

Policy 5.1 | Encouraging Behaviour Guidance

Policy Date:	January 2017
Review Date:	Reviewed 30. 5.2018
Applies to:	Educators
Related Policies and Forms:	5.1 Interactions to encourage Inclusive Practices 2.2 Child Protection Policy
Material Sources:	In-Home Care Handbook Education and Care Services National Regulations 2011 Part 4.5, 155 (d) Unicef (n.d. Fact Sheet: A summary of the rights under the Convention of the Rights of the Child. Retrieved Jan 14, 2016 http://www.unicef.org/crc/files/Rights_overview.pdf http://www.unicef.org/disabilities/ Code of Ethics. Retrieved Jan 14, 2016 http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2015/08/Revised-draft-Code-of-Ethics-Aug2015.pdf

Policy Statement

NSW Family Day Care Association Inc. (NSWFDCA) understands that behavioural expectations vary greatly among different cultures, social groupings and child rearing practices.

NSWFDCA is committed to ensuring that every child, regardless of age and development has the right to feel supported respected and treated with fairness and equality.

NSWFDCA will ensure that child management techniques will not include, physical, verbal or emotional punishment, which includes any punishment that threatens, frightens or humiliates the child

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Purpose

The purpose of this policy is to ensure that educators/nannies encourage acceptable forms of behaviour by:

- Promoting strategies that build children’s self-esteem and increase their confidence.
- Promote collaborative approaches to behaviour guidance between the family, the service and professional support agencies.

Strategies and Practices

NSW Family Day Care Association Inc. Staff

NSWFDCA staff will role model appropriate positive behaviour guidance for children.

NSWFDCA will provide professional development for educators/nannies and families on positive guidance of children’s behaviour

NSWFDCA will support educators/nannies in their role by providing resources and support

NSWFDCA will work with other supporting agencies e.g. Inclusion Support Agencies, to support the children in their early learning environment.

Educators and Nannies

Recognise and respect and have empathy with children in not labelling the individual child but the behaviour.

Will build respectful relationships with children and their families to ensure open communication.

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Use an inclusive approach and encourage children to be part of the decision making process in regards to:

- The early learning program to reflect their interest and stage of development.
- The play spaces in the learning environment, allowing for the environment to reflect spaces for children to be active, loud and energetic, balanced with play spaces that are quiet and peaceful.
- Allowing children to be involved in establishing play and safety limits.
- Use educational tools/toys that reflect children and adults with additional needs within the early learning environment.

Will role model appropriate behaviour and language, encouraging children to acknowledge and accept one another.

Will acknowledge that children's emotions may affect their behaviour.

Will listen with understanding about what the behaviour is saying about the child's needs and feelings.

Provide opportunities for children to express their feelings and to look beyond the behaviour.

Provide children with opportunities to express their feelings, looking beyond their behaviour.

Consult and discuss behaviour management strategies with the family in relation to behaviour guidance.

Plan an individualised Family service plan in collaboration with families and other professionals including inclusion support agencies.

Use the logic of natural consequences in an effective way to solve problems. It is important for the educator and nanny to be at the child's level and to establish eye contact in a non-threatening way.

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It is important to give the child a sense that their behaviour can be contained by the adults around them, which can reduce stress and anxiety of the child when they experience being out of control.

Maintain at all times the dignity and rights of the child.

Create opportunities for children, regardless of age and development to be independent and self-reliant.

Ensure that routine times are adapted to allow the inclusion of children with additional needs.

A behaviour management plan that is realistic of child's age, stage of development. Ensure the plan is tailored to the child's disability e.g. Aspergers. Rules will need to be based on what is right for the child, not what is the norm for other children who don't have the same difficulties.

Families

Will provide information on enrolment on their children's routine, interests and development.

Encouraged to discuss and consult with their educator/nanny to guide children's behaviour.

Attend information sessions/consultations on behaviour guidance held within the service.