



Behaviour Guidance Policy

POLICY STATEMENT

Our service believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and Educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place)

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, they will be aligned with the school rules and will be communicated to all families, children and Educators along with consequences for inappropriate behaviour.

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. The service will also 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 & Care Services National Regulations	National Quality Standard	Related 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	1. Confidentiality 2. Interactions with Children (106) 3. Enrolment & Orientation (110) 4. Management of Injury, Illness and Trauma (113)	1. My Time, Our Place Framework 2. Children (Education and Care Services National Law Application) Act 2010

		5. Providing a Child safe environment (116) 6. Child Protection (117) 7. Guiding Managing Children's Behaviour document	3. UN Convention on the Rights of the Child
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PROCEDURES:

1. Guidelines

- 1.1 Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- 1.2 Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- 1.3 Educators will have access to training 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:

1. NO BULLYING
2. Treat each other with consideration and respect
3. Keep your hands and feet to yourself
4. Keep a staff member in sight and always follow their instruction
5. No swearing
6. No climbing or hanging over railings
7. Sticks and stones stay on the ground
8. Always wear your hat outside
9. No running on the concrete
10. No running inside
11. Keep out of the garden beds
12. No playing on the veranda
13. Sit down whilst eating
14. Clean up when you finish eating

15. Play safe, be safe, HAVE FUN!

2. Guiding Children's Behaviour

Steps that Educators take towards establishing good behaviour management include:

- 2.1 Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security
- 2.2 Observing children to identify triggers for challenging behaviours. Paying attention to the child's developmental level and any program issues that may be impacting their behaviour
- 2.3 Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, offering help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
- 2.4 Supporting children by providing acceptable alternative behaviours when challenging behaviours occur
- 2.5 Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
- 2.6 Involving the family and child in appropriate ways in addressing challenging behaviour
- 2.7 Seeking support from other Educators and Management
- 2.8 Using other professionals when necessary to help with behaviour guidance, i.e. Inclusion Support Facilitator (ISF)

3. Correction Steps:

- 3.1 When a child's behaviour is deemed inappropriate to either him/herself or others, or if a child's behaviour is intrusive to another person's enjoyment, then Educators will actively intervene and take steps to attempt to resolve the situation.
- 3.2 Inappropriate behaviour can include bullying, being uncooperative, not listening to Educators, or consistently disregarding the centre rules. In these instances, the following steps will be taken:
 - The Educator will explain to the child that this type of behaviour is inappropriate
 - The Educator will re-direct the child to a different activity within the room or outdoors
 - 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 discuss with the child their actions and behaviour

- A discussion will be held with the child's family when the child is collected

4. Persistent inappropriate behaviour:

4.1 If inappropriate behaviour continues over a period of time, a meeting between Director, child and family will be arranged. The meeting agenda will cover:

- Alternative approaches to behaviour guidance
- Child's behaviour outside the service
- Any problems that may be causing the behaviour

4.2 A mutual strategy for improving behaviour will be discussed and closely monitored by Educators, the Director and the child's family.

4.3 In extreme cases, to protect other children and Educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:

- The child's family has been notified and given the opportunity to discuss their child's behaviour
- The Director has given careful consideration to the problem
- Adequate support is sought
- Clear procedures have been established for accepting the child back into the service

ENDORSEMENT BY THE SERVICE

Date Approved by Director: ____ / ____ / ____

Signature of Approval by Director: _____

Date Approved by Management Committee: ____ / ____ / ____

Signature of Committee Representative: _____

Role of Committee Representative: _____

Date for Review: ____ / ____ / ____