

Early Years Services – QA5.1 Interactions with Children and Behaviour Guidance

TRIM Reference: D15/42638 Due for Review: 22 April 2023
Responsible Officer: Coordinator Early Years

Purpose

This policy outlines Surf Coast Shire Council's commitment to ensure that:

- All children attending Surf Coast Shire Council's Early Years Services are supported to build and maintain relationships with other children and adults.
- Respectful and equitable relationships are developed and maintained with each child.
- Interactions with each child are warm, responsive and aim to build trusting relationships.

Policy Principles

This policy applies to all Surf Coast Shire Council Early Years Services staff members, Family Day Care educators, volunteers, contractors, students and parents / families and other adults attending the services.

Scope

This policy applies to:

Evidence of link to National Quality Standards: 1.1, 5.1, 5.2

Evidence of link to Education & Care Services National Regulations: 155, 156, 168 (2) (j)

Victorian Children's Services Regulations 2020

Maternal and Child Health Service Program Standards 2019

Maternal and Child Health Service Program Guidelines 2019

Policy

Surf Coast Shire Council is committed:

- Services are provided in a way that ensures the dignity and rights of each child are upheld at all times.
- Each child is given positive guidance and encouragement towards learning and understanding of 'acceptable' behaviour.
- Education and care programs support each child to feel secure, confident and included.
- Children will be given opportunities to interact and develop respectful and positive relationships with each other and with early childhood staff / educators.
- Children have the opportunity to freely choose activities, solve problems, and have access to learning experiences.
- Every child is able to engage with staff / educators in a meaningful way with open interactions that support the acquisition of skills for life and learning.
- Each child is guided and supported to manage their own behaviour, respond appropriately to the behaviours of others and communicate effectively to resolve conflict.

5.1 Behaviour guidance

- Staff / educators will have a sound knowledge of child development in order to successfully apply behaviour guidance techniques. Knowledge and skills are updated regularly.
- The dignity and rights of the child must be maintained at all times.

- Regular communication will occur between parents and staff / educators to develop a broader understanding of the child’s developmental level and individual needs within the context of their home environment.
- When a child does not respond to daily behaviour guidance strategies it is essential that staff / educators consult with parents / guardians about developing specific behaviour guidance strategies.
- Guidance towards ‘acceptable’ behaviour, with encouragement freely given.
- Each child will be supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Children are guided with clear, consistent, fair limits for behaviour. Children will have positive behaviour acknowledged.
- Positive behaviour guidance can include the use of natural consequences that are based on the assessment of responses required for each circumstance.
- Punishment is **inappropriate** as a child behaviour guidance technique. No child will be subjected to any form of inappropriate discipline such as corporal punishment, immobilisation or any other frightening or threatening technique.
- If staff / educators, volunteers or students experience difficulty in responding to particular behaviours, they will consult with both the parent(s) / guardians of the child and the relevant Early Years Team Leader for support and guidance, or further training.
- There may be times when additional professional assistance and external support are needed to help a child and family. Staff / educators and parent(s) / guardians may discuss referrals to specialist services. Specialist services may be undertaken to ensure children and families’ needs are being met.
- Staff / educators emphasise the importance of supporting families who are experiencing difficulties, through family-friendly practices. This can include linking families into relevant support networks. Staff / educators will initially discuss with the Early Years Team Leader and families where this is applicable.

5.2 Appropriate Physical Contact

The *National Quality Framework Quality Area 5 - Relationships with Children* is about building relationships with children within Early Years Services that are responsive and respectful and promote children’s sense of security and belonging.

The Following *Standards and Elements* provide the context and foundation for appropriate physical contact; as part of the overall interaction and relationships between children accessing the Surf Coast Shire Council Early Years Services and staff, volunteers, students and Family Day Care educators of the services:

<p><i>Standard 5.1</i> Respectful and equitable relationships are maintained with each child</p>	<p><i>Element 5.1.1</i> Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p>
	<p><i>Element 5.1.2</i> The dignity and rights of every child are maintained.</p>
<p><i>Standard 5.2</i> Each child is supported to build and maintain sensitive and responsive relationships.</p>	<p><i>Element 5.2.1</i> Children are supported to collaborate, learn from and help each other.</p>
	<p><i>Element 5.2.2</i> Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicates effectively to resolve conflicts.</p>

5.3 Maternal and Child Health Service

Refer to the *Surf Coast Shire Council Maternal and Child Health Service Model* document in relation to the Maternal and Child Health service interactions with children and their families; and education provided to families in relation to early childhood development.

Definitions

Behaviour Guidance

Behaviour guidance is an integral part of the educational or recreational program in a children's service. Staff members are guiding children's behaviour through their interactions and communication at all times. Behaviour guidance consists of a variety of ways that adults help children learn to guide or 'self-manage' their behaviour. This contrasts with the more traditional 'behaviour management' or 'discipline' approaches that generally imply an adult 'managing' children's behaviour or using punishment, or any discipline which is unreasonable in the circumstances, to control them.

Role of the adult

- Adults play a critical role in guiding children's behaviour.
- They support children to find positive ways to express their interests, needs, views and feelings.
- Children's wellbeing depends on adults understanding the child's behaviour and responding appropriately.
- Children who lack a sense of self-worth or have low self-esteem are often more likely to behave in challenging ways. Children may at times display challenging behaviour when they are having difficulty in expressing their interests, needs and a range of emotions or when they are not getting enough attention from adults.
- It may be appropriate, at times, to involve children in decision making and discussions about their behaviour, however this must be done sensitively with careful forethought.
- Some examples of inappropriate conversations with young children regarding their behaviour include demanding answers to questions such as 'Why did you do that?' and insisting that children apologise for their behaviour.

'Acceptable' behaviour

An important aspect of children's belonging, being and becoming involves them learning how their behaviours and actions affect themselves and others and developing skills to regulate these independently. Developing an understanding of 'acceptable' behaviour and being able to manage their own behaviour (self-regulation) are important aspects of a child's social and emotional development.

Children's appropriate behaviours are acknowledged so children know they have acted appropriately. Positive behaviours are encouraged by diverting children to more appropriate experiences, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Family-friendly Practices

Collaborative relationships with families are fundamental to achieving quality outcomes for children. Families have an opportunity to be involved in the service and contribute to service decisions. Respectful and supportive relationships with families are developed. The expertise of families is recognised and utilised; families are supported in their parenting role, and their values and beliefs about child rearing are respected.

Bullying

Bullying is when someone or a group of people with more power repeatedly and intentionally causes hurt or harm to another person or group of people who feel helpless to respond. Bullying can continue over time, is often hidden from adults and will probably continue if no action is taken.

Bullying is not:

- Single episodes of social rejection or dislike
- Single episode acts of nastiness or spite

- Random acts of aggression or intimidation
- Mutual arguments, disagreements or fights.

Related Procedure

Nil.

References

Related Surf Coast Shire Council and Early Years Services Policies

D14/70701 Educational Programs Policy
 D15/42648 School Aged Behaviour Guidance Policy
 D16/75844 Child Safe Organisation Policy

Related Surf Coast Shire Council and Early Years Services Work Instructions and Forms

D17/67342 Family Day Care Educator Support Visit Record - template
 D19/57436 Family Day Care Educator Support Visit – Building Partnerships - template
 D20/26222 Child Safety Officers Contact List - PDF
 D20/26219 Child Safety Officers Contact List – word document
 D17/54211 Child Safe Reporting Form
 D20/29985 Surf Coast Shire Child Safe Reporting Process – PDF
 D20/26215 Surf Coast Shire Child Safe Reporting Process – word document

Other References

Education and Care Services National Law 2010
 Education and Care Services National Regulations 2011
 National Quality Standard 2011
 ACECQA National; Quality Framework Resource Kit
 Childcare Service Handbook (Department of Education)
 Victorian Early Years Learning & Development Framework,
 Early Years Learning Framework for Australia,
 My Time Our Place
 Victorian Children’s Services Regulations 2020
 Maternal and Child Health Service Program Standards 2019
 Maternal and Child Health Service Program Guidelines 2019
 National Quality Framework Policy

Document History

Version	Document History	Approved by – Date
Approval Date		General Manager Culture and Community – 1 April 2014
1	<i>Amended</i>	Manager Aged and Family – 8 June 2017
2	<i>Amended</i>	Manager Community Strengthening – 6 December 2018
3	<i>Amended</i>	Manager Community Strengthening – 22 May 2020
4	<i>Amended</i>	Manager Community Strengthening – 22 November 2021