



# Behaviour Management Policy

## Background

The Beaconsfield Neighbourhood Centre (BNC) affirms the right for children to receive positive guidance in a supportive and respectful environment. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults.

## Purpose

The aims of this policy are:

- To provide guidelines for managing the behaviour of children attending licensed programs in the BNC Children's Room.
- To ensure that children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.
- To ensure that the service provides a safe, healthy, caring and educational environment that stimulates and encourages children's participation and learning.

## Policy Statements

- All children, staff, parents and visitors have the right to feel safe at all times.
- All children, staff, parents and visitors are encouraged to care for others, the associated environment and property.
- No one has the right to disrupt someone else's learning.

The BNC Behaviour Policy is based on consistency, reinforcing appropriate behaviour, and modelling by setting positive examples of appropriate behaviour. Staff will implement developmentally appropriate activities and behavioural guidance to assist children to understand the consequences of their actions.

Children are encouraged to engage in cooperative, social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

Educators aim to build and strengthen children's communication skills. Intentional teaching moments may include encouraging children to:

- Greet others when they arrive and depart from the Children's Room
- Share resources
- Assist when it is time to pack away the indoor and outdoor environment
- Use manners such as please and thank you
- Use their words rather than actions to resolve conflicts.
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development.

Children are regularly recognised for positive behaviours by all educators through verbal praise and positive reinforcement. Specific effort is made to recognise and acknowledge desired behaviours as opposed to unacceptable behaviours.

To promote an environment where there is a clear understanding of expectations, staff will follow these broad steps on any occasion of unacceptable or inappropriate behaviour:

1. Reasoning with the child. This may include pointing out the consequences of the child's actions.
2. Redirection to a different activity. This may include participating in an activity in a quiet area.
3. Providing a cooling off opportunity. This may include a time-out or rest from playing.

Parents will be notified when the above strategies have been implemented during a session. Educators may bypass any of the above steps when the child's behaviour is regarded as severely disruptive, offensive or dangerous and parents will be contacted immediately. If a child does not respond to positive behaviour management strategies and continued unacceptable behaviour continues, the Children's Room Coordinator will develop an individual behaviour management plan to be discussed with parents so that a cooperative approach can be adopted.

### Roles and Responsibilities

Staff/Educators	<ul style="list-style-type: none"> <li>• Evaluate the program, room set up and supervision to reflect on inappropriate behaviour triggers and sources.</li> <li>• Refer to observations to ascertain repetitive behaviours.</li> <li>• Listen empathetically to children when they communicate their emotions, provide encouragement and reassure the child it is normal to experience positive and negative emotions.</li> <li>• Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.</li> <li>• Support children to negotiate their rights and rights of others and mediate perceptively.</li> <li>• Preserve and promote children's self-esteem as they learn to self-regulate their behaviour.</li> <li>• Communicate with parents.</li> </ul>
Parents/Families	<ul style="list-style-type: none"> <li>• Actively model appropriate behaviour at home and in public.</li> <li>• Communication and collaboration with educators to promote positive outcomes.</li> <li>• Work with educators and professional agencies if required to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.</li> </ul>

### Associated Documents

Children's Services Regulations 2020: *Regulations 104 & 105*

### Document History

Version	Title	Author	Authorised	Date	Changes to Previous
1	Behaviour Management Policy	Centre Coordinator	COM	Nov 2021	Original (Expanding clause in Children's Room Programs Policy)