

## ▲ INTERACTIONS WITH CHILDREN AND POSITIVE BEHAVIOUR GUIDANCE

### ▲ NQS

**Element 5.1:** Respectful and equitable relationships are maintained with each child.

**Element 5.2.1:** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

**Element 5.2.2:** The dignity and the rights of every child are maintained.

**Element 5.2:** Each child is supported to build and maintain sensitive and responsive relationships.

**Element 5.2.1** Children are supported to collaborate, learn from, and help each other.

**Element 5.2.2** Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.

**Education and Care Services National Regulations:** 155 (a-e), 156 (1-2)

### ▲ PURPOSE

To build trusting relationships and partnerships between educators, children, and families. We endeavour to provide opportunities for interactions with children that are nurturing and respectful. FROEBEL aims to support children in developing skills for self-regulation. When children are given opportunities to understand their emotions in a supported environment, they learn to apply strategies for self-regulation.

- Educators will maximise everyday moments to build respectful and equitable relationships, that foster responsive and meaningful relationships with children.
- Each interaction will be an opportunity to teach and support children to understand emotions and develop skills, to learn to regulate their own behaviour and interactions with others.
- Skills which contribute to how children learn to interact, include:
  - strengths, abilities, age, and stage of development.
  - general health and wellbeing.
  - relationships with their family.
  - play and learning environments, including the physical indoor/outdoor settings, the weather, the time of year, the time of day.

- educator's caregiving strategies and practices, which includes how those strategies are implemented.
- relationship with other children and stakeholders, such as students, volunteers, and visitors; and
- external factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.
- cultural values, age, and physical and intellectual development and abilities of each child.

## ▲ PROCEDURES

### Educators will:

- develop educational programs which are deliberate and purposeful in fostering interactions with children to support individual and group learning.
- curriculum decisions are supported by clear documentation as part of the assessment and planning cycle.
- respect the importance of interactions and relationships between children, families and educators/carers.
- promote collaborative approaches with families to develop secure and trusting relationship to support children.
- support children develop skills to build strong, trusting relationships.
- provide clear expectations for children on positive interactions.
- encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem; and support them to learn to regulate their emotions and their behaviour;
- provide opportunities to learn a range of communication strategies to express needs, wants and feelings.
- support children manage conflict constructively and develop empathy for others.
- encourage the children to express themselves and their opinions.
- allow the children to undertake experiences that develop autonomy and self-esteem.
- Always maintain, the dignity and rights of each child.
- give each child positive guidance and encouragement always try to understand why children behave in certain ways in specific circumstances.
- promote realistic play and behaviour expectations that guide children's safety and security rather than curb their play experiences, curiosity or creativity.
- define clear and transparent caregiving strategies that communicate how positive behaviour guidance is implemented by the service.
- inform the centre's stakeholders about the procedures involved in behaviour guidance management plans; and
- explain the centre's commitment to professional development and utilisation of external agencies.

- families and educators/carers will show respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not children.
- while educators/carers are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of stakeholders with educators/carers' knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

### **Educators will**

- support children's learning by using active listening techniques to help children feel:
  - valued, connected, and understood,
  - build trust with children,
  - clarify children's thoughts and feelings,
- examples of statements to clarify children's feelings include:
  - It looks like you feel....
  - You sound....
  - You seem.... Because.....
- support the development of problem-solving skills with strategies such as:
  - "Stop, think, act".
  - using alternative words or actions.
  - model empathy, such as 'I can see that you are frustrated, it's not ok to throw the toys, let's find another way...'
- focus on encouragement and positive guidance, rather than discipline.
  - **Direct guidance** – children will be presented with clear alternatives to make their own decisions.
  - **Indirect guidance** – a well-planned, developmentally appropriate program and environment will support children's learning.
  - **Verbal guidance** – positive, clear, and developmentally appropriate language will be used to immediately to support children make appropriate choices.
  - **Emotional guidance** – children's self-esteem will be validated through praise and encouragement.
  - **Avoid** 'hollow' gestures, that is making a child say 'sorry' without genuine feeling or understanding for what they have done when they have hurt someone else, rather talk to the child encouraging them to consider what they have done and how this makes others feel.

### **SPECIFIC PROACTIVE BEHAVIORAL SUPPORT FOR CHILDREN DISPLAYING CHALLENGING BEHAVIOURS**

Where a child is displaying challenging behaviours at the centre, educators/carers will implement the following process:

- Educators will observe and document behaviour they perceive to be challenging.
- educators will discuss possible behavioural guidance strategies with Centre Director or person in-charge.
- Educators will assess their approaches, the environment and other contributing factors that may be associated with the exhibited behaviour.
- Educators will only use “time in” (a relaxed, neutral break for the child with an educator in an alternate environment, such as moving to a less populated space in the environment, to support the child to calm down and self-regulate). “Time in” will be considered where other behaviour guidance techniques have not been successful; the following procedure detailing the use of “time in” will be followed and if necessary further consultation with Centre Director or person in-charge:
  - “Time in” will be used if the behaviour of the child poses a danger to themselves, other children, or educators.
  - Educators/carers will gently but firmly inform the child of the need for “time in”; the child will be accompanied to alternate environment; where they can be supported with an educator to self -regulate.
  - When in a heightened emotional state, children are not able to reason or discuss what is going on. Educators will use the ‘time in’ as an opportunity to support the child in calming and may use gentle breathing exercises or just sit quietly with the child.
  - once calm, educators may use strategies to support the child identify what happened and ways to consider managing the situation differently.
  - Educators must remain with the child at all times during ‘time in’

## **BEHAVIORAL GUIDANCE PLAN**

### **1. Define the challenging behaviour**

- When making a functional assessment of a child's behaviour educators will consider
- frequency of behaviour.
- duration of behaviour.
- intensity of behaviour and
- specific behaviours being exhibited by child.

### **2. Make a functional assessment of behaviour**

Gather information which may help to explain reasons for challenging behaviours. Educators can gather such information by observing the child in the environment and noting things such as: (observational tools such as [BETLS](#) may be used to make a functional assessment)

- how the environment affects the child

- space and balance of experiences.
- educator expectation's
- other children's experiences or interests.
- general atmosphere of the room.
- how often experiences change.
- how the child functions during transitions in daily routines.
- time of the day and
- amount of time in group or individual experiences.
- child's approach to experiences.
- attention span and interest in experiences.
- child's ability to express their needs.
- child's mood and general demeanour.
- how well child gets along with others.
- how child begins and ends an experience and
- what the child's relationship with educators is.

### **3. Synthesise information gathered**

- from information gathered educators can identify patterns.
- identify triggers of behaviours and
- discuss concerns with Centre Director or person in-charge and develop strategies to be implemented within the daily routine.

### **4. Develop support plan**

In collaboration with parents/guardians and the Centre Director or person-in-charge, educators will prepare a written support plan. The support plan could include:

- making program modifications based on information gathered.
- establishing proactive behavioural supports into daily routine and
- a process for reviewing progress at regular intervals.

### **5. Evaluate and modify support plan**

If the support plan proves unsuccessful educators should reconsider and reflect the support plan in agreement with Centre Director or person-in-charge, contact external agencies for additional support and guidance.

## **▲ SOURCES AND FURTHER READING**

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations
- [Guide to the National Quality Framework](#)
- [Supporting children to manage their own behaviour, NQS information sheet.](#)

- [Victoria Department of Education and Training](#)
- [Kennedy, Managing Bullying in Child Care, Putting Children First, June 2009, p. 12:](#)
- Early Childhood Australia Code of Ethics
- [United Nations Convention on the Rights of the Child](#)
- Siegel, D.J., & Payne Bryson, T. (2012) The Whole Brainchild, Revolutionary strategies to nurture your child's developing mind.
- [Dr Stuart Shanker.](#)
- [The Trouble with Time Out](#)

### ▲ RESOURCES

- [BETLS Observational Tool](#)

### ▲ ASSOCIATED POLICIES

- Educational Program
- FROEBEL Philosophy
- Feedback and Grievance Management
- Statement of Inclusion
- Provision of Child Safe Environments and Supervision
- Child protection and Child Protection Risk Management Strategy

### ▲ POLICY REVIEW

- The Centre (together with educators) will review this policy every 12 months.
  - The Approved Provider and Centre Director ensure that at all times all educators maintain and implement this policy and its procedures.
  - Families are encouraged to collaborate with the Centre to review the policy and procedures.
- 
- **Last review:** 1.08.2023
  - **Next review:** 1.8.2024