



Maldon Neighbourhood Centre Occasional Childcare

Behaviour Guidance Policy

RATIONALE

All aspects of the development of a young child are interrelated. Optimal development depends on positive, supportive and relationships with adults and quality peer interactions.

Children should be provided with an appropriate environment to allow freedom to be themselves and to be understood, to develop responsible and independent attitudes, whilst adults maintain limits and provide guidance in a positive and encouraging manner with a consistent approach.

Children need to feel safe, secure and to know the limits of their behaviour.

AIM

To ensure interactions between Early Childhood Educators and children enhance each child's self-worth, encourage the development of self-control and are appropriate to differing individual and developmental levels among children. All interactions will be characterised by cultural sensitivity.

To foster in children:

- Social security – each person is equal in terms of human worth and dignity
- Trusting relationships
- Co-operation – being willing to co-operate and be flexible with each other, acknowledging that the needs of others are as important as their own in working towards harmonious solutions.
- Mutual respect – each person will accept the other for who and what they are and will show understanding of the other's beliefs and values.
- Responsibility – each person has opportunities to contribute appropriate to their stage of development.

PROCEDURES

For all children receiving care and education Early Childhood Educators will:

- Have appropriate developmental expectations so they are not over-estimating a child's ability to understand.
- Be sensitive to the child as a "whole", being mindful that many factors influence behaviour. Any one of a range of medical, health, family, or emotional aspects could create behaviour reactions and differing needs.
- Protect each child's feelings of self-worth by avoiding making a child feel frightened, ashamed, embarrassed, insecure or bad about themselves. It is the behaviour not the child that is the focus.

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In setting limits for Children, Early Childhood Educators will:

- Be sure the limits are reasonable and can be met.
- Establish consistently clear limits for children.
- Give explanations so children understand why the limit has been set and the consequences of their actions.
- Encourage self-discipline.
- Consult with parents/carers on behaviour guidance techniques aiming to achieve consistency in seeking constructive solutions.
- Early Childhood Educators will involve children in setting limits, where appropriate

In encouraging appropriate behaviour, Early Childhood Educators will:

- Use positive rather than negative reinforcement to guide children's behaviour, that is tell them what to do rather than what not to do
- Encourage children's social development by giving them the strategies to deal with conflict, through the use of appropriate language and actions.
- Plan and prepare the environment to minimise difficulties, by offering acceptable choices ensuring adequate activities, material, space and supervision.
- Be consistent with behavioural expectations
- Act professionally by being consistent, unbiased and providing an appropriate role model
- Recognise own limitations and seek support when feeling unable to deal with a specific situation due to personal difficulty or high stress levels.
- Remember that children may need explanations/reminders about the possible dangers and limits of their play.
- Where necessary, redirect children so that they have opportunities to act out behaviour in an appropriate way.
- Early Childhood Educators will encourage children to show empathy for children who are experiencing difficulties

Early Childhood Educators will provide guidance by:

Indirect Guidance

- Providing a well planned, developmentally appropriate program and environment

Direct Guidance

- Presenting children with clear alternatives helps them to develop the ability to make decisions and direct themselves. Staff are better able to role model appropriate behaviour or redirect a child when they are close by than when they are across a room or playground. The presence and attention of a staff member helps children concentrate on an activity. The staff can withdraw when the children are settled, encouraging them to develop their own ideas.



Verbal Guidance

- This is used to immediately guide a child's behaviour. Language needs to be positive, clear and appropriate to the development of the child and should leave no doubt as to what is required.

Emotional Guidance

- Encouraging a child's effort to achieve.