

Positive Behaviour Guidance

Policy Statement

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. Our OSHC service will liaise with local feeder primary schools to ensure consistency of behaviour guidance strategies such as Positive behaviour for learning (PBL) values.

MY TIME OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE IN AUSTRALIA

OUTCOME 1: Children have a strong sense of identity

- 1.1 Children feel safe, secure, and supported.
- 1.2 Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- 1.3 Children develop knowledgeable and confident self-identities.
- 1.4 Children learn to interact in relation to others with care, empathy and respect.

Links to Education and Care Centres National Regulations 2018, National Quality Standard 2018

Regs	155	Interactions with children
	156	Relationships in groups
	168	Education and care must have policies and procedures
	174	Time to notify certain circumstances to Regulatory Authority
	175	Prescribed information to be notified to Regulatory Authority
NQS	5.1	Respectful and equitable relationships are maintained with each child
	5.2	Each child is supported to build and maintain sensitive and responsive relationships
	5.2.1	Children are supported to collaborate, learn from and help each other
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

Procedures

We aim to create positive relationships with children making them feel safe, secure, and supported within our OSHC Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the My Time Our Place (MTO), The Education and Care Services National Regulations, and the National Quality Standard (NQS).

Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing boundaries as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

Positive Behaviour strategies

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

All educators and staff at Fun 4 U will-

- role model appropriate behaviour and language
- encourage children to socialise with other children including children of different cultural backgrounds, different age groups and different genders.
- Ensure strategies implemented are appropriate to the child's age and developmental capacity
- Encourage children to make decisions for themselves and provide them with opportunities for independence and self-regulation.
- Verbally encourage children when they make positive choices in managing their behaviour.
- Ensure the dignity and rights of each child are maintained at all times
- Ensure positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour

- Encourage positive, empathetic relationships between children assisting them to develop respectful relationships
- Develop a partnership with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of specific children with a diagnosis. This information will be kept confidential and in the individual child's file.

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff are to implement an active and positive approach to guiding children's behaviour within our service.

Partnerships with Families and specialists

To ensure partnerships remain a high priority the service will-

- ensure communication is well maintained with families to ensure strategies are consistent and respected to the families culture.
- Ask families to sign permission in the enrolment form for the service staff to be able to consult with the child's primary school. This will assist to gain information about behaviour guidance strategies implemented within the school context and encourage consistency between environments
- Read and sign a behaviour management contract at enrolment to understand the services policy and procedure.
- Consult with professional agencies to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties
- Develop a Strategic Inclusion Plan (SIP) if required, with the inclusion support agency.
- Regularly review strategies implemented with families, the school and the inclusion support agency.

Definition of Challenging Behaviours

Fun 4 U Educators may define challenging behaviours as any incident that may include a child who is:-

- kicking
- spitting
- biting
- throwing furniture or toys
- punching or hitting
- being disruptive.
- Swearing
- Finding it consistently difficult to follow the rules defined by Fun 4 U.

If a child exhibits ongoing challenging behaviours

The service will follow a 3 step plan in developing an individual behaviour management this includes:

Correction Steps:

Step 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.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:-
 - 1) The educator will explain to the child that this type of behaviour is inappropriate.
 - 2) The educator will re-direct the child to a different activity within the room (or outdoors).
 - 3) If aggressive or inappropriate behaviour continues, the child will sit away from the group with an Educator and be provided the time and space 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 return to play.
 - 4) A discussion will be held with the child's family when the child is collected.

Persistent inappropriate behaviour:

Step 2

- Educators will ensure they maintain written records of dates, times, circumstances and possible causes of the incidents. A behaviour management report will be completed and a copy will be shared with the family and the original will be stored with the child's record.
- If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:-
 - 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 nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter including the child's school.

Extreme cases:

Step 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
- Educators, Nominated Supervisor and Approved Provider, have given careful consideration to the problem.
- Adequate support and counselling is sought (if necessary) including the child's school of attendance.

A child will only be permitted in returning to the service once the family and the service have agreed in an appropriate plan of action. This may be developed in consultation with the family, the child, the service, the school and the inclusion support team.

SOURCE:

Association of Children's Welfare Agencies: www.acwa.asn.au
Australian Children's Education & Care Quality Authority. (2014).
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Australian Government Department of Education, Skills and Employment. Inclusion Support Program Guidelines. <https://docs.education.gov.au/node/53374>
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Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood <https://pbl.schools.nsw.gov.au/resources/early-childhood.html>
Department of Education State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)
Early Childhood Australia's Blog (2018). *What every child needs for learning self regulation* KidsMatter Early Childhood.
Early Childhood Australia Code of Ethics. (2016).
Family & Community Services: www.community.nsw.gov.au
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
Guide to the National Quality Standard. (2020)
NAPCAN: www.napcan.org.au
Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.
Raising Children Network. (2019) *What is self-regulation?* <https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>
Revised National Quality Standard. (2018).
State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)

REVIEW

POLICY REVIEWED	March 2021	NEXT REVIEW DATE	MArch 2022
MODIFICATIONS	Added in information on families signing permission for school communication in the enrolment form. Added in information in regards to a behaviour management report and specific contract		

Review Date: March 2021
Next Review Date: March 2021