



Behaviour Guidance Policy

Policy

The service's Behaviour Guidance Policy:

- Emphasises that children have the same rights as adults; and
- Maintains at all times the dignity and rights of each child; and
- Recognises values and celebrates the differences and similarities that exist in all persons.

Families and educators should use appropriate strategies to guide children recognise, manage, and learn from their behaviours and express their emotions and opinions in positive, non-threatening and productive ways.

Cubbyhouse on Campus is committed to a Behaviour Guidance policy because it:

- Reflects the values, attitudes and current recommended strategies that promote positive play behaviours and patterns
- Respects the importance of interactions and relationships between children, families, and educators
- Understands why children behave in certain ways in specific circumstances.
- Promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity, or creativity
- Defines clear and transparent care giving strategies that communicate how behaviour guidance is implemented by the service
- Informs the service's stakeholders about the procedures involved in behaviour guidance management plans
- Explains the service's commitment to professional development and utilisation of external agencies

The purpose of the service's Behaviour Guidance Policy is to:

- Encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem
- Provide children with support, guidance, and opportunities to manage their own behaviour
- Promote collaborative approaches to behaviour guidance between the services stakeholders and/ or external agencies.

The service recognises and understands that a child's behaviour may be affected by their:

- Age and development
- General health and well being
- Relationships with their family
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day
- Educators care given strategies and practices, which includes how those strategies are implemented
- Relationship with other children and stakeholders, such as students, volunteers, and visitors
- External factors, such as family, home life, peer group experiences or media coverage of traumatic events.
- Medical or physical conditions (diagnosed or undiagnosed)

Families and educators display respect and empathy towards children when they label behaviour and not the individual child. This means that behaviours are managed, not children.

While educators are aware and respect individual children's and families' backgrounds and beliefs it may be necessary to balance the individual needs of stakeholders with educators' knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

Background

- The use of physical punishment by educators as a behaviour guidance strategy is **not** acceptable under any circumstances.
- The use of isolation, humiliation, intimidation, or negative labelling by educators as a behaviour guidance strategy is not acceptable under any circumstances
- In meeting the service's duty of care, there is a shared responsibility between the service and its stakeholders that the Behaviour Guidance Policy and procedures are adhered to.

Strategies and Practices

The following strategies and practices also apply to students and volunteers.

Children

Children are active participants in the development, implementation, and monitoring of behaviour guidance management plans. As such they should be consistently engaged and communicated with during the process.

Establishing Limits

- Children are involved in establishing play and safety limits in the service, which reflect recommended best practices, and the consequences involved when limits are not adhered to.

- Reflective questions engage children to think about their practices and environment. Encourage children to develop their play and learning limits and consequences, reinforces ownership of the services practices.
- Defining limits in terms of a 'positive' instead of 'negative' assists children to remember what to do rather than what not to do.
- Establishing limits depends on the developmental level of children. Younger children require safety and guidance limits established for them by adults, while educators can vary their communication style and language with older children to negotiate limit setting.

Establishing spaces

- Children are involved in establishing play and learning spaces in the environment which includes areas where children can find solace, peace, and relaxation.
- Environments need active, loud, and energetic play spaces balanced with passive, quiet and peaceful areas where children can find solace and peace.

Support

- The service provides opportunities for children to seek information that can assist them in dealing with their emotions and experiences.
- At times, children need to know where they can enlist adult support and receive information that may not be delivered directly by educators.
- The Children, Youth and Women's Health website provides a wide range of information for children and youth on a variety of topics such as health, safety, feelings, divorce, child protection, bullying and relationships.

Families

Crucial to the success of behaviour guidance is the role families' play, especially parents. Families should be provided with regular opportunities to contribute to the development and review of their child's behaviour guidance strategies and plans, along with the service's overall strategies to promote positive outcomes for the child.

Enrolling, orientating, and settling families into care

- The service informs families about the behaviour guidance policy on enrolment and seeks information from families about the behaviour guidance strategies used at home.
- It is important for the service to understand the expectations of families regarding behaviour guidance strategies used in the service before care commences. Communicating with families during the enrolment process assists educators in understanding children's behaviour and the limits established at home.

Establishing lines of open communication and expectation

- Families should have the opportunity to express their thoughts, expectations, and feelings openly with educators.
- Educators should extend open lines of communication with families in regard to maintaining behaviour guidance strategies and practices.
- It is important to communicate the behaviour guidance strategies established in the service to families.
- Communication with families should address that some behaviour guidance

strategies and practices established in the home cannot be enforced in the service's environment.

- Regular communication should be practiced with families to maintain open lines of communication in regard to behaviour guidance strategies and practices
- Any change in the behaviour of a child will be addressed with families.

Educators

The following is a set of guidelines that can assist educators when recognising and implementing behaviour guidance strategies and practices:

- Educators respond to, and acknowledge children's emotions, such as happiness, anger, pleasure, fear, anxiety, frustration, sadness, and pride.
- Educators acknowledge that the emotions experienced by children are significant. For example, an adult who is scared of thunder should not trivialise the fear or anxiety expressed by a child.
- Educators understand that children may not have developed the appropriate strategies to express emotions due to their age and/or stage of development.
- Educator's attitudes and care giving strategies demonstrate an understanding and empathy towards children who display behaviours that are not always consistent with their development and/or general disposition.

Confidentiality and privacy

- Please refer to the services confidentiality policy.
- The dignity and rights of children and families are afforded a level of confidentiality and privacy regarding children's developmental records and any behavioural management plans.
- Educators, students, and volunteers must be aware of the services commitment to maintaining and respecting an individual's privacy when behaviour management strategies are developed and implemented into the service's play and learning experiences

Protective behaviours and Practices

- Children learn through example and modelling is an important way to teach children behaviour guidance practices.
- Educators, students, and volunteers must comply with the Behaviour Guidance policy
- Modelling clear and consistent expectations is an important tool in behaviour guidance management strategies.

Environment and experiences

- Educators will set up environments that reduce the risk of behavioural issues. e.g., educators will have a variety of activities for the children to choose from.
- Educators will plan to accommodate changes in weather conditions and take into consideration the needs of children. For example, on rainy days have more activities available for the children, screen-based activities, such as television. are not a preferred activity

- Educators must ensure that all children receive a balance of indoor and outdoor play time.
- Resources made available to children are set up in a way that is inviting and encourages exploration. Resources are developmentally appropriate for the ages and stages of children in care.
- Educators set clear limitations before any excursions (refer to excursion policy)

Behaviour guidance management plans

- A behaviour guidance management plan is an example of how a service and its stakeholders observe, plan, implement, evaluate and document strategies that reflect when a child is non-compliant to the established limits of play and interactions. For example, swearing, inappropriate language, hitting, smacking or kicking.
- These plans should:
 - 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
 - Reflect a collaborative approach with the family and/or other external agencies.

Procedures

- Communicate with children, families, and educator when a behaviour guidance plan is required.
- Communicate with children, families, and educator when a behaviour guidance plan is being implemented and monitored
- Document and implement behaviour guidance care giving strategies and plans
- Evaluate and monitor behaviour guidance strategies and plans
- Observe children for a behaviour guidance management plan
- Use external agencies if required

<i>Policy Action</i>	<i>Process Development</i>
Sources/ Further Reading	www.earlychildhoodaustralia.org.au Porter.L. (2003) <i>Young children's behaviour: Practical approaches for caregivers and teachers (2nd ed)</i> . NSW; Maclearen & Petty Guide to the National Quality Standard, ACECQA: www.acecqa.gov.au

	<p>Guiding children's behaviour in child care – a NCAC Factsheet for Families: http://ncac.acecqa.gov.au/family-resources/factsheets/guiding_children's_behaviour.pdf</p> <p>National Quality Standards, Element 5 – Relationships with Children 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.2, 5.2.3</p> <p>Education and Care Services National Regulations (2011) No.'s 73, 74, 155, 156, 157, 168(2j)</p>
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