

# SHARE BEFORE, AFTER AND VACATION CARE.

## Behaviour Guidance.

### **POLICY STATEMENT:**

**SHARE** believes that children have the right to feel physically and psychologically safe. **SHARE** aims to provide an environment where all children and Educators feel safe, cared for and relaxed and which encourages cooperation and people interaction 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 on safety, respect for others, routines and cleanliness and will be communicated to all families, children and Educators along with consequences for inappropriate behaviour. These will be reviewed on an annual basis with the children, families and Educators.

**SHARE 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). **SHARE** 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)

**SHARE** will ensure that no child being cared and educated by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

**SHARE** will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm likely to cause injury.

### **PROCEDURE:**

#### **a) Guidelines.**

- Educators will ensure that expectations relating to childrens behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as positive role models for acceptable behaviour, encourage and acknowledge 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 each other.
  - √ Follow the instructions from Educators
  - √ Play only in allocated areas and as directed by Educators and not enter areas that Educators have deemed 'out of bounds'
  - √ Not be a bully or engage in aggressive behaviour
  - √ Use appropriate language.

#### **b) Guiding childrens behaviour:**

Steps that Educators take towards establishing appropriate behaviours management

- √ 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 strengths and building on them.
- √ Seeking support from other Educators and management.

### **c) Correction steps:**

When child's behaviour is deemed inappropriate to either him/her 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 situations, the following steps will be taken.

- The Educators will explain to the child that this type of behaviour is inappropriate.
- The Educators will re-direct the child to a different activity within the room or outside.
- If aggressive or inappropriate behaviours continue, 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 action and the child will return to play.
- A discussion if necessary will be held with the child's family when the child is collected.

### **d) 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 and possible other contributing factors.  
Any problems that may be causing the behaviour

A mutual strategy for improving behaviour (behaviour management plan) will be discussed and closely monitored by the 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 problems.  
Adequate support and counselling is sought (if necessary)

Clear procedures have been established for accepting the child back into the serve.

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/ documentation	Other
S167 r73, 74, 76, 155, 156, 157, 168	Standards 1.1 2.2 5.1 5.2.6.2 Elements: 1.1.2, 2.2.3, 5.1.1, 5.1.2, 5.2.2, 6.2.2.	<ul style="list-style-type: none"> <li>- Confidentially</li> <li>- Enrollment &amp; Orientation.</li> <li>- Providing a child safe environment</li> <li>- Interactions with children</li> <li>- Management of incident, Injury and Trauma.</li> <li>- Child Protection</li> </ul>	Service Programs and evaluations. UN Convention on the rights of the child. My Time Our Place. Incident reports.

**ENDORSEMENT BY THE SERVICE:**

Approval date:	Date for Review:
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