Sturt St ELC: Toddler Room Behaviour Guidance

Toddlers are developing independence and starting to participate more in social situations and interactions. They are constantly exploring their world and their place in the world. They do this by being inquisitive, wanting to help with tasks and asserting themselves more. Toddlers want to start doing things for themselves and make some of their own choices. As staff we recognise the importance of modelling and supporting toddlers in their choices and boundaries both verbally and physically.

We always acknowledge children’s positive behaviour. Any continual or worrying inappropriate behaviour is discussed with the parent/carer so we can work together for the best outcomes for the child. Sometimes an individual behaviour guidance plan is put in place which is created together with the child’s parent/carers.

Sharing and turn taking
- Support children if they are upset about taking turns or sharing
- We encourage the children to follow through with giving the other child a turn, support them through managing their emotions and understanding the emotions of others.
- Assisting with turn taking if it is not initiated by the child after verbal encouragement.
- Removal of object if it cannot be resolved and is causing ongoing distress.

Co-operative behaviour
- Giving the child controlled choices which end up with the same desired outcome e.g. would you like to walk or do you want me to carry you to go and change your nappy.
- Always praising children for listening and responding.
- Explaining simple reasons for your request; ‘we need to wash our hands after going to the toilet to get rid of the germs on our hands’
- We sometimes use physical guidance to support children to try something new e.g. taking them by the hand to the outdoor area, garden etc. In a situation of safety, physical assistance is also necessary e.g. to move a child if they walk in front of a swing.

- Hurting other children
  - Stop them and assess the situation.
  - Comfort the child who has been hurt. Encourage the child to look at the other child’s face and recognise that they have hurt them, pointing out the emotion they are displaying.
  - Depending on the child’s reaction and the age of the child and the severity of the incident they may be able to; 1. Continue playing in the same area. 2. Be moved on to another activity. 3. Be removed from the group for a short period with an adult close by, especially if the issues with hurting other children have been on going.

Tantrums/crying
- Acknowledge the child’s feelings “I know you are feeling upset/cross/angry and I’d like to help you feel better.” Having high and positive expectations for children and voicing these is very important to build children’s confidence to start to recognise and deal with their emotions.
- Give the child a chance to regulate their own emotions and redirect themselves.
- Ensure the child is somewhere safe and if possible away from other children e.g. couch, cushion.
- When the child is calm, sit with them and talk in simple language “I’m glad your feeling better – well done – let’s go…”
- Strategies for tantrums/crying are very individual to each child. Some children will need to be monitored from a distance while they calm themselves; some children calm with some one to one time, some children are able to be distracted by something like doing a task to help an educator. What works for one child may not work for another. This is why having a meeting with parents to learn about what works in the home setting and drawing up a behaviour guidance plan is useful.