



## 5.2 Positive Guidance of Children Policy

### QUALITY AREA 5: Relationships with Children

#### **Aim**

To encourage warm nourishing relationships between children and educators that support and view children as strong, powerful, competent learners, and full of potential.

#### **Background**

The right for children to receive positive guidance in a supportive and respectful environment is protected in Nation Regulations. 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.

#### **Practices**

##### **Children's Rights, Family and Cultural Values**

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

##### **Listening**

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

##### **Children and Families**

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

##### **Reflection and Consideration**

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

##### **Role Modelling**

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies.

##### **Principles for Behavioural Management**

Staff respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour management and they are happy to discuss individual family expectations with parents. There may be times when staff will need to negotiate management strategies with parents to suit the needs of individual children.

- Wherever possible, children and staff will negotiate and determine boundaries and rules
- Rules will be reasonable considering the age, development and individual characteristics of the children.

- Rules will be consistently enforced.
- It is the behaviour that is praised or criticised, not the child.
- Staff present a good example through positive role modelling.
- Children are encouraged to make appropriate choices.

#### The Role of the Staff

In response to unacceptable behaviour, staff:

- Redirect the child or remove the child from the situation if necessary.
- Advise children of the consequences of continuing with the behaviour.
- Remind children of desirable behaviour.
- Explain to children how behaviour results in consequences.
- Actively listen to children's feelings and discuss the rules.
- Help children to return to play.

The Approved Provider will:

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.
- Ensure all staff have access to relevant professional development.
- Ensure the educational program contributes to the development of children, who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166) (Regulation 73).
- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint (Section 174(4), Regulation 176(2)(b)).
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service (Section 174(4), Regulation 176)

The Nominated Supervisor will:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.
- Ensure all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families.
- Consider the size and composition of groups to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service.
- Develop and implement educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child.
- Ensure that staff provide education and care to children in a way that encourages children to express themselves and their opinions and allows children to undertake experiences that develop self-reliance and self-esteem.

Educators will:

- Act in accordance with the obligations outlined in this policy.
- Respect children's agency and encourage them to express themselves and their opinions.
- Maintains the dignity and the rights of each child at all times.
- Have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.
- Offer positive guidance and encouragement towards acceptable behaviour.
- Ensure that routines such as toileting, nappy change and rest times are used for positive one to one interactions with children and a time that they can get to know more about the child.
- Genuinely seek children's input, respect their ideas and take their suggestions on board.
- Form warm relationships with each child.

Families will:

- Read and comply with this policy.
- Engage in open communication with staff about their child.
- Inform staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, a new sibling).
- Inform staff of any concerns regarding their child's behaviour or the impact of other children's behaviour.
- Work collaboratively with staff and other to develop or review an individual behaviour guidance plan for their child, where appropriate.

**Relevant Legislation:**

- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011: 155, 168

**Links to National Quality Standard**

- 5.1.1 Responsive and meaningful interactions
- 5.2.3 The dignity and rights of every child are maintained at all times
- 7.3.5 Service practices are based on effectively documented policies and procedures that are available at the service and reviewed regularly

**Key Resources:**

- DEEWR (2009). Belonging, Being and Becoming – The Early Years Learning Framework for Australia. [www.deewr.gov.au](http://www.deewr.gov.au)

**Policy Reviewed August 2018**

Date endorsed \_\_\_August 2018\_\_\_\_\_ Date to be reviewed \_\_\_August 2021\_\_\_\_\_