



Nature Alliance Family Day Care Service

Positive Behaviour Guidance



POLICY IN THIS SECTION AS REQUIRED BY:

Education and Care Services National Law (WA) Act 2012: Section 3(2)(b); 3(3)(a)(b)(c)(d) (e)(f); 166,167
 Education and Care Services National Regulations, 2012 – ‘Regulations’:84; 155--156, 168(j)
 National Quality Standards for Early Childhood Education and Care and School Age Care (2010)Standard 1.1; 4.1; 4.2; 5.1; 5.2; 6.2.
 Element 2.3.1; 2.3.4; 3.2.2; 6.3.1, 6.3.2; 6.3.3

PURPOSE:

Behaviour guidance requires a broad approach for children to be physically and psychologically safe, gradually guiding them to communicate needs verbally, and developing independence skills without the use of aggressive or destructive behaviour to resolve conflict to meet their needs.

All persons working with children will encourage acceptable forms of behaviour that build children’s self-confidence and self-esteem and provide strategies to enable children to control their own behaviours.

Family day care educators will create a physical and emotional environment that facilitates personal and social growth.

SCOPE:

This Policy applies to Family Day Care Educators, Family Day Care Assistants, Family Day Care Service staff, volunteers and families.

PRINCIPLE:

To ensure appropriate procedures are in place that respect children’s rights and provide them with strategies and guidance to control their own behaviours.

POLICY:

Family Day Care Educators will respect children’s rights and support them to develop to their full potential by encouraging acceptable social skills and allowing them to resolve conflicts using positive behaviour. Family Day Care Educators will support the children in their efforts to regulate their energy to be appropriate to the task to be undertaken.

PROCEDURES:

The use of physical punishment by Family Day Care staff, Family Day Care Educators and Assistants, volunteers, students and visitors as a behaviour guidance strategy is **not acceptable** under any circumstances.

The use of isolation, humiliation, intimidation, or negative labelling is **not acceptable** under any circumstances.

Author:		Date due for Review:	June 2013	Document No.:	NA-POL-0013
Reviewed Approved:		<i>THIS DOCUMENT IS UNCONTROLLED IN HARD COPY FORMAT</i>		Revision:	0
Print Date:	24 August 2012			Page No.	Page 1 of 2

Family Day Care Educators And Assistants Will

1. Respect the values of parents/guardians;
2. Respond to and acknowledge children's emotions such as happiness, anger, sadness, anxiety, frustration and fear;
3. Establish an environment that promotes positive behaviour;
4. Take into account a child's age, individual needs, personality, cultural background and the context of the behaviour;
5. Offer choices in the decision making processes;
6. Recognise limits with an understanding of why a child may behave in a certain way;
7. Encourage children to practise positive and acceptable behaviour;
8. Use redirection and distraction techniques;
9. Implement strategies that demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development and temperament;
10. Provide children with a clear explanation why a particular behaviour is unacceptable, and provide an alternate, acceptable behaviour;
11. Provide positive feedback when an acceptable behaviour is observed [example: "I like it when you" "I feel happy when you"]
12. Collaborate with families and Family Day Care Service staff in managing ongoing behavioural issues.

Family Day Care Service Will

1. Support Family Day Care Educators and assistants in developing and implementing appropriate positive guidance techniques for children in their education and care service;
2. Provide training and professional development to encourage strategies that reinforce a positive learning environment for all children.

Collaboration With Parents

The Family Day Care Educator will collaborate with families in regard to management guidance strategies so consistent practices can occur across the two environments.

SUPPORTING DOCUMENTS

Refer to Policy:

Child protection

Interactions with children

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