Sturt St ELC: Rosella Room Behavior guidance

Relationships and secure attachments are crucial in all interactions. 0 – 2 year olds are highly exploratory, they learn by touching, mouthing and using all their senses. Their level of consciousness about the impact of their actions is only just developing, therefore behaviour guidance is about anticipating and preventing issues before they arise, distracting and repositioning staff, children and resources to support positive interactions and supporting emotional development.

Predictable routines:

Babies can be assisted to feel secure through predictable routines. This does not mean that routines happen in a regimented way – it means that educators will collaborate with parents and become attune to babies cues in order to support babies’ needs for comfort, food, sleep and stimulation in ways that babies learn to recognize. This could be by using a familiar wrap, lullaby or comforter during sleep times; having a routine of getting ready for meal times, getting into a high chair, singing a song, wiping hands and putting on a bib etc.; or having a routine for saying good bye to parents – parents giving a kiss, handing the child to the educator and then waving good bye - followed by play with a familiar toy or a story which children are familiar with.

Educators reflect back to the child that they acknowledge their feelings and have recognized their cues - “Yes you’re rubbing your eyes – I think its bed time soon...” “ I know you’re upset about Daddy/ Mummy going, but I’m here with you.”

Crying:

Crying is the way that babies communicate their needs and their feelings. Educators support crying infants by understanding that this is the only way babies have to alert us to their hunger, fatigue, fear or discomfort. As educators observe and interact with babies they learn what works in comforting individual children. Primary care interactions support children to recognize their carer’s voice, touch and appearance. Noting children’s cues and passing them on to assist other staff to learn to comfort a child is also supportive of children developing healthy emotional attachments with a wider range of educators at child care.

Babies may be crying due to feelings of anger or frustration – as well as to get their needs met, however just in the same way – supporting the child to calm down and become distracted by something else, teaches them to begin to regulate their feelings and behaviour.

Children hurting others

As part of their explorations, babies may hurt others by hitting, grabbing, pushing etc. Our responses to these situations will support children to develop empathy and care for others. It is important to remember that the baby does not understand the consequence of their action and so this needs to be taught very gently. Maintaining the environment and toys to prevent crowding or competition for toys or for educator’s closeness is important to head off situations before they occur. Educators supervise children closely, getting down to their level, sitting on the floor and have a broad awareness of everything within the play environment. If a child has hurt another child, it is important to comfort the child who has been hurt, and to show the child who has hurt them, using a calm gentle voice that hurting is not OK, while distracting and redirecting them to a safer space.

References:
