

BEHAVIOUR GUIDANCE POLICY

The service's Behaviour Guidance Policy emphasises that children have the same rights as adults; and recognises, values and celebrates the differences and similarities that exist in all persons.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law

155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Anti-Bias and Inclusion Policy	Medical Condition Policy
Educational Program Policy	Privacy and Confidentiality Policy
Family Communication Policy	Respect for Children Policy
Incident, Injury, Trauma and Illness Policy	Enrolment Policy
Interaction with Children, Family and Staff Policy	Supervision Policy

POLICY STATEMENT

- Families and staff/carers should use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.
- The Service is committed to a Behaviour Guidance Policy because it:
 - reflects the values, attitudes and current recommended strategies that promote positive play behaviours and patterns;
 - respects the importance of interactions and relationships between children, families and staff/carers;
 - understands why children behave in certain ways in specific circumstances;
 - promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity or creativity;
 - defines clear and transparent caregiving strategies that communicate how behaviour guidance is implemented by the service;
 - informs the service's stakeholders about the procedures involved in behaviour guidance management plans; and
 - explains the service's commitment to professional development and utilisation of external agencies.
- The purpose of the service's Behaviour Guidance Policy is to:
 - encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;
 - provide children with support, guidance and opportunities to manage their own behaviour; &
 - promote collaborative approaches to behaviour guidance between the service's stakeholders and/or external agencies.
- The service recognises and understands that a child's behaviour may be affected by their:
 - age and development;
 - general health and wellbeing;
 - relationships with their family;
 - play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
 - staff/carers' caregiving strategies and practices, which includes how those strategies are implemented;
 - relationship with other children and stakeholders, such as students, volunteers and visitors; &

- external factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.
- Families and staff/carers display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not children.
- While staff/carers are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of stakeholders with staff/carers' knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.
- The *Occupational Health and Safety Act* states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.

CONSIDERATIONS

- My Time Our Place
 - Outcome 1 – Children have a strong sense of identity – “Children learn to interact in relation to others with care, empathy and respect.”
 - Outcome 2 – Children are connected with and contribute to their world – “Children respond to diversity with respect.”
 - Outcome 5 – Children are effective communicators – “Children interact verbally and non-verbally with others for a range of purposes.”
- National Regulation 155 “Interactions with children.”
- Quality Areas and Standards QA5 “Relationships with children.”
 - “Each child is supported to work with, learn from and help others through collaborative Opportunities.”
 - “Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.”
- Children's and Young Persons Act
- Voluntary Code of Practice
- United Nations Convention on the Rights of the Child

STRATEGIES AND PRACTICES

Behaviour guidance strategies

Our service has the best interests of all children attending the centre as the driving force behind all policies and plans. The Nominated Supervisor and Staff need the support of the parents to implement the Behaviour Management Plan successfully.

In cases of persistent misbehaviour, the Nominated Supervisor will detail these incidents with the view to discussing the problems with the parents of the child/children involved.

Examples of unacceptable behaviour: - Swearing, violent and threatening behaviour, disobeying staff instructions and not adhering to the centre rules.

In the event of continual unacceptable behaviour, written notification will be given to the parent. In the event of the behaviour continuing, this may lead to suspension. For repeated unacceptable behaviour after suspension, the Nominated Supervisor should approach the management committee who shall decide what action should be taken. This may lead to the exclusion of the child from the centre.

Supportive School Environment

As individuals and groups participate in school related activities such as before and after school care, decisions, choices and actions are made within a climate of mutual cooperation, trust and tolerance.

Within social interaction, an awareness of consequences and the link between responsibility and rights is fostered.

Respect

Every successful relationship relies heavily on respect. The staff/students, staff/staff and staff/ parent relationship is no different.

The first thing is to be a model of respect, expecting respect back.

Expect others to talk to one another in a respectful way. Expect others to treat themselves respectfully. Insist on them treating you with respect.

Consistency

- Be consistent in what you expect. Try to have the same set of expectations for any specified situation
- Be consistent in defining expectations. Don't leave it to the students to guess what is/is not appropriate behaviour.
- Define consequences. Students must know what the consequences are for their behaviour and know that these consequences will be carried out. Parents should also be familiar with these consequences of that further reinforcement can take place in the child's home environment
- Have clear behavioural expectations for all students. Focus on the behaviour not the child.
- Be consistent with rewards. Rewarding good behaviour reinforces the desired behaviour and takes the focus away from undesired behaviour.
- It improves the climate of the centre as well as the self-concept of students and your own outlook.
- Ensure students complete consequences.
- Be consistent with other staff in managing behaviour in the service.

OSHC Expectations

The centre has a clearly defined set of expectations which are communicated to students at the beginning of each term and regularly throughout the school year. These expectations are:

- Follow Educator's Directions
- Keep hands, feet and objects to yourself
- Use appropriate language
- Respect all people, their belongings, and the property of the centre.
- Play only in areas directed by Educators

Positive Reinforcement

The staff believe in positive reinforcement and acknowledgment of children's achievements. Ways in which this is achieved may include:

- Encouragement of creativity
- Acknowledgment of displayed virtues
- Group time
- Positive language

We believe that this allows children's self-esteem and self-worth to grow and allows the centre to create a positive environment which is fun for all children.

Consequences

1. Warning, counselling, reminder of rule.
2. Consequences given or withdrawal of privilege / Parents advised.
1st incident 5 mins of reflection time or withdrawal of privilege
2nd incident 10 mins reflection time or withdrawal of privilege
3. If a child refuses to complete consequences, parent will be contacted to speak to his/her child. If the child refuses to speak to the parent then the child will have to be collected immediately.
4. If the child still refuses to complete consequence after speaking with his/her parent then parent will be contacted to come and collect the child for the rest of that session.
5. If child continues to show persistent unacceptable behaviour, a compulsory meeting will be arranged with the child's parent to discuss an individual behaviour management plan.
6. Children currently on a behaviour management plan may not be able to attend any offsite activities such as excursions. This is to ensure the safety of the children as we have limited control of the environment offsite.
7. Serious breaches of behaviour management policy – immediate 5 days suspension
8. Display Violent and Threatening behaviour – immediate 5 days suspension
9. Absconding children – immediate 5 days suspension
10. Serious breaches of behaviour management policy following 5 day suspension will attract a two week suspension
11. Serious breaches of behaviour management policy following suspension for the remainder of the term will result in full exclusion from the centre.

In the event of continual unacceptable behaviour, written notification will be given to the parent. In the event of the behaviour continuing, this may lead to suspension. For repeated unacceptable behaviour after suspension, the Nominated Supervisor should approach the management committee who shall decide what action should be taken. This may lead to the exclusion of the child from the centre.

Behaviour Report: All incidents such as the use of inappropriate language, intentionally hurting a child or being out-of-bounds will be noted in a behaviour report. Parents will be notified each time their child's name is recorded in a behaviour report. Notification could be verbal or in writing. If a child's name is recorded in a behaviour report three times, then a meeting will be called with the parents to discuss the issues and identify the next steps to improving behaviour.

If a child's name is recorded more than three times in a behaviour report, further action will be taken, which depending on the circumstances could include a discussion with the centre co-ordinator, centre managers, or the centre directors, if required.

Suspension for unacceptable behaviour: In the event that a child is displaying violent and/or threatening behaviour, or has displayed extreme unacceptable behaviour that may put the safety of themselves, other children and/or staff at risk of harm, the child may be suspended effective immediately to allow time for the issues that have led to this action to be explored and resolved. In this circumstance, a meeting with the parents will be called to discuss the matter and to plan appropriate support to the child to assist with a successful and safe return to the centre. The child cannot return unless a meeting with the parents has been conducted.

Absconding children: Should a child leave the service or the service's boundaries without permission and refuse educator requests to return to the centre, the child's parents will be contacted. Every effort will be made by educators to locate and escort the child back to the service. Educator to child ratios must not be compromised and educators must ensure that the remaining children are appropriately supervised during this time.

- The child will be suspended effective immediately to allow time for the issues that have led to this action to be explored and resolved.
- Should the child abscond a second time, the above procedures will be adopted and the child's place at the centre will be terminated.

- Educators will ensure the Nominated supervisor, or the Responsible Person on Duty is aware of all the details relating to the child leaving the service and follow procedures documenting the incident.

Exclusion for Unacceptable behaviour:

Exclusion should only be considered after:

- the steps of the guidance and discipline procedure have taken place;
- adequate support;
- Parents/Guardians have been notified and given the opportunity to discuss their child's behaviour;
- Careful consideration by staff and the Management team;

Important note:

Any number of these consequences can be instituted as a result of gross insolence or behaviour threatening to other children, staff and property. The Nominated Supervisor does not have to follow these consequences in numerical sequences for serious breaches of the Behaviour Guidance Policy.

The Nominated Supervisor has the authority to enforce the above consequences of the Behaviour Guidance Policy if the need arises.

If the child is showing violent and threatening behaviour and staff and other children are at risk of being harmed, the Nominated Supervisor will call the Parent to come and collect the child. It is the Parent's responsibility to attend promptly and remove their child from the centre. In the case of Staff and other children being in danger, the police may be called to remove the child from the centre if the parent refuses to (or does not) collect their child within a reasonable time.

In these circumstances, where a parent refuses to collect their child, the centre has a right to terminate the family's enrolment.

In the case of a child whose parents have joint custody, the parent who has custody when the breach of the behaviour guidance policy occurs will also have the suspension issued in the week that they have custody of the child.

Unacceptable Behaviour

For the purpose of managing student behaviour, examples of unacceptable behaviour are listed below. These behaviours are sorted into three categories which indicates the level of unacceptability, and possible consequences. The categories and examples are indicative only, and not absolute.

Categories of Misbehaviour	Examples	Consequences
<p>Minor Unacceptable Behaviour</p> <p>At this level, students are not harming others.</p>	<p>Running inside/or concrete</p> <p>Littering</p> <p>Not wearing a hat</p> <p>Being deliberately late for OSHC</p> <p>Insolence – low level</p> <p>Bad manners – low level</p> <p>Non-compliance – minor issue</p>	<p>Consequences to be given on the spot.</p> <p>e.g.</p> <ul style="list-style-type: none"> ▪ Warning ▪ Rule Reminder ▪ 5 minutes reflection time ▪ Practise walking ▪ Pick up litter ▪ Withdrawal of privilege ▪ Incident recorded in Behaviour Report
<p>Major Unacceptable Behaviour</p> <p>At this level, students are disrespecting or harming others</p>	<p>Persistent minor unacceptable behaviour</p> <p>Deliberately attempting to harm others</p> <p>Fighting</p> <p>Spitting at others</p> <p>Use of inappropriate, abusive, offensive words or gestures towards others.</p> <p>Theft – minor</p> <p>Bullying, harassment and verbal abuse of other students.</p> <p>Vandalism – minor</p> <p>Insolence – Major</p> <p>Deliberate non-compliance – major issue</p> <p>Any other behaviour/act that is deliberately carried out to disrupt the good order and running of OSHC.</p>	<ul style="list-style-type: none"> ▪ Incident recorded in Behaviour Report ▪ Child is given 10 min reflection time ▪ Withdrawal of privileges ▪ Counselling/Reminder of Rule ▪ If incident occurs outside, Child is NOT to return to outside play for rest of session ▪ Suspension warning letter provided ▪ Parent Informed.
<p>Extreme Unacceptable Behaviour</p> <p>At this level, students are a danger to others and/or may have complete disregard for school rules.</p>	<p>Persistent disregard for rules</p> <p>Violence</p> <p>Verbal abuse of staff</p> <p>Harassment of OSHC Staff</p> <p>Physical assault of staff or children</p> <p>Vandalism – major</p> <p>Theft – major</p> <p>Absconding</p> <p>Intentional dangerous behaviour.</p> <p>Any other behaviour/act that is deliberately carried out to grossly disrupt the good order and running of OSHC</p>	<ul style="list-style-type: none"> ▪ Incident recorded in behaviour report ▪ Child should be removed from playground or inside of centre and placed in secure location. ▪ Coordinator to complete suspension letter and inform parent/parents ▪ Advise parents that suspension is immediate ▪ Suspend as appropriate ▪ Letter to parent regarding meeting with Nominated Supervisor ▪ Involve outside agencies if necessary e.g. JAB, Dept of Child Safety, Ethical Standards Unit.

PROCEDURES

- Basic rules and clear guidelines of acceptable behaviour will be established through consultation with educators and children.
- Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.
- All rules will be clearly expressed in a positive way using child friendly language and reinforced consistently to provide children with opportunities to manage their own behaviour.
- Educators, parents and children will be made aware of the rules and centre rules will be displayed in clear view of children and families. Rules may be displayed as photographs of children portraying the specified action, for children unable to read.
- Children will assist with the development of the consequences of breaking the rules;
- All consequences shall be relevant to the individual situation and not demeaning to the child.
- Educators will ensure that children are clear that their behaviour that is used is inappropriate not the child. Educators show respect and empathy towards children when they label behaviour and not label the individual child. This means that behaviours are managed not children.
- Our educators understand that it is unacceptable to use any technique or strategies that may humiliate, frighten or threaten a child. No child is to be subjected to, or threatened with, verbal, physical or emotional punishment. Corporal punishment such as smacking or hitting will never be used. Any educator using such methods will have their employment terminated immediately.
- No child is to have food or other basic needs withdrawn as part of a punishment.
- Positive expectations are descriptions that you would like to see demonstrated by the children. We use the term expectations because we have a right to expect that children will learn and demonstrate positive behaviour.
- Positive behaviour will be encouraged by educators role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- All positive expectations are adaptive and pro-social. Adaptive behaviours are actions that help the child to adapt to his/her environment. E.g. chewing and swallowing food before attempting to speak. Pro-social behaviours are actions that help the child to get along with other people, e.g. helping someone, friendship skills and manners.
- Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.
- Children will be encouraged to seek support when necessary.
- Educators will have access to training and support in positive approaches to positive guidance of child behaviour.
- Educators, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.
- Educators and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.
- Parents/guardians who wish to discipline their own children whilst in the centre, will not at any time, use any form of corporal punishment or use unacceptable language.
- To assist in maintaining a positive, safe and caring environment the children, parents and educators will have the following responsibilities.

The Children will:

- Accept and value every child and adult regardless of race, cultural background religion, sex or ability.
- Treat each other with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between educators, children and other adults.
- Ensure that appropriate language is used at all times.
- Know and fulfil their responsibilities.
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.
- Develop self-discipline skills through positive example and direction.
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

The Parents will:

- Work with educators to encourage and maintain positive communication and relationships between educators, children and other adults.
- Not use corporal punishment whilst on the service's premises.
- Not use unacceptable language in front of others or on the service's premises.
- Role model accepted behaviour towards educators, other parents and children.
- Arrange to meet with our Educators to develop a behaviour management plan if any unacceptable behaviour persists. Be understanding of the fact that all Behaviour Management Plans need to be signed off by both educators and parents prior to further care being provided. Support the outcomes of any Behavioural Management Plan meeting.
- Families should recognise that some behaviour guidance strategies or practices established in the home cannot be enforced in the OSHC centre environment.

The educators will:

- Accept and value every child and adult regardless of race, family and or cultural values, religion, gender, appearance, physical and intellectual development and ability.
- Treat all individual children, educators, families and community members with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- maintain the dignity and the rights of all children
- Recognise and understand that children may not have developed the appropriate strategies to express emotions due to their age and or stage of development and their life experience to date. As such educators will work with children in recognising feelings / triggers and guide children in their development of coping mechanisms and their ability to express themselves appropriately.
- When communicating with children educators will ensure that they are understood and communicate at the child's eye level in a friendly positive and courteous manner.
- Give each child positive guidance and encouragement towards acceptable behaviour
- Use voice intonations, facial expressions, and explanations as methods of discipline.
- Educators should monitor the level of their own voice and each other's to ensure that the children cannot interpret what is being said as abusive or negative. Shouting is an unacceptable form of maintaining group control.
- To encourage children to take responsibility for their actions, educators will:
 - Initiate conversations with all children; develop an understanding of the child and their interests using active listening.

- Actively listen to children and ask for their input.
- Understand children’s feelings and reactions to key events in their lives.
- Encourage children to express themselves and their opinions
- Apply consistent guidelines for children’s behaviour. **Please refer to Annexure A – Step by step response to inappropriate behaviour.**
- Form friendly and warm relationships with the children in their care and be supportive and encouraging.
- Ensure that expectations, relating to the children’s behaviour is explicit and clear and consequences are consistently applied.
- Act as a role model for acceptable behaviour.
- Encourage and reward acceptable behaviour.
- Focus on the behaviour, not the child.
- Give praise and positive feedback to the children as often as possible.
- Provide an environment, which will foster the child’s self-reliance and self-esteem.
- Help children develop self-discipline skills through positive example and direction.
- Introduce older children to simple conflict resolution skills.
- Help children to appreciate and care for each other and their surroundings.
- Ensure that appropriate language is used at all times.
- Never single out any children or make them feel inadequate at any time.
- Avoid threatening or verbally abusing the children in any way.
- Develop a plan of action involving behaviour management in discussion with all educators, parents, school, and other professionals as required. This document is to be used to track a child’s behaviour and as a discussion point to be used with parents when developing behaviour management strategies.
- Record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

Challenging, extreme or continuous behaviour

- Should unacceptable behaviour continue and the above strategies are not working the educators will inform management.
- Management in consultation with the educators will discuss the issue and will develop a Behaviour Management plan.
- Suspension will occur as a result of continuous inappropriate behaviour. The child will be welcomed back into the centre without prejudices. The timeframe of the suspension should be made relevant to the child’s attendance. Continual suspension will lead to total exclusion from the program.
- Where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by management. It will be considered only after:
 - Adequate support and counselling.
 - Parents have been notified and given the opportunity to discuss their child’s behaviour.
 - Parents have been referred to other agencies, where necessary.
 - Careful consideration has been given to the problem by educators and management.
 - Clear Procedures have been established for accepting the child back into the centre

POLICY REVIEW

- The service will review the Behaviour Guidance Policy and guidelines annually or as required based on operational or legislative change.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff/carers are essential stakeholders in the policy review process and will be encouraged to be actively involved.

SOURCES

- Australian Children’s Education & Care Quality Authority.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- <http://raisingchildren.net.au>
- www.napcan.org.au
- www.cyh.com
- www.acwa.asn.au
- www.community.nsw.gov.au
- www.kidsmatter.edu.au
- Louise Porter
- Developing Responsible Behaviour
- Revised National Quality Standards
- Inclusion – KU Children’s Services
- Department of Education and Training

Annexure A - STEP BY STEP RESPONSE TO INAPPROPRIATE BEHAVIOUR		
STEP	Response	Explanations
STEP 1	STOP	<ul style="list-style-type: none"> ▪ Identify the inappropriate behaviour. Look at the situation, if a group of children are involved know who is doing what to whom, if the situation appears unsafe move quickly, your goal is to modify the inappropriate behaviour. ▪ If the child physically hurts other children or adults, the educators will: <ul style="list-style-type: none"> ○ Remove the immediate danger ○ Ensure the other person is alright and given proper attention and care ○ Record the incident, indicating date, time, victim, injury, offender and attendant ○ Ensure that both sets of caregivers are notified of the incident. ▪ At this point you may have to acknowledge your feelings about the inappropriate behaviour; some behaviours make us very angry and frustrated. Few of us can help our feelings and so what we can do is learn to use our feelings to recognise what is happening (identify the child's inappropriate behaviour). We can then act appropriately rather than just react to the situation.
STEP 2	LOOK / LISTEN	<ul style="list-style-type: none"> ▪ Observe the child within the whole situation ▪ Consider the possible reason(s) for the behaviour ▪ Ask yourself why is the child acting out? Does the child have a difficult temperament? Is the child unhappy? ▪ Look at the child's interactions with other children, is the child a victim of bullying by others. ▪ Consider your interactions with the child, have you encouraged appropriate behaviour ▪ Consider the key aspects of the Service. Are the structured activities suitable for the child? Are the routines encouraging appropriate behaviour?
STEP 3	ACT	<ul style="list-style-type: none"> ▪ Manage the inappropriate behaviour in an appropriate manner. Remember to separate the behaviour from the child – "I like you but I don't like the way you are behaving". ▪ Respond to the CAUSE of the behaviour ▪ Make sure you respond with positive behaviour ▪ Consider the child's age and stage of development ▪ Respond to the child's individual needs ▪ Tell the child calmly what the inappropriate behaviour that you recognise is, relate it to the rules and expectations of the Service and apply consequences in a gentle and committed way. Don't lecture the child! ▪ Redirect the child to an appropriate activity if necessary
STEP 4	EVALUATE	Think about how you have responded to this situation. Were you able to change the child's behaviour? Did you interact positively with the child?