



Jannali East Before and After School Care
Program Incorporated
ABN : 82 641 384 248
Provider Number: 555006 930H
P.O. Box 338 Jannali NSW 2226
Telephone: **0435 - 996806**

Behaviour Guidance Policy

Considerations:

- **National Regulation 73**
(Educational program)
- **National Regulation 74**
(Documenting of child assessments or evaluations for delivery of educational program)
- **National Regulation 155**
(Interactions with children)
- **National Regulation 156**
(Relationships in groups)
- **National Regulation 157**
(Access for parents)
- **National Regulation 168**
(Education and care service must have policies and procedures)

Sourced:

- Education and Care Services National Law Act 2010
- My Time Our Place Framework
- National Quality Standards: Quality Areas 1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1 and 6.3
- Raising Children: www.raisingchildren.net.au
- UN Convention on the Rights of the Child

Related Policies:

- Child Protection Policy
- Confidentiality Policy
- Enrolment & Orientation Policy
- Interactions with Children Policy
- Management of Incident, Injury, Illness and Trauma Policy
- Providing a Child Safe Environment

Policy statement:

Our service believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for, and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1).

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic rules will be established based on safety, respect for others, order and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3). The service will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances. The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

Procedures:

a) Guidelines

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- Whilst at the service, we expect that the children will comply with the following basic rules:
 - Respect each other
 - Respect other people's property and that of the service
 - Share with other children and be inclusive
 - Accept and respect individual needs and differences
 - Clean up after activities
 - Be polite to educators and to each other
 - Follow the instructions from educators
 - Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as "out of bounds"
 - Remain in the supervised area of the program until the authorised person collecting them has signed them out
 - Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects.
 - Not bully or engage in any form of aggressive behaviour
 - Use appropriate language at all times.

b) Guiding Children's Behaviour:

- Steps that educators take towards establishing good behaviour management include:
 - Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security
 - Observing children to identify triggers for challenging behaviours. Paying attention to the child's developmental level and any program issues that may be impacting on the behaviour

- Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
- Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
- Involving the family and the child in appropriate ways in addressing challenging behaviour
- Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)
- Identifying children's strengths and building on them
- Seeking support from other educators and management.

c) Correction Steps:

- 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:
 - The educator will explain to the child that this type of behaviour is inappropriate.
 - The educator will re-direct the child to a different activity within the room (or outdoors).
 - If aggressive or inappropriate behaviour continues, the child will sit away from the group 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.
 - A discussion will be held with the child's family when the child is collected.

d) Anti Bullying Plan:

- Our service believes that children have the following rights:
 - The right to be respected and treated with fairness, empathy, compassion and kindness.
 - The right to be free from fear of bullying, harassment and, or intimidation of any sort what so ever.
 - The right to feel and be safe.
 - The right to know that their concerns will be responded to by the Educators.
- Our service believes that children, educators, parents, caregivers and members of the wider school community have a shared responsibility to actively work together to resolve incidents of bullying behaviour when they occur and to create a safe and happy environment, free from all forms of bullying.
- Our service believes that children have the following responsibilities:
 - To contribute to the creation of a happy and safe environment for others. This means being thoughtful, respectful and courteous to others at all times.
 - Not to harass, bully or intimidate other students in any manner whatsoever at our Centre.

- To behave in a safe manner at all times.
- To value the views of others and not to laugh, ridicule, or in any other manner or with any other device purposely hurt, embarrass or negatively impact on the feelings of others.
- To respect individual differences and diversity in others.
- Our service believes that our staff have the following responsibilities:
 - To ensure that children’s rights are safeguarded wherever possible.
 - To manage all students fairly and evenly.
 - To model non aggressive approaches to behaviour management.
 - To respond effectively to complaints of bullying, harassment and intimidation and teach appropriate prevention strategies.
 - To use proactive anti-bullying interventions.
 - Interventions require the ongoing education of children to develop skills and strategies to allow them to identify, cope and prevent the bullying occurring. The key to anti-bullying interventions is to address all parties involved, that is the, bully, victim and bystander.
- Our service believes that parents and care givers have the following responsibilities:
 - To support the Centre to eliminate bullying.
 - To accept a shared responsibility for the development of appropriate social behaviour in their children.
- Strategies to support bullied students include:
 - Teaching anger management skills to implement strategies.
 - Teach assertiveness skills – ‘I messages’.
 - Teaching conflict resolution skills.
 - Developing a shared concern and listening.
 - Helping children to be in situations where they experience success.
 - Providing safe havens.
 - Consistently attempting to build self esteem through anti bullying programs.
- Strategies to support students who bully include:
 - Building self esteem.
 - Following a ‘no blame’ approach – never bully the bully.
 - Looking for warning signs.
 - Implementing consequences for bullying behaviour.
 - Providing students with counselling.
 - Teaching problem solving skills.
 - Cooperative learning strategies.

e) Persistent inappropriate behaviour:

- 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.

- 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)
 - Clear procedures have been established for accepting the child back into the service.

Endorsement by the Service:

Considered and accepted by the Management Committee (representative):

Name Signature Date

Considered and accepted by the Staff (representative):

Name Signature Date

Considered and accepted by the Parents (representative):

Name Signature Date

Last Reviewed: January 2014

Next Review: January 2016