



Behaviour Guidance at St. Kevin's OHSC

Purpose

Behaviour Guidance Policy Purpose OSHC professionals will take a positive approach to behaviour guidance and will ensure procedures and practices are in place to assist children in demonstrating acceptable forms of behaviour. Strategies to be used will demonstrate respect for children's dignity and self-esteem. A number of aspects will be taken into account when providing support, guidance and opportunities for children to manage their own behaviour. These include: age, stage of development, health status, relationships with others, service and external environments/experiences. Consistent, clear guidelines, limits and rules will be known and understood by staff, shared with parents/guardians, explained to children (developed with their input), and incorporated into the planning.

Policy statement

There is a shared responsibility that the policy/guidelines are adhered to. Whilst staff respect individual families' backgrounds/beliefs, requested guidance methods may not be used if they do not fall within the bounds of our policy and regulations / recommendations from recognized authorities.

St. Kevin's OHSC is committed to:

- Providing children with a safe and secure environment and the opportunity for positive and respectful interactions with adults and children.
- Recognising that children's behaviour reflects their level of development and is influenced by a range of factors, including family and culture.
- Providing a learning environment that supports the growth and development of each child's self-concept and self-esteem.
- Providing a physical and learning environment that aims to prevent behavioural difficulties.
- Helping children learn the consequences of their behaviour and thus develop an understanding of how their actions affect others.
- Recognising that setting limits for behaviour is important for the safety and protection of children, others and the environment.
- Working in partnership with parents/guardians and other professionals in issues relating to the guidance of a child's behaviour.

- Helping children to learn to interact effectively, and in doing so to learn to balance their own rights, needs, and feelings with those of others.
- Engaging only in practices which are respectful of, and provide security for, children and in no way degrade, endanger, exploit, intimidate, or harm them psychologically or physically.
- Complying with regulatory and legislative requirements.

Scope

This policy applies to all staff and families of St. Kevin's OHSC

Definitions

- Behaviour Guidance: The provision of support, guidance and opportunities by staff to assist children in managing their own behaviour.
- Normal challenging behaviour: Behaviour that disrupts others or causes disputes between children, but which is part of normal social development
- Unacceptable behaviour: Ongoing behaviour that has not responded to the strategies set out under procedures in this policy. Ongoing behaviour that is placing the individual concerned, other children, staff or adults at risk.
- DEECD: Department of Education and Early Childhood Development

Procedures

Procedures for the Guidance of Normal Challenging Behaviour

For all children staff will:

- Work to understand the needs of individual children and those in the group and acknowledge that many factors could influence behaviour.
- Base their expectations on the child's individual level of development.
- Respect cultural differences in children. · Respond to children proactively, rather than reactively.
- Assist children to control their behaviour, and to understand the behaviour of others.
- Anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour.

- Acknowledge a child's good intentions, (even if they were carried out inappropriately).
- Acknowledge that it is the behaviour that is the problem, not the child.
- Allow choices in decision-making and be prepared to accept the child's decision if appropriate.
- Be consistent in the guidance of all children.
- Work co-operatively with parents/guardians on issues relating to the guidance of their child's behaviour, keeping them informed of the techniques and methods used.
- Respect the confidentiality of both the parents/guardians and child when dealing with issues of behaviour guidance concerning an individual child.
- Ensure children feel secure, comfortable, accepted and acknowledged throughout the behaviour guidance process.
- Make sure children are not put in a position where they feel frightened, ashamed, embarrassed, insecure, or isolated.
- Provide developmentally appropriate behavioural guidelines which:
 - Emphasise positive actions.
 - Give children reasons for the limits.
 - Are implemented in a consistent manner.

Procedures for dealing with ongoing challenging behaviour at St. Kevin's OHSC

When dealing with inappropriate behaviour, the staff should:

- **Consult and assess the availability of support services**

Discuss with the parent or guardian:

- The unacceptable behaviour shown by the child.
 - Possible strategies that could be implemented.
 - Resources available such as the school counsellor
 - Assess any training or support required for the staff or parent/guardian.
 - Consulting with other professionals and agencies as appropriate.
- **Develop a behaviour guidance plan, which is:**
 - Based on a consensus reached with the parent/guardian, develop strategies that are:

- Clear and easily followed by all staff, parent/guardian and/or students/volunteers working with the child.
- Discussed in detail with other staff.
- Reviewed as required.

This mutually acceptable plan may include

- Obtaining advice from other professionals where appropriate.
- Establishing timelines.
- Ongoing consultation with parent/guardian.
- Evaluation process.
- Reporting progress to parents.
- Maintaining confidentiality in relation to information gained about the child and their family.

The plan may in addition include:

- A behavioural assessment of the child.
- A behavioural intervention program or obtaining specialist advice
- The parent/guardian remaining with the child for a pre-determined period of time.
- A referral to a Parent Support program to obtain assistance or other support services for the family.
- Additional staffing assistance where available.

Responsibility:

The staff are responsible for the day-to-day implementation of this policy and where possible resolving any behavioural guidance issues directly with the parents/guardians and children. Families are encouraged to refrain from labelling children for negative behaviour and have the right only to guide behaviour of their own children whilst at the service. The Service Manager is available to discuss behaviour guidance methods generally or specifically about a families own child, however, information about other children will not be shared, protecting their right to privacy.

Evaluation

1 Background and legislation

Behaviour guidance is part of the daily program at OHSC and is occurring at all times, whether children are displaying challenging behaviour or not. Managing children's behaviour in a way that assists young children to express their feelings

and needs when they find words are inadequate, even in school years, is one of the most common challenges for educators.

Children need adults who can listen, understand and **help them learn how to cope with a situation that they have not yet learned to manage**. Responding to young children's behaviour is about teaching and not punishment. How educators and parents respond to children's behaviour has a lasting effect on how they learn to regulate their emotions.

An effective behaviour guidance policy is one that has been developed in consultation with staff, parents/guardians and committee, where everyone agrees on the values and goals that underlie the centre's practices.

Relevant legislation may include but is not limited to:

- **Education and Care Services National Law Act**
- **Education and Care Services National Regulations**
- **National Quality Standard**
- **Child Wellbeing and Safety Act 2005**
- **Federal Disability Discrimination Act 1992**
- **Equal Opportunity Act 1995 (Vic.)**
- **Children, Youth and Families Act 2005**
- **Child Wellbeing and Safety Act 2005.**

2 Sources and related policies

Sources

- Inclusion and Professional Support Program (IPSP), Department of Family, Community Services and Indigenous Affairs (FaCSIA)
- DEECD, *Victorian kindergarten policy, procedures and funding criteria*
- National Childcare Accreditation Council, Quality Improvement and Accreditation System (QIAS), Quality Practices Guide 2005
- Greenman J. & Stonehouse A. 1996, *Prime Times: A handbook for excellence in infant and toddler care*, South Melbourne: Longman
- Porter, Louise 2003, *Young Children's Behaviour: Practical Approaches for Caregivers and Teachers*, 2nd edition. Sydney: Elsevier Australia Pty Ltd.
- Porter, Louise 2006, *Children Are People Too: A Parent's Guide to Young Children's Behaviour*. Hindmarsh, South Australia: East Street Publications
- *Every Child*, Vol. 14 No.3, 2008

Attachments

List all the attachments included in this policy

[Attachment 1](#): Positive Guidance Techniques

[Attachment 2](#): Procedures for the guidance of challenging behaviours

[Attachment 3](#): Behaviour Management Plan-Template

Authorisation

The policy was adopted by the **St. Kevin's OHSC** committee of management at a committee meeting in Oct 2016

Review date: June 2018

Attachment 1 - POSITIVE GUIDANCE TECHNIQUES:

Appropriate Strategies When Interacting Directly With Children

Use these positive techniques to assist with guiding children's behaviour. There are many and not all are appropriate in every situation. Using a variety of strategies is often useful:

- 1 **Explanations that assist children to recognise their feelings and find ways to express them that are appropriate/acceptable**
- 2 **Use simple words and explanations and help children find words and reasoning for their behaviours**
- 3 **Support protective behaviours by helping children use assertive phrases such as "Stop, I don't like that" in appropriate contexts**
- 4 **Assure children that staff are available and supportive to their needs, privacy and learning. Explain to children it is OK to ask to speak to the staff member alone for help.**
- 5 **Talk with children about how their actions affect others and themselves and ask them how they think actions affect others**
- 6 **Demonstrate trust in children eg "I know you will react the right way next time" or "I can see you are having a tough time sharing that toy, but I trust you will find a way to share"**
- 7 **Ensuring that expectations and limits are consistent and clear to children**
- 8 **Support children positively when they are meeting expectations. Give them information about the things they have achieved, that you appreciate and respect and that impress you, rather than an evaluation or a judgement of them as a person or their work**
- 9 **Ensure that behaviour which is inappropriate or challenging is responded to immediately**
- 10 **Encourage children to show empathy and resolve conflicts on their own**
- 11 **Change the activity or program (or room/setup) as required to limit situations that may encourage inappropriate behaviour**
- 12 **Acknowledge a child's good intentions (even if they were carried out inappropriately).**
- 13 **Acknowledge that it is the behaviour that is inappropriate and not the child.**
- 14 **Acknowledge and accept the child's feelings of anger, frustration or jealousy, even if the reaction seems out of proportion to the cause. Distinguish feelings from the response the child has to those feelings. Encourage the child to talk about their feelings. For example, make it clear that the feelings are not unacceptable, only the response (action) to those feelings.**
- 15 **Use language that does not label the child, only the behaviour.**
- 16 **Give attention to all children involved in a situation.**
- 17 **Comfort a child who may be hurt or upset and talk to the aggressor.**
- 18 **Empower the child who has been hurt/upset to express to the other child how they feel.**
- 19 **Always respond to a situation in a calm manner.**
- 20 **Where appropriate use 'cool down' strategies, such as quiet spaces, quiet activities, time away from the area where the challenging behaviour has occurred with the carer.**

Cool Down Strategies:

This strategy is to be used as an opportunity for the adult to assist the child in developing self-calming behaviours and to allow the child to gain composure and control. It is viewed as a learning opportunity, not as punishment. Occasionally, there could be circumstances in which a child becomes overstimulated and out of control and may need to be removed from the situation. However, this approach should only be used when there is immediate danger of the child being hurt or hurting another child and when other strategies to guide children's behaviour have not worked.

A staff member will always remain with the child. Encourage the child to complete a quiet activity by themselves or with a staff member until they have calmed down.

Role Modelling Behaviour

- 1 Interact with children and other adults in positive, respectful ways**
- 2 Demonstrate listening skills to children**
- 3 Model desirable behaviours that display trust, respect and empathy**
- 4 Respond calmly and sensitively to children's challenging behaviour**
- 5 Demonstrate how to ask for help when needed by seeking assistance from other staff or asking the children for help when needed**
- 6 Demonstrate empathy for others by labelling the desired behaviour, rather than labelling the child**

Working with Families and St Kevin's Primary School

Effective proactive solutions to behaviour guidance require a collaborative approach with all people in the child's life, this includes teachers and families. Staff will work in partnership and invite parents/guardians to assist in managing the behaviour by:

- 1 Attempting to fully understand the child, their personality and family situation and how best they can support the child before making any recommendations. This also includes understanding the parents'/guardians' overall aspirations for the child**
- 2 Encouraging on-going open communication between teachers, parents/guardians, siblings and the child**
- 3 Sharing and discussing relevant information about the child, whilst being sensitive and positive when discussing challenging behaviours with families, and not being critical or judgmental of family practices**
- 4 Clarify any family approaches that may be inconsistent with the Centre's procedures and how mutually agreeable goals and strategies can be reached**
- 5 Providing information to families about external supports services and other resources in the community.**
- 6 Sharing ongoing behaviour displayed by the child, identifying improvements and celebrating successes**
- 7 Recommending strategies that will support the child's development and reviewing and evaluating those strategies**
- 8 Discussing the child's personal characteristics, such as his/her interests, temperament, age and cultural backgrounds**
- 9 Identifying any resources or changes to the environment or program that may be required for the individual child's and group plan to be implemented; for example, changes to routines or activities**

Supporting each other

There is much the staff can do to support each other in providing a high level of behaviour guidance. Staff can support each other to positively guide children's behaviour by –

- 1 **discussing current information on child development and behaviour guidance, sharing experiences and differing approaches**
- 2 **stepping in when fellow staff may show signs of frustration or not coping with a child's difficult behaviour**
- 3 **stepping in when a child is not responding to fellow staff member. (at times a new approach with a new staff member will work effectively).**
- 4 **working together to develop consistent strategies to be implemented within the session**
- 5 **Ensuring relief staff are aware of expectations in relationship to positive behaviour guidance**

Attachment 2 - Procedures for the guidance of challenging behaviours

The pivotal part of dealing with challenging behaviours is a child's relationship with a caring adult who can help with the learning and emotional support needed.

When dealing with challenging behaviour, the educator will enter into a collaborative management strategy with the parents/guardians.

Step 1

Deal with the behaviour immediately

Name of Action	Use when:	How:
Initial Correction	You have viewed an inappropriate behaviour or had it reported by another child	<ul style="list-style-type: none"> • Reminder that behaviour is appropriate and why • Short clear concise • Give a consequence if it continues <p>Suggested Consequences</p> <ul style="list-style-type: none"> • Cool down time on the stage • Removal from an activity or toy • Moving them to another area of the hall
First Warning	Same inappropriate behaviour is displayed	Reinforce why behaviour is inappropriate, explain you have asked them to change their behaviour once already and invoke consequence
Second Warning	Third display of inappropriate behaviour. It may be the same behaviour or a variance on the original behaviour	Keep the child with you at all times until they understand that their behaviour IS NOT acceptable and can tell you why and also that it will not happen again.
Inappropriate Behaviour which continues or is extreme	<p>A child or adult is at risk of harm (physical or emotionally). For example:</p> <ul style="list-style-type: none"> • Behaviour of a sexual nature • Negative Behaviour that is habitual • Physically aggression including pushing, hitting, standing over someone, yelling, name calling etc) • Violent/destructive to the environment and equipment 	<p>Must be written in incident book and parents contacted about the incident.</p> <p>As soon as possible after the behaviour is displayed is best.</p> <p>This may be:</p> <ul style="list-style-type: none"> • Calling the parent as soon as possible • Discussing at pick up (most appropriate time) • Making an appointment with parent

Disruptive Behaviour continues over more than continual sessions	Inappropriate behaviour which is extreme, habitual and affecting others negatively	<p>Discuss with teaching staff at school to determine if this behaviour is displayed at school or if it is unique to OHSC.</p> <p>Create a behaviour guidance plan in conjunction with school and parents</p> <p>Further options available if after all avenues are tried and fail: ban the child from attending the service</p>
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- **Should the carer feel it is necessary, for fair and reasonable reasons, they may skip steps and go straight to calling the parent for collection or to banning the child. In this instance, their actions must be fully documented and justified.**

Step 2

Develop a behaviour guidance plan.

A Behaviour Guidance Plan is to be utilized when a child is demonstrating regular inappropriate behaviour, as a tool to ensure all staff and family are using the same strategies to help the child move forward. It should only be used after having initial discussions with parents/guardians and other strategies are not working effectively. The school staff can assist with completing this type of plan, as they are a tool used at school as well. A template is available in attachment 3

Ensure that it is:

- Based on observations of the child, including broader observations of the environment, culture of the service, and the interactions of the whole group and other staff working with the child
- Appropriate to the needs of the child, and accepted and agreed on by the parents/guardians and other professionals involved in the care and education of the child
- Clear and easy to follow by all staff, parents/guardians and/or volunteers working with the child.

Procedure to follow:

- Create plan using template (refer to appendix)
- Stored in 'Child's Management Plans' folder in filing cabinet
- Staff have a responsibility to ensure their behaviour guidance techniques and strategies are in accordance with this policy, and with current recommendations

Step 3

Continually review, reflect, evaluate and revise the strategies that have been implemented.

Step 4

The committee may become involved when:

- Staff are concerned that the child's behaviour may put themselves, other children, staff and others at risk
- The consultation with the parents/guardians, school teaching staff and the development of a behavioural guidance plan have not resolved the problem
- A complaint is received about a child's behaviour, such as when the safety of other children is threatened
- Additional resources are required.

All attempts will be made to resolve the issue as soon as possible by consultation and investigation.

Consultation

The subcommittee is responsible for:

- Following the procedures outlined in the Complaints policy to ensure compliance with centre policy and with regulatory and legislative requirements

- Consulting staff for professional evaluation of the situation and expertise in relation to strategies to be implemented and resources needed
- Meeting with the parents/guardians of the child concerned
- Meeting with any support agencies involved with the child, if appropriate
- Supporting staff by assessing staff skills and identifying additional training needs for staff in the area of behaviour guidance
- Investigating the availability of extra assistance, financial support or training.

The staff will:

- Not divulge confidential information provided by the parents/guardians without first obtaining their consent
- Provide only relevant information to the subcommittee to assist with the resolution of the issue.

Implementation

When the investigation has been completed, the subcommittee will authorise a representative to consult with staff, parents/guardians, specialist staff and other relevant parties regarding the implementation of a range of strategies that may include:

- A behavioural and/or developmental assessment of the child (if not already undertaken)
- Utilising behaviour intervention programs or specialists,
- Changes to the amount of time the child attends the centre
- Additional staff for the room (depending on the availability of funds)
- A referral to a support program to obtain assistance or other support services for the family
- The development of an individual behaviour guidance plan that is mutually acceptable to all parties
- Changes to programs, routines
- Clear timeframes for review and evaluation.

Educators will:

- Incorporate the identified strategies into their program
- Consult with other staff responsible for the care and education of the child in regard to the implementation of the behaviour guidance plan
- Maintain ongoing consultation with parents/guardians - this may be a joint responsibility of the subcommittee
- Maintain confidentiality in relation to information gained about the child and their family.

Reporting to the committee

The subcommittee will inform the whole committee only if:

- Additional financial resources are required
- A suitable and mutually agreeable behavioural guidance plan has not been achieved (in these situations, the committee will seek appropriate advice, such as from DEEWR).

The educator will provide regular progress reports to the committee on the successful (or otherwise) implementation of the agreed strategies and behaviour guidance plan.

Please note: Excluding a child from a centre should be a last resort. Such a decision should be seen as part of the collaborative management of a child's behaviour and based on the joint decision of the family, staff and any other professionals involved in the care and education of the child (refer to Inclusion and equity policy).

Additional support

Children's services may have access to a range of existing support services in place that they contact, including:

- Childhood intervention services

- Inclusion support facilitators
- Pediatric services
- Specialist children's services
- Other health professionals, such as psychologists, speech pathologists or occupational therapists.

Parental consent is required when a referral for intervention is requested by staff.

Attachment 3: Behavior Management Plan-Template

Name of child: _____
 Name of Parent: _____
 Session/s attending: _____
 Staff involved _____

Why has this plan been created?

Purpose of the Plan

We are aiming to "encourage them to empathise and express concern for others", "reflect on their actions and consider consequences for others, begin to recognise that they have a right to belong, create small scenarios where children have the opportunity to assist others, encourage them to reach out for company and friendship..."

eg: The plan will be used to plan, implement and evaluate strategies to support the child in developing

Describe inappropriate behaviours that occur consistently, using evidence and anecdotes

Describe any Triggers to the behaviour

Preventative Actions/strategies

Guidance Strategy

Time Frames for Review

Parent

Signed:

Date:

Coordinator

Signed:

Date:
