



**St Peter's  
Woodlands**

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# **ELC Positive Behaviour for Learning Policy**



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## 1. Introduction

St Peter's Woodlands ELC Positive Behaviour for Learning (ELCPB4L), is whole-centre based system to help maintain a positive school culture and learning environment for the staff, children and families.

It is consistent with the school's vision which is to nurture our students to be happy, creative and educated young people who care for others and make a positive difference in the world.

## 2. Scope

This policy applies to all ELC staff, volunteers, and contractors who work with children.

## 3. Purpose

Establishing good behaviour management is essential to each student's wellbeing, confidence, and success. Every student should feel that the ELC is safe and secure, free from all threats of physical or emotional harm. It is also important for children to develop their social and emotional skills and learn to self-regulate. With staff support, children are encouraged to resolve conflicts independently.

## 4. ELC Laws & Regulations

When guiding children's behaviour, ELC staff must adhere to the following laws and regulations.

Education and Care Services National Law Act (2010)	Section 166	An approved provider, a nominated supervisor, a staff member or volunteer must ensure that no child being educated and cared for by the ELC is subjected to: <ul style="list-style-type: none"> <li>Any form of corporal punishment; or</li> <li>Any discipline that is unreasonable in the circumstances.</li> </ul>
	Section 167	An approved provider and a nominated supervisor of an education and care service must ensure that every reasonable precaution is taken to protect children being educated and cared for by the ELC from harm and from any hazard likely to cause harm.
Education and Care Services National Regulations (2011)	Regulation 155	An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that: <ul style="list-style-type: none"> <li>Encourages children to express themselves and their opinions; and</li> <li>Allows children to undertake experiences that develop self-reliance and self-esteem; and</li> <li>Maintains the dignity and rights of each child at all times; and</li> <li>Gives each child positive guidance and encouragement toward acceptable behaviour; and</li> <li>Has regard to the family and cultural values, age, and physical and intellectual development; and abilities of each child being educated and cared for by the ELC.</li> </ul>

	Regulation 156	<p>The approved provider of an education and care service must take reasonable steps to ensure that the ELC provides children being educated and cared for by the ELC with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the ELC.</p> <ul style="list-style-type: none"> <li>For the purposes of sub regulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.</li> </ul>
	Regulation 168	<ul style="list-style-type: none"> <li>Policies and procedures are required in relation to interactions with children, including the matters set out in regulations 155 and 156.</li> </ul>

## 5. Principles

ELCPB4L is underpinned by the following understandings:

- We all come from different backgrounds and have different understandings about what is appropriate behaviour – we cannot expect students to *know* what appropriate behaviour in the school context is.
- Behaviours that create a positive learning environment need to be established and explicitly taught, just as any other skills need to be taught and referred to regularly.
- Positive behaviours should be acknowledged and built on.
- Unacceptable behaviour should be dealt with as consistently and timely as possible.

Our ELC Positive Behaviour for Learning Policy is reflective of our four core values:

- Wonder
- Courage
- Respect
- Service

## 6. Expectations and Strategies

To meet this policy's requirements, the following expectations will be adhered to in the ELC.

### ELC Director and Leadership Team:

**They lead a positive approach to guiding children's behaviour by:**

- Creating the expectation and providing the support to staff to work collaboratively with families to meet the needs of the children.
- Acting as a support and guide to families and educators when accessing and referring children to internal and external specialist support services.

### Parents/Caregivers:

**At the ELC, families are well informed about how ELC staff will guide children's behaviour.**

**Parents/caregivers are:**

- Acknowledged as being the most important people in a child's life.
- Supported to work collaboratively with their child's ELC staff team to develop positive (pro-social) behaviour models for successful social interactions.
- Informed about St Peter's Woodlands Early Learning Centre Positive Behaviour for Learning Policy.

### **ELC Staff Team:**

ELC staff consider and apply each of these strategies to promote a positive approach to guiding children's behaviour.

## **7. Enabling Environments**

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### **7.1. 1. Social environment**

A high-quality enabling environment is a child's right. With respect to children's behaviour and personal, social, and emotional development, staff model openness, willingness to listen, warmth, respect and care to teach them to act thoughtfully towards others and to accept guidance about their behaviour. Adults' relationships with children are based on the assumption that children are receptive to learn; they are empathic, cooperative, rational and motivated to grow and learn.

#### **The ELC Team will:**

- Create warm, trusting, and secure relationships with children and their families, as these are fundamental to children's emerging self-regulation, learning, development and wellbeing.
- Acknowledge children's considerate and engaged behaviours.
- Plan for children's social and emotional development and wellbeing.
- Discuss and develop with children clear, age-appropriate, and reasonable expectations about how to behave in ways that consider others, support engagement and promote safety in group settings. Using the children's voices, an essential agreement is created. ELC teams will revisit and affirm these regularly with children. All Emerging Learners and Preschool classrooms explicitly teach the *Archie's Big Book of Friendship* which helps children to think socially, discuss and exchange ideas and explore friendly solutions.
- When a problem occurs, use problem-solving step to resolve it.
- Understand that each child is unique and demonstrate differing needs which require an individualised approach to support regulation.
- All staff look for reasons behind the behaviour including socio-economic status, home life, sleep-patterns, personal restrictions. The appropriate steps are taken following the identification.
- Engage frequently in professional conversations with families sharing strengths, goals, and strategies.
- Celebrate children's positive, engaged, and regulated behaviours sharing strengths that can be adopted at home or the ELC that support consistency of approaches.
- Respect the expertise, culture, values, beliefs, and diverse parenting practices of families, whilst ensuring children are safeguarded.

### **7.2. Physical environment**

A child's environment has a significant impact on their learning and behaviour. An enabling environment ensures that children feel safe, connected, and interested in their learning through play. The spaces are vibrant and flexible and are responsive to the interests and abilities of each child, reflective of the ELC philosophy and are well maintained.

#### **The ELC Team will:**

- Ensure that the physical environment is set up to allow line of sight between learning areas to ensure supervision of all children and allow for responsive and proactive intervention when necessary.
- Ensure that the physical environment is set up with appropriate, safe resources that are sufficient in number, in good repair and suitable for the children's age and developmental stage.
- Plan learning opportunities that meet group and individual needs for skill mastery, knowledge and understanding.
- Design safe indoor and outdoor learning environments with a balance to engage all children in experiences that meet their needs.

### 7.3. Educational program and routines

There is a high-quality educational program in place that meets children's learning needs. This program will be child-centred, learning intention led with developmental and cultural appropriateness to ensure children are engaged in productive and playful learning experiences.

#### The ELC Team will:

- Ensure that the curriculum is play-based, child centred and intentionally focused on the individual needs, interests, culture and experiences of all children. To do this staff will follow the Early Years Learning Framework to ensure that the educational program provides the very best learning environments and outcomes for children.
- Plan to support children's self-awareness, social awareness, relationship skills, regulation skills and planning, organising and decision-making skills.
- Ensure that the program supports the participation of all children empowering children to remain engaged in their learning, display dispositions that support learning such as curiosity, focus, persistence, employ flexibility in thinking and problem solving, cope better with change and challenge, display considerate behaviours, and empower children to reap the social, emotional, and cognitive benefits of their play.
- Include children in program planning so that learning experiences reflect their individual learning goals.
- Ensure routines and transitions are clear, known to children and follow children's natural rhythms, rather than being dictated by the clock or by rigid schedules. Provide children anticipatory talk and scaffolds to support children through transition moments.

### 7.4. Behaviour guidance strategies and practices

All ELC staff will adopt a positive, strengths-based approach to guiding children's behaviour to promote social and emotional learning, development, and wellbeing. They will recognise that learning to regulate feelings and impulses is a developmental skill like any other and that, therefore, children need to learn and, inevitably, will make mistakes along the way. Guiding children to behave thoughtfully is not an interruption to teaching but is its prime purpose.

Compassionate strategies and practices will be age and developmentally appropriate and could include:

- Acknowledge, appreciate, and celebrate children's effort, achievements, and considerate actions, without judging (praising) these (Deci & Ryan, 1987).
- Collaborate with children to set and affirm clear expectation for positive, engaged, and considerate behaviours.
- Each staff member uses the same visual cards to reinforce positive behaviours and to act as an aid when children are not complying with verbal cues.
- Listen to children, on the understanding that behaviours that challenge us are nevertheless the children's way of communicating that their needs are not being met. Attempt to identify their need and to meet it.
- When children are calm and regulated and in a non-judgmental manner, give children information about the positive, or detrimental effects of their behaviour on others.
- Teach children strategies for meeting their needs in ways that do not interfere with others' capacity to meet theirs.
- When children's dysregulation takes the form of harming others, first console the target child and then soothe instigators so that they can regain their emotional balance.
- When children have behaved inconsiderately, ask them what they need and how you can help them.
- Once children are calm, ask them how you could help them when they are becoming upset in future.
- Allow children time to negotiate solutions to their own peer conflicts. Depending on their age and developmental capacity, adults will give them the opportunity to do this independently or with the guidance from a staff member.
- Respond flexibly, taking account of staff members' relationship with the child, the number of children in the room and the demands on adults at the time.



- Incident forms are filled out by staff for both the child that has been hurt, and the child who caused harm during the incident. Staff to discuss with parents, and report to the ELC Director if the incident requires notifying.

Attunement to the child, alongside partnership with families and ongoing information gathering and reflection will support educators to identify how to meet children's emotional, social and developmental needs through their educational program. During this process staff can seek support from the ELC Director, Head of Early Years or other staff within the ELC. All ELC staff should maintain currency of skills and knowledge about guiding children's behaviour.

### **ELC Team:**

#### **If the child's behaviour intensifies or becomes more frequent and concerning:**

Staff will observe children to gather information about what is happening with the child so that an informed decision can be made on whether an Individual Education Plan is required. To assist with information gathering refer to ELC-02 Additional Needs Policy.

## **8. Further Information**

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Further information regarding this policy is available from any member of the Executive Leadership Team.

### **Relevant Legislation**

Education and Care Services National Law Act (2010)

### **Related Policies Whole School**

PRIN-02-1	Positive Behaviour for Learning R-6
PRIN-03	Bullying and Harassment
PRIN-04	Child Protection
PRIN-06	Communication
PRIN-09	Attendance
PRIN-39	Wellbeing
PRIN-48	Volunteers
PRIN-54	Code of Conduct – Parents

### **Related Policies ELC**

ELC-02	Additional Needs
ELC-08	Child Protection
ELC-09	Continuity of Education and Care
ELC-13	Education Curriculum and Learning
ELC-28	Incident, Injury, Trauma, Illness, and First Aid
ELC-35	ELC Parental Interaction and Involvement in the Service
ELC-42	Relationships with Children
ELC-55	ELC Code of Conduct

### **Related Procedures & Standard Operating Procedures**

SOP ELC OSHC	Placing Notes on iPads for Parents
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### Related Forms & Checklists

F-ELCOSH-08 Form Incident, Injury, Trauma, and Illness Record

### Related Safe Work Practices & Guidance Notes

None

### Related Other SPW Documentation and Databases

INFOSHEET Behaviour Expectations Information for Students

ELC Pastoral Notes Database

### Related Other Documentation and References

Antcliff, G., Burgess, C., Daniel, B., & Sale, A. (2014). Resilience Practice Framework: Practice Resource. 2<sup>nd</sup> edn. Paddington. The Benevolent Society.

Australian Children's Education & Care Quality Authority. (2013). Guide to the National Quality Standards. Sydney. Retrieved from: <http://www.acecqa.gov.au/national-quality-framework/the-national-quality-standard>

Australian Government Department of Education, Employment and Workplace Relations (2009). Belonging, Being and Becoming: The Early Years Learning Framework for Australia Retrieved from: <https://docs.education.gov.au/node/2632>

Deci, E.L. & Ryan, R.M. (1997). The support of autonomy and the control of behaviour. Journal of Personality and Social Psychology, 53 (6), 1024-1037.

ECA. (2013). Learning positive behaviours through educator-child relationships. A Research in Practice Series. Reference #1484.

Education and Care Services National Law Act. (2010). Section 166 & 167 found at <http://acecqa.gov.au/national-quality-framework/legislation/>

Education and Care Services National Regulations. (2011). Regulation 155, 156, 168 found at <http://acecqa.gov.au/national-quality-framework/national-regulations/>

Porter, L. (2016). Young children's behaviour: Guidance approaches for early childhood educators. (4<sup>th</sup> ed.) Sydney: Allen & Unwin.

United Nations Conventions on the Rights of the Child: found at [www.unicef.com](http://www.unicef.com)

ECA Code of Ethics: found at <https://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

### Classroom Resources

Le Messurier, M & Nawana Parker, M (2018) *Archie's Big Book of Friendships – Second Edition*. Australia.

Nawana Parker, M (2021) *The Resilience and Wellbeing Toolbox – Second Edition*. New York, Routledge.

Pritchard Dodge, E & Grimm, D (2014) *Kimochis Feel Guide Early Childhood Edition Ages 3-6*. San Rafael, Plushy Feely Corp.