

	<b>Policy</b>	
	Service Delivery	
<b>Guiding Children's Behaviour and Developing Social Competency</b>		SD-OP-2.04

## Rationale

Contemporary early childhood theory, research and practice acknowledges the importance of the early years in developing and guiding children's behaviour and supporting their development of social competence.

In supporting the development of social competency, children are provided opportunities to practice and develop internal regulation. A child's sense of self-worth is critical to this process.

This policy acknowledges learning as a social process.

SDN acknowledges the United Nations Convention on the Rights of the Child and the Early Childhood Australia Code of Ethics in informing this policy.

## Scope

This policy applies to all SDN staff members, volunteers and students when interacting with children.

## Policy

Children will be supported to build and maintain sensitive and responsive relationships with other children and adults.

Children's social competency will be supported by encouragement and reassurance in their attempts, challenges and successes. Guidance strategies will be positive and respectful; identifying 'what we should do' not 'what we should not do'.

Guidance strategies will encourage respect for others, collaborative problem solving and ethically and socially just practices.

Conflict will be valued for the opportunity it offers to engage in critical conversation and reflection.

Children's behaviour will be viewed from the perspective of the emotion driving the behaviour. Staff members will acknowledge emotion by demonstrating thoughtful and responsive communication and interactions.

In accordance with legislation (Ombudsman Act 1974) practices that isolate, humiliate, physically abuse or marginalise children will not be used as strategies for guiding children's behaviours.

Restrictive practices must not be used to guide children's behavior as we do not have an approving panel and are not a registered service provider with FACS.

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## Related SDN Documents

### Policies

- GI-HLP-1.04: Equity, Social Justice and Social Inclusion
- SD-OP 2.23: Code of Conduct for Service Users
- HR-HLP-3.03: Code of Conduct for Interactions with Children
- SD-OP 2.24: Interactions with Children
- Supporting Children’s Behaviour Practice Standard

### Relevant Legislation/Regulations

- Ombudsman Act 1974
- Education and Care Services National Law Act 2010, section 166
- Education and Care Services National Regulations 2011, regulations 155, 156 and 162 (2)(j)
  - Schedule 1: National Quality Standard, standards 4.2, 5.1 and 5.2, elements 4.2.1, 5.1.3 and 5.2.1 to 5.2.3
    - National Standards for Disability Services
    - NDIS Practice Standards and Quality Indicators
    - NDIS Incident Management and Reportable Incident Rules 2018
    - NDIS Restrictive Practices and Behaviour Support Rules
    - National Disability Insurance Scheme Act 2013

### Other References/Related Documents

- United Nations Convention on the Rights of the Child
- Early Childhood Australia Code of Ethics (2006)

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