

BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.2	Safety	Each child is protected.
2.1.1	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

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
84	Awareness of child protection law
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

PURPOSE

Through incorporating the values and principles of the Christian faith, we aim to create positive relationships with children by helping them to feel safe, secure, and supported within our Service. We will ensure children are treated fairly and equitably and with respect and consistency, as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour and self-regulation is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), Queensland Kindergarten Learning Guide (QKLG) Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to children, families, teachers, educators, non-teaching staff, volunteers, approved provider, nominated supervisor, management, and visitors of the Service.

IMPLEMENTATION

The behaviour and guidance strategies used by staff and educators at our Service are designed to provide children with the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others. These skills are particularly important for kindergarten children as they prepare for transition into the formal college setting.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations
3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

Positive behaviour guidance strategies

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. All educators and staff at our Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our Service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or

emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour.

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within our Service.

These approaches include:

Biblical principles: Use biblical principles to guide behaviour management practices, such as forgiveness, kindness, honesty, and respect for others.

Prayer and reflection: Incorporate prayer and reflection into behaviour management practices, encouraging children to reflect on their actions and ask for forgiveness when needed.

Positive reinforcement: Use positive reinforcement, such as praise and rewards, to encourage good behaviour and promote a positive learning environment.

Discipline: Incorporate discipline practices that are in line with Christian principles, such as redirection, natural consequences, and restoration.

Clear expectations: Clearly communicate expectations and rules to children using age-appropriate language and reinforce them consistently.

Positive role modelling: Set a good example for children by modelling positive behaviour yourself and emphasizing the importance of Christian values and principles.

Communication with parents: Foster open communication with parents and caregivers, providing regular updates on their child's behaviour and progress and working together to address any concerns.

Individualized approach: Recognize that each child is unique and may require different approaches to behaviour management. Tailor your approach to the individual needs of each child.

It is our desire that all children will respect:

God – through our words and actions.

Self – in the way that we speak and the things we do.

Others – by doing to others as you would have them do to you.

Property – looking after God’s creation, our learning environment and the belongings we have.

Therefore, staff should:

- set clear, consistent limits for children’s behaviour
- develop these limits (or rules) in consultation with the children where appropriate to their age
- give simple explanations when setting limits so children know why the limits have been set
- give children positive feedback for "appropriate" ignoring if possible “inappropriate” behaviour
- use specific language or use visual cues to describe “appropriate” behaviour
- give children, particularly those that have behavioural issues, many opportunities to engage in successful, positive experiences
- give children choices, whenever possible
- set up the learning environment to minimise difficulties by eliminating the situations and physical set-ups that are known to encourage inappropriate behaviours.
- be aware of possible problems and try to prevent inappropriate behaviours before they happen
- be sensitive to the whole child, bearing in mind that many factors influence behaviour
- use strategies, which are appropriate to the differing individual and developmental levels among children.

When dealing with inappropriate behaviour, staff should:

- If the situation involves a victim and an aggressor, staff should attend to the victim first and then speak with the aggressor.
- Express their disapproval of the behaviour in a calm and clear manner e.g. "I cannot allow you to hit other children."
- Encourage both parties to express their feelings about the situation, “I feel very angry that you knocked down my castle.”

- Use strategies which enhance children's self-esteem rather than ones that make them feel ashamed, frightened, stupid, or bad about themselves
- Document all repeated incidents, plans of action, and evaluations from educators.

Remember that it is the behaviour, not the child, which is inappropriate. Therefore:

- Avoid using derogatory or generalised expressions like "naughty", "silly", or "stupid" when referring to a child or their behaviour and describe the specific behaviour in question e.g. Say for example "Amy, it hurts Matthew, and he is sad when you hit him."
- Use positive terms to tell a child what you want them to do, rather than negative ones that tell them what you don't want them to do for e.g. "Sit on the chair please," rather than "Don't stand on the chair."
- Behave in a calm and rational manner
- Speak with a gentle but firm tone
- Use strategies, which help children to learn to deal with their own problems
- Re-direct the child and help them to become involved in other constructive activities which may change their behaviour.
- NEVER use corporal punishment to discipline children.

Consistent Inappropriate Behaviour

In situations where children engage in an on-going pattern of inappropriate behaviour, staff should:

- Observe the child over a period of several days, and document, to determine when, where any why the behaviour is occurring.
- Talk to parents and use other strategies to try to determine why the behaviour is occurring.
- Brainstorm ideas, in consultation with the parents and staff, and come up with a written Behavioural Guidance Plan for dealing with the behaviour.
- Ensure that all staff are aware of the plan and are consistently putting the plan into action.
- Ask the parents to follow-up by using similar strategies at home.
- Evaluate the effectiveness of the plan and make changes where appropriate.

In our service we will NOT tolerate the following behaviour by children:

<u>Verbal Abuse:</u>	<u>Bodily Harm and Physical Abuse (towards peers or staff):</u>	<u>Inappropriate Behaviour:</u>
<ul style="list-style-type: none"> • Swearing • Disrespectful words 	<ul style="list-style-type: none"> • Biting • Hitting • Punching • Kicking • Urinating on others • Spitting • Pinching • Scratching 	<ul style="list-style-type: none"> • Kissing other children • Touching private body parts • Showing or indicating to private body parts • Urinating in places other than the toilet ● Wilful destruction of property of the service or others ● Wilful destruction of peer activities ● Disruption of class or group times ● Refusal to follow educator directions within the context of the program – group time, mealtimes, transitions and routines. ● Refusal to follow educator directions regarding safety – ceasing unsafe behaviour towards self and others. ● Refusal to follow educator directions regarding immediate safety threats to themselves or others – emergency evacuation, lockdown procedures or while on excursions.

When a child engages in inappropriate behaviour the following procedure will be followed, but with discretion:

Step 1. A verbal warning will be given by staff.

Step 2. Redirection into another activity or refocus on safe ways to play in the same game/resource.

Step 3 Time With or reflection time strategies will be decided by staff, dependant on supervision requirements. These are recorded on behaviour tracker.

Step 4. Escalated - Parents will be informed verbally and will be required to sign the incident form or

weekly behaviour tracking sheet.

Step 5. Using the Behaviour Matrix on course of action for escalated behaviours.

Consequences of Continuing Inappropriate Behaviour

If inappropriate behaviour continues, then parents/caregiver will be requested to come in for a meeting with the Service leader or Nominated Supervisor to discuss the incidents involved and to work together on strategies to stop the behaviour.

A Behavioural Management Plan will be designed and implemented for the child.

If the same inappropriate behaviour continues, the parent/caregiver will be contacted to come and collect the child. This will be at the discretion of the Nominated Supervisor and/or Approved provider. Depending on severity of behaviour, this action may take place before a behaviour guidance plan is put in place.

Care can resume the next booked session.

Early collection is required when incidents of bodily harm/physical aggression occur towards peers or staff.

If the same inappropriate behaviour continues or a pattern of varying behaviour continues, the parent/caregiver will be contacted to come and collect the child and a home suspension of one day will take place (next full day of care)

Care can continue the next booked session.

A letter to parents will be issued, highlighting the behaviour expectations, focusing on strategies outlined in the behaviour guidance plan and potential next steps if behaviour does not cease.

If the same inappropriate behaviour or of a similar nature continues, the parent/caregiver will be contacted to come and collect the child and a home suspension of 1 week of care will take place.

At this point the Nominated Supervisor will meet with the Approved Provider to determine whether that child's enrolment at the service should be terminated.

Full fees will be applied where children are suspended.

The termination of enrolment is at the discretion of the Approved Provider and Nominated Supervisor and can be fulfilled at any stage of the behaviour management process if behaviour proves to be severe. Casual bookings will not be permitted while a behaviour guidance plan is in place. Changing enrolment type from short to long day will not be permitted while a guidance plan is in place.

Applications through the Inclusion Support Program will be made for additional support for educators to build their capacity and capabilities to include children with additional needs. A Strategic Inclusion Plan (SIP) is developed and guided by KU Children's Services; Inclusion support QLD as needed for services.

The SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan and any professional development will be provided.

This funding is to give wide spread support to the service and cannot be used for one-on-one support. Funding is limited to a period of time during the day and can only be sought if a formal diagnosis is provided.

Enrolment and use of service will be determined by the approval of a SIP.

Hours of attendance will be guided by the SIP and barriers detailed – ratio and staffing factors.

Compliance and Monitoring

In accordance with its responsibilities, the service will undertake the following compliance and monitoring activities:

- keep up to date and accurate records of children's enrolment
- keep up to date and accurate records of qualifications of employees and conditions of employment
- document advice given to parents and employees; and
- comply with requests by Department of Education as the regulatory body.

In line with the Education and Care Service National Regulations, the Service will ensure that:

- copies of this policy and any related procedures are readily accessible and available for inspection by the Nominated Supervisor, employees, and families
- parents of children enrolled at the service are notified at least 14 days before the service makes any change to a policy or procedure that may have a significant impact on the service's provision of education and care to any child enrolled at the service or the

family's ability to use the service.

- notification will be made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the service
- professional development will be provided for educators to be trained and informed with guiding children's behaviour.

Management/Nominated Supervisor/Responsible Person will ensure:

- no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- connections are built between our service and local primary schools to support positive learning environments
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills
- positive and respectful relationships with children are established and maintained.
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- excessive or challenging behaviour is managed and communicated with families.
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also

include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.

- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Incident Report*
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program with a formal diagnosis
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for inclusion for a whole service view (individual support cannot be provided)
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the service
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children

Educators will:

- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others.
- actively work with younger children to promote and role-model positive ways to interact with others.

- teach behavioural expectations.
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments.
- children are provided with positive guidance and encouragement toward acceptable behaviour.
- promote children’s initiative and agency.
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and staff, and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- guide children’s behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- talk calmly with children about the consequence of their actions, and the reason for rules.
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- provide positive feedback and focus on children’s strengths and achievements and build on their abilities
- take into consideration the child’s past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions, will not use coercion, manipulation, promises or physical rewards to gain a positive behaviour response
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies

- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people’s ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children’s relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children’s behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children’s behaviour with a focus on preserving and promoting children’s self-esteem as they learn to self-regulate their behaviour
- implement “*time with*” an adult, which will be used when all other strategies (above) have been exhausted. “Time with” allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently. “Time with” will always occur under the supervision of other educators

Families will:

- provide consent for the service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP) for the service

- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child’s developmental level and share any recent events which may be influencing the child's behaviour
- work in partnership with educators and health professionals in the development of a behaviour guidance plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at the service and at home
- adhere to the terms and conditions of enrolment.
- agree with the terms and conditions of a behaviour guidance plan, including the outcomes and consequences if necessary – early collection from care, suspension of care and/or the end of enrolment.
- assess the suitability of enrolment within the service, guided by:
 - o the philosophy of the service and guiding principles
 - o the physical environment and resources provided.
 - o the educational practices followed by the service.
 - o the behaviour expectations set out in this policy.

Source

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<https://pbl.schools.qld.gov.au/resources/early-childhood.html>

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REVIEW

POLICY REVIEWED BY	Dannielle Wright	Director/Nominated Supervisor	December 10 th 2022
POLICY REVIEWED	MAY 2022	NEXT REVIEW DATE	December 10th 2023
MODIFICATIONS	<ul style="list-style-type: none"> policy maintenance - no major changes to policy updating language used for descriptors and industry standards. minor formatting edits within text hyperlinks checked and repaired as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2021	<ul style="list-style-type: none"> additional links to the National Quality Standard additions to policy related to behaviour guidance plans. removal of 'children will' section- policy is written to guide adults- so not appropriate to be included in policy sources checked for currency 	MAY 2022	
MAY 2020	<p>realignment of content within the policy</p> <p>deleted content that was repeated in different sections or moved into a different section.</p> <p>changed order of some points</p> <p>additional definitions added.</p> <p>rewording of some points</p> <p>notification to regulatory authority added.</p> <p>additional information added for clarity.</p> <p>further sources included.</p> <p>sources updated and checked for currency</p>	MAY 2021	
MAY 2019	<p>Additional information added to points.</p> <p>Rearranged the order of points for better flow.</p> <p>Sources/references corrected, updated, and alphabetised.</p> <p>Information added to sources.</p> <p>'Related policies' alphabetised.</p>	MAY 2020	

AUGUST 2018	Updated to include 'self-regulation' concepts and terminology.	MAY 2019
MAY 2018	Updated to include terminology 'Inclusion Support Plans' which replace Behaviour Management Plans.	MAY 2018
OCTOBER 2017	Updated the references to comply with the revised National Quality Standard	MAY 2018