

Behaviour Guidance Policy and Procedure



Policy Relevant to:	All staff, Educators & families
Last Reviewed:	March 2020
Next Review:	March 2023
NQF:	73-76, 85-87, 107-108, 113-115, 121-123, 155-156, 168, 170, 181, 183, 254
NQS:	2.1, 2.2, 2.2.1, 3.2.1, 4.2, 5.2.2, 6.1, 6.2, 6.2.2

Policy

Adventure Patch aims to create positive relationships with children making them feel safe, secure and supported within our Services. 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 Early Years Learning Framework (EYLF), The Education and Care Services National Regulations and the National Quality Standards (NQS).

The behaviour and guidance techniques used by staff and Educators at our Service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual. We believe in providing boundaries as part of a loving and secure 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.

Procedure

For all Children, Educators are required to:

1. Understand the needs of individual children and those in the group and acknowledge that many factors could influence behaviour.
2. Base their expectations on the child's individual level of development.
3. Respect the cultural differences in children.
4. Respond to children proactively rather than reactively
5. 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.
6. Reinforce children's positive behaviours and provide positive role models.
7. To support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving disagreement.
8. Ensure that children are being acknowledged when they make positive choices in managing their behaviour.
9. Engage children in experiences that support children to develop and practice their social and shared decision making skills.
10. 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.



11. Educators will not take toys, food or other items away from children or use coercion of any kind to guide a child's behaviour.
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:

- 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.

Strategies for the guiding of ongoing behavior.

1. *Identify the behaviour:*

- Develop a sensory processing profile of the child.
- 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 consult with the Director for further action.

2. *Consult:*

- Once the behaviour has been identified discuss with Families and Director
- 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 plan in consultation with all stakeholders
- Review as documented.

3. *Development of Behaviour Guidance Plan*

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

This plan 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 Behaviour Guidance Plan is no longer effective and inappropriate behaviour has not improved.

- Incident Form is completed and shared with CEO, Director and Family within 24 hours of incident occurring or as soon as practicable.
- 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 Parent
- Call Police/CEO
- Relevant documentation to be completed and sent to the ECU within 24 hours or as soon as practicable.

Other relevant policies

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

Sources

Education and Care Services National Law



*Education and Care Services National Regulations
Department of Education
Goodstart Early Learning Family Connections
Kids Matter*

