

Policy Title:	Behaviour Guidance		
Applies To:	OSHC Long Day Care		
Last Reviewed:	November 2016	Next review due:	November 2017
NQF Reference:	National Regulations 73-76, 85-87, 97-98 105, 107-108, 113-115, 121-123, 155-156, 168, 170, 181, 183, 254		

Policy:

Blackmans Bay Childrens Services believes in promoting a safe and secure environment.

Blackmans Bay Childrens Services encourages positive behaviour from all children, families and educators, ensuring that all parties are respected and valued at all times.

Blackmans Bay Childrens Services will support educators with ongoing Professional Development to enhance their skills and knowledge in relation to understanding and supporting children's behaviour.

Procedure**For all Children, Educators are required to:**

1. To remain unbiased and listen to every voice involved.
2. Understand the needs of individual children and those in the group and acknowledge that many factors could influence behaviour.
3. Base their expectations on the child's individual level of development.
4. Respect the cultural differences in children.
5. Respond to children proactively rather than reactively
6. Assist children to learn strategies to self-regulate their behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging behaviour of other children when it is disrespectful or unfair.
7. Reinforce children's positive behaviours and provide positive role models.
8. To support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving disagreement.
9. Ensure that children are being acknowledged when they make positive choices in managing their behaviour.
10. Engage children in experiences that support children to develop and practice their social and shared decision making skills.
11. Ensure that children are being supported to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
12. Acknowledge that it is the behaviour that is unacceptable not the child.
13. Be consistent in the guidance of all children.
14. Get to know families and how their background or changing circumstances could be impacting on the child's behaviour.
15. Work with each child's family and, where applicable and with permission from authorised persons, their school to ensure that a consistent approach is used to support children.
16. To have an understanding of the Circle of Security, Attachment Theory, Sensory Processing and the Kids Matter program.
17. Implement knowledge learnt about the child and complete relevant documentation to assist in developing a holistic approach to supporting behaviour.

When redirecting or discussing children's behaviour with them even when children strongly express distress, frustration or anger**Our Educators will use positive:**

- Verbal and non-verbal language
- Facial expressions
- Make eye contact
- Tone of voice

Our Educators will support each other to:

- Remain calm
- Gentle
- Patient
- Reassuring

- Respectful
- Focus on the behaviour not the child.
- Avoid using labels e.g. naughty boy/girl
- Consider how the environment of the role of the educators can impact on the behaviour of the child
- Hold and speak in comforting tones to soothe babies when they are distressed
- Respond positively to toddler's exploratory behaviour
- Involve children in developing clear behaviour limits and consequences.
- Regularly review behaviour limits and consequences with children.
- Self-regulate their own emotions.

Strategies for the guiding of ongoing behaviour:

1. Identify the behaviour:

- **Develop a sensory processing profile of the child (Kids Matter observation form)**
- Observe, document and reflect on behaviour and the environment.
- Consult with other educators to establish if there is a pattern of behaviour emerging.
- Gather information from families to establish if there are any undisclosed factors contributing to the behaviour or if it is occurring in other environments.
- Once a pattern of behaviour has been identified educators are required to discuss at regular professional development planning sessions.

2. Consult:

- Once the behaviour has been identified discuss with relevant stakeholders.
- Identify and share strategies that could be implemented
- If necessary obtain written consent with families for intervention or assessment
- Assess and provide training or support required for educators
- Provide relevant resources to families
- Develop an individual behaviour guidance profile in consultation with all stakeholders
- Review as documented.

3. Development of Child Behaviour Profile:

The Behaviour Guidance Profile is a mutually acceptable plan developed in consultation with the child, the family, Room/Program educators and the Director of the Service. All information gathered should remain confidential between stakeholders involved.

This profile should include:

- Positive strategies
- Include advice from other professionals where appropriate
- Establish timelines
- Include consequences
- Evaluation process of strategies and environment

- Reporting process to families and Management
- Review Date and new plan renegotiated if necessary.
- Signature of all parties and date.

When Child Behaviour Profile is no longer effective and inappropriate behaviour has not improved.

- Meeting organised with all parties involved to determine outcome. Meeting will be chaired by CEO/Director and minuted. All parties to sign minutes as a true reflection of meeting.
- If all avenues have been exhausted and continued inappropriate behaviour is putting themselves, other children or adults at risk families may be asked to find alternative care for their child.

Internal or External Threat where the Educator or Children are at threat from a child.

- Activate Lockdown or Evacuation Procedures
- Call Authorised person (family/guardian)
- Call Police/CEO
- Relevant documentation to be completed and sent to the ECU within 24 hours or as soon as practicable.

Links to other policies or documents:

- Emergency and Evacuation Policy
- Interactions with Children Policy
- Providing a safe Environment for children policy
- Supervision Policy
- Staffing Policy
- Incident, Injury, Trauma and Illness Policy
- Enrolment and Orientation Policy
- Training and Professional Development
- School Aged Behaviour Agreement

Sources:

- Education and Care Services National Law
- Education and Care Services National Regulations
- Department of Education
- Goodstart Early Learning Family Connections
- Kids Matter
- UN Convention on the Rights of the Child