BEHAVIOUR MANAGEMENT

Quality Area 5: Relationships with Children

Education and Care Services National Regulations 2011:

Link to national Quality Standard:

RATIONALE:

By setting appropriate and consistent limits to behaviour we can provide a secure environment in which children can explore their physical, social world. Setting limits helps children to feel secure and safe and to find appropriate expressions for feelings that are hard to control.

Behaviour management is about teaching children about what is good to do, and what is not good and what is safe, and what angers or hurts other people. It needs to help children learn what to do instead of what not to do. Behaviour management is based on self-discipline and self-control – not correction. It is a gradual and developmental process.

AIM:

* To foster behaviour based on control of self and understanding and appreciating other people’s needs, rights and feelings
* To ensure that positive behavioural strategies are used with the children in order to promote their self-esteem and security
* To ensure that staff set consistent limits and use positive behavioural strategies to develop appropriate social behaviours in the children.

PRACTISES:

* Staff must ensure children are given positive guidance towards socially acceptable behaviour
* Staff should encourage children to use appropriate strategies to resolve conflict
* Staff should help children care for each other and their surrounding
* Staff should provide appropriate role models of behaviour for the children
* Staff should be kept informed about changes in behaviour management philosophy in Early Childhood setting
* Staff should discuss their behaviour management techniques with parents and incorporate positive behavioural strategies that are used in the child’s home
* Behaviour management and expectations of behaviour will vary greatly among individuals, different cultures and child rearing practises and staff must be sensitive to this, respecting the believes and values of the families at Preschool

BEHAVIOUR MANAGEMENT TECHNIQUES:

* **No physical punishment is to be used at any time.**
* When you stop as child or redirect them or reprimand them you should explain why: e.g.: ‘we don’t rode bikes on the veranda because if you fall off hard cement”
* Avoid using threats like “if you don’t help pack up you won’t be able to have lunch” instead use positive encouragement to get them to help pack up like” I know you are really good at packing up those puzzles”
* Staff are to avoid labelling the child as “naughty” or “bad” but are to explain to the child why the behaviour is unacceptable
* Show children what they can do rather than what they can’t do
* Only give choices to children when they can make the decisions e.g.: don’t say “ would you like to come inside now?” when it is lunch time and you need the child inside
* Accentuate the positive, suggest appropriate alternatives, and try not to focus attention on the inappropriate behaviour.
* Stress the consequences of the child’s action e.g.: “we won’t be able to play of the toy is broken
* Have appropriate limits and expectations suited to the developmental age’s stages and needs of individuals and groups of children.
* Be consistent , set limits and stick to them
* Support other staff in behaviour management eg: if you hear another staff member saying “NO” to a child don’t say “YES” if the child approaches you.
* If you disagree with another staff member discuss that later (not in front of the children)
* Limit the options you give children eg “ if you do not wish to join in our game you may sit over there”
* Divert attention, make suggestions for ways to solve the problem.
* Continually observe the children and when necessary step in before a potential problem arises
* When possible ignore inappropriate behaviour. Sometimes reacting to inappropriate behaviour is like rewarding it because the child is getting attention.
* Give lots of praise and encouragement for appropriate behaviour
* Encourage the children to learn to say “no “to others inappropriate behaviour and to seek adult help when necessary.
* Encourage the children to talk through their problems and to tell the other person how they are feeling rather that resorting to lashing out.