

PURPOSE

The purpose of this policy is to:

- Ensure that all children are treated respectfully, consistently, fairly and equitably, and
- Are supported to develop age-appropriate behaviour and self-regulation skills

OUR VISION FOR SORRENTO EARLY LEARNING

Our vision is to aspire for excellence in the provision of early childhood services through the creation of a safe, extended family environment and the development of a community of learners where educators, parents and other adults are committed to the children's education and wellbeing.

BROAD GUIDELINES FOR THIS POLICY

Sorrento Early Learning understands the importance of upholding the dignity and the rights of every child.

Like all other areas of developmental learning, how to behave in a socially acceptable manner is a developmental task that relies heavily on supportive adults to guide and model desired behaviour and to set limits appropriate to the age, stage and individual developmental needs of each child.

The individual needs of each child may take into account the family's cultural practices, religious beliefs, child rearing practices as well as social and environmental factors. It may also include developmental or medical issues that impact on a child's behaviour, as well as a child's temperament and personality.

Consequently, Sorrento Community Centre Early Learning is sensitive to the individual needs of each child and aims to create an environment in which these needs are met.

PROCEDURE

At Sorrento Early Learning, all staff will:

- consistently apply positive behavioural guidance strategies to assist children to develop socially appropriate behaviours
- support each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
- positively guide and encourage each child to use acceptable behaviours. They will do this by setting clear and reasonable expectations and encouraging safe and appropriate behaviours
- never use inappropriate discipline.
- place high importance on positive educator to child interactions

- work to build responsive and meaningful interactions that build trusting relationships which engage and support each child to feel secure, confident and included
- support children to collaborate, learn from and help each other.

RELATIONSHIPS WITH CHILDREN

Sorrento Early Learning will provide a positive learning environment in which children feel happy, safe and secure.

- Physical facilities will be arranged to take into account children's limited ability to share material and play spaces. There will be areas for quiet play designed to promote sustained concentration and quiet interactions. There will also be areas where children can engage in more active play.
- The daily program will be unhurried allowing children long uninterrupted periods for play
- The daily program will allow children to make choices about play and play peers.
- Routine tasks will be designed to promote age-appropriate self-help skills.
- Behaviour limits will primarily focus on children's safety and respect for self and others, and respect for the physical environment
- Educators will use positive language to promote positive behaviour. Children will be told what they are required to do, rather than what not to do.
For example: *Remember to walk when inside*, rather than *don't run when inside*.
- This approach acknowledges that learning socially acceptable and safe behaviour is a long task for young children who need support from caring adults to achieve the required outcomes.
- Where age-appropriate, children will be provided with clear simple expectations for behaviour, a reason for required behaviour and simple behaviour consequences.
- Natural and logical consequences will be applied (where age-appropriate).
- Where appropriate, children will be encouraged to work collaboratively to resolve conflict with the guidance and support of educators.
- Educators will role model respect for similarities and differences and encourage children to respect these differences. Where bias occurs children will be supported to focus on similarities rather than differences.
- Behaviours may be typically developmental and/or relate to and/or affect an individual's social and emotional state at one point in time. Undesirable behaviours include disruptive behaviour which is either behaviour that is unsettling, or upsetting to others, and may affect the safety of oneself and/or the safety of others. When any undesirable behaviours escalate and are ongoing, the behaviour including disruptive behaviour becomes behaviour of concern, for example, when a behaviour/s is ongoing, consistent and/or increasing.

The behaviour may include:

- Typically inappropriate for the age and development of the child
- Repetitive and/or damaging to themselves and/or their peers
- Frequent refusal to complete or follow instructions
- Difficulty expressing or redirecting frustration and anger

It is important that behaviours of concern are documented over time in order to work with educators and families to change behaviour and to assess involvement of additional support agencies and/or workers for the child.

BEHAVIOUR MANAGEMENT STRATEGIES

Behaviour management strategies will be consistent but must also reflect the individual needs of each child.

The focus will be on the **behaviour** rather than the child. For example: *Please sit with your feet on the floor. When you swing on your chair you might fall backwards and hurt yourself, rather than Stop swinging on your chair.*

Where there are identified behaviours of concern in relation to an individual child a specific behaviour change plan must be put in place in consultation with the family.

In the first instance educators notice and acknowledge positive behaviour and provide clear age-appropriate behaviour expectations.

Children will be actively encouraged to use their words when a conflict arises, for example, *Stop, I don't like it when you*

Children will be offered choices so that they can be actively engaged in managing their own behaviour.

Children will consistently be encouraged to apologise when they have upset another person in the room. This may be by using words, or a gesture. Children will be encouraged to develop this language.

Strategies for younger children would be distraction, re-direction and comfort.

Time out is not an appropriate measure to be used; as an alternative, children could be encouraged to retreat to a quiet, calm space.

The following Regulations apply to Sorrento Community Centre Early Learning –

National Quality Standard 2011 Quality Area 5 'Relationships With Children'.
Children's Services Regulations 2009
Department of Education and Training - www.education.vic.gov.au

Policy Control Data

Approved by Sorrento Community Centre

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Next Review Date: