

BEHAVIOUR GUIDANCE

Policy Statement:

We believe that all children, parents and Educators have the right to feel safe, secure and supported here at the centre. We aim to provide an environment where all children and Educators feel safe, cared for and relaxed. This encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1).

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care. Basic rules will be established based on safety, respect for others, order and cleanliness and will be communicated to all families, children and Educators along with consequences for inappropriate behaviour.

The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and manage their emotions, while building resilience and taking responsibility for their actions. This will depend on the child's age, level of development and any additional needs. (My Time, Our Place Outcome 3).

The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (National Law 166)

The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
r73, 74, 76, 155, 156, 157,168.	1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3	<ul style="list-style-type: none"> - Confidentiality - Enrolment & Orientation - Providing a Child Safe Environment - Interactions with Children - Management of Incident, Injury and Trauma - Child Protection 	<ul style="list-style-type: none"> - Children (Education and Care Services National Law Application) Act 2010 - UN Convention on the Rights of the Child - My Time, Our Place.

Procedures:**a) Guidelines**

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for acceptable behaviour and encourage and acknowledge acceptable behaviour.
- Educators will have access to training, resources and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
 - Respect each other
 - Respect other people's property and that of EBASCA and the school
 - Share with other children and be inclusive
 - Accept and respect individual needs and differences
 - Clean up after activities
 - Be polite to Educators and to each other
 - Follow the instructions from Educators
 - Play in the allocated areas, taking note of out of bounds areas indoors and outdoors, as directed by Educators
 - Remain in the supervised areas until an authorised person collecting them has signed them out
 - Comes directly to the centre at the end of school, without leaving school grounds
 - Not engage in physical fighting/violence, for example, spitting, throwing toys, stones or dangerous objects
 - Not bully or engage in any form of aggressive behaviour
 - Use appropriate language at all times

b) Guiding Children's Behaviour:

Steps that Educators take towards establishing positive behaviour management include:

- Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and sense of security
- Observing children to identify triggers for challenging behaviours, bearing mind the child's developmental level and additional needs
- Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help,

collaborating to solve problems and helping children to understand the consequences and impact of their behaviour

- Supporting children by guiding towards an acceptable alternative when challenging behaviour occurs
- Ensuring limits are consistent, implemented in a calm but firm manner
- Collaborating with parents/caregivers and the child in positive ways to address challenging behaviour
- Identifying children's strengths and building on them
- Seeking support from other Educators and Management.
- Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)

c) Guiding and Supporting Challenging Behaviour:

- When a child's behaviour is deemed inappropriate to either themselves or others, or any situation arises that requires the attention of an Educator, Educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from Educators, or consistently disregarding the rules. In these instances, the following steps will be taken:
 - The Educator will explain to the child that this type of behaviour is unacceptable.
 - The Educator will make an assessment as to whether the child can resume their usual activities, or requires re-direction to another area or activity
 - If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the Educator will have a discussion with the child with respect to their actions, and then the child will resume usual activities if the Educator feels they can be trusted to participate safely.
 - If deemed necessary a discussion will be held with the child's family when the child is collected.
 - It may also be appropriate that the issue be documented. In such cases this should be completed ASAP, in consultation with the Management Team

d) Persistent inappropriate behaviour:

- If inappropriate behaviour continues over a period of time, a meeting between Management Team and parents/caregivers will be arranged. If appropriate the child will be included. The meeting agenda will cover -
 - Summary of issues and grievances

- Alternative approaches to behaviour guidance
- The child's life outside the service
- Any problems that may be causing the behaviour
- A mutual strategy for improving behaviour will be discussed and closely monitored by Educators, the Management Team and the child's family.
- Should it be necessary, advice and assistance will be sought from relevant external professionals to address the matter eg. School counselor.
- With consent from the family, we will consult with specialists involved with the child, with the aim of providing appropriate support and guidance, specific to the issue.
- In extreme cases, to protect other children and Educators, the service reserves the right to exclude the child from the service, if that child poses a risk to the safety and wellbeing of other children or Educators; this may be a temporary or permanent measure. Exclusion will be considered after:
 - The child's family has been notified and given the opportunity to discuss their child's behaviour
 - Consideration of any previous issues or official warnings issued to parents. A three step warning system will be implemented, each of which will be documented and sent to the parent. At the third incident warranting a warning, suspension will be implemented.
 - In the event of a major issue (violence, unsafe or threatening behaviour) it may be deemed appropriate that the child is suspended from the service before the third warning is issued. The Management Team in consultation with the Management Committee will advise on this decision.
 - Educators, the Management Team and Approved Provider (the Management Committee), have given careful consideration to the problem.
 - Adequate support and counselling is sought (if necessary)
 - Clear procedures have been established for accepting the child back into the service, if appropriate.

