising social rules and attitudes and developing consistent rules of interactions, including pro-social or antisocial dispositions. Motivation for self-regulation increases during this period if children feel competent and able to direct themselves. Children are now internalizing their understanding of the behaviour and attitudes (values and beliefs) of the important people in their lives.

Emotion Regulation

- Suggest that children express angry feelings in words rather than in actions.
- Focus on problem solving and appropriate alternative strategies, for example: 'When you feel so upset by the other children, you could choose to play by yourself for a while'.
- Include rationales when giving directions so that children understand the reasons and can reflect on this reasoning in different situations.

Behaviour Regulation

- Recognize effort, achievement, consequences of action, for example: 'You really worked hard on that building' (effort). 'You matched every pair correctly' (achievement). 'If you give the truck back, he will feel better' (consequence of action).
- Ask questions and encourage problem solving on their own.

Attention Regulation

- Recognize persistence, for example: 'That puzzle was hard and it took a long time, but you kept going till you finished it.'
- Give feedback on progress, for example: 'If you put in the last two pieces, the puzzle will be finished.'