

## BEHAVIOUR GUIDANCE POLICY

### AIM

*To ensure children have the opportunity to expand their experiences of life in a safe environment that allows individuals the right to self-expression, dignity, cultural identity as well as equity. To ensure children have the opportunity to develop empathy, self-regulation skills and social skills needed to experience a positive sense of belonging.*

#### **Leadership will:**

- Ensure staff are aware that children's behaviour is a purposeful form of communication. Children's capacity to choose appropriate behaviour is influenced by their developmental ability, temperament, interactions and life experiences; this will be kept in mind when developing curriculum and policies.
- Manage the Centre with the belief that all children have the right to safe, secure and trusting relationships with primary caregivers that foster wellbeing and support the development of positive behaviours. This, in turn, will foster the development of positive relationships with peers and adults.
- Manage staff contracts and rostering in accordance with the primary caregiving policy and at above regulation adult to child ratios where ever possible.
- Ensure staff contracts include flexibility to move staff across spaces as relationship and behaviour guidance requires to ensure safety and supervision in the event of unexpected staff absences.
- Provide training in core frameworks that support understanding and management of big emotions (Circle of Security, Marte Meo).
- Support staff in following practices outlined in Protective Practices for Staff in their interactions with children and young people.
- Communicate with services and families to not bring children into childcare or Preschool on days they have access visits and arrange alternate sessions. This is to support children to manage their emotions before/after visits and supports educator's psychological wellbeing.

#### **Team Leaders will:**

- Ensure educators are aware of and implementing this policy within the room.
- Ensure their team works together and communicates strategies to deliver responsive behaviour guidance techniques.

#### **Educators will:**

- Ensure no child is ever made to feel rejected, insecure, embarrassed or ashamed.
- Provide empathic, confidential processes for sharing planning and goal setting with families in regards to their child's learning and well-being.
- Ensure children are able to express their feelings and be supported to develop positive relationships with peers and adults.
- Plan for and provide an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Support children to engage appropriately and at depth with experiences by playing alongside them, demonstrating and facilitating appropriate engagement and behaviour.
- Provide quiet as well as active play spaces to support emotional self-regulation.
- Provide an enriching and engaging program, with a balance of quiet and active experiences that enable each child to experience success and gives opportunities to express feelings through sensory and other forms of play.
- Demonstrate empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour.
- Plan enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Value children as individuals within their family and cultural context.

- Encourage open two way communication with families to ensure that each child's rights are met.
- Inform families about the behaviour guidance policy upon enrolment and seeking information from families about the behaviour guidance strategies used at home.
- When informing families of an incident or injury, will not name the child who caused injury to avoid placing blame or lead to the child being labelled or punished by outside parties.
- Notice and acknowledge appropriate behavioural responses by children.
- Ensure that limits set are reasonable and understood by all children and adults
- Interact positively, using positive language and acknowledge and model respectful behaviour, problem solving, negotiation and conflict resolution.
- Involve children in goal setting, developing group norms and the development of behavioural expectations and consequences where developmentally possible.
- Engage in intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible
- Use reflective practices throughout the day to assess the environment, how children are engaging with the experiences on offer and the curriculum.
- Continually develop their knowledge and understanding of child development and behaviours through further study, training and reading current education theorists.
- Ensure behavioural expectations are explicit and take into consideration children's culture, age, and stage of development, life experiences and the context of the setting.
- Support children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Use Restorative Justice practices to support children to empathise with others and restore relationships
- Assess individual children's learning and development, reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Plan, implement, monitor and review individual behaviour plans in partnership with families and support services.
- Withdraw children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- Offer children clear alternatives where possible to help them develop the ability to make decisions and direct themselves independently.
- Support children's understanding and management of their feelings by labelling them.
- Develop a plan to support children when a child is consistently displaying behaviours that risk the safety of themselves, staff and/or other children (swearing, hitting, biting, kicking, verbal abuse, any self-harming behaviours). This plan should:
  - Be based on and include ABC charts and observations;
  - Be based on evidence that the displayed behaviour is inappropriate;
  - Be observed and documented over a period of time that suggests a pattern is emerging;
  - Include inappropriate behaviours that occur consistently;
  - Include inappropriate behaviours that occur with consistent triggers;
  - Identify that the behaviour could possibly harm another child or adult;
  - Define the context within which the behaviour occurs;
  - Include discussions with Family Practitioner or appropriate linked service;
  - Reflect a collaborative approach with child's family defining clear strategies for staff and parents;
  - Include consultation with appropriate agencies where required and;
  - Include a process of evaluation and review.
- Identify the context of unsafe behaviour. For example, if a child is displaying signs of tiredness at lunch, and then begins to hit other children, it may be that the inappropriate behaviour does not require a behaviour guidance management plan but rather a review of the child's daily routine to ensure basic needs for rest and sleep are being appropriately met (i.e. preparing the child's lunch and settling for sleep earlier).

- Not force children to say 'sorry' to another child or staff member. Instead educators will assist children in developing empathy by telling them how the other person feels and why they have reacted the way they did ("Jack didn't like when you hit him. It made him feel sad because it hurt.") This will support children to feel genuinely sorry which can then be voiced. Educators will involve the children in assisting people affected by their behaviour e.g. getting a bandaid/first aid supplies, picking up any resources dropped or thrown etc.
- Provide appropriate supervision of children and their interactions, in order to ensure they are safe. Staff should not use isolation or 'time out' as strategies for guiding behaviour.

**Families will:**

- Be encouraged to discuss any concerns about their child's behaviour with their child's primary caregiver.
- Be asked to collect their child early if their child, other children or staff are put at risk of harm from their behaviour.
- Be asked to collect their child early if their child requires 1:1 support from an educator for an extended period of time (over an hour) to cope with their emotions or manage big behaviours.
- Be involved in the development of support plans for their child and be consulted during review processes.

**The aims of this policy are achieved when:**

- Children and adults experience a happy and safe environment.
- Children demonstrate a positive sense of self and explore their environment in a safe and confident manner at an age appropriate level.
- Children demonstrate respect for each other's feelings, safety and belongings at an age appropriate level.

**Links to National Quality Standards:**

**Quality Area 2: Children's Health and Safety**

**2.2.1 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

**Resources:**

Forbes Children's Centre. *Dealing with Complaints Policy.*

**ABC Recording Sheet**  
(copy to use as many boxes as needed)

<b>DATE/TIME</b>	<b>PRE-CONDITION OR TRIGGER</b> (What happened before the behaviour?)	<b>BEHAVIOUR OBSERVED</b> (What did you see and hear?)	<b>ACTION TAKEN</b> (Describe what you did and for how long)
<b>Date:</b>	Where were you and child?	What did they do?	What did you do?
<b>Start Time:</b>	What were they doing before the behaviour?		
<b>End Time:</b>	What were you doing/saying before the behaviour?	What did they say?	What did you say?
<b>Date:</b>	Where were you and child?	What did they do?	What did you do?
<b>Start Time:</b>	What were they doing before the behaviour?		
<b>End Time:</b>	What were you doing/saying before the behaviour?	What did they say?	What did you say?