

Child Behaviour Guidance & Management Policy/Procedure		Document # CC-017	Print Date N/A
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Compliance: refer table below		Approved By: Business Manager	Date Approved: March 2016

Policy

CatholicCare Children's Services is committed to providing learning experiences through its early childhood services that support and guide positive behaviours. This policy outlines the commitment to reflect a shared approach between the service's families, educators and external agencies. This will provide support to children, ensure guidance and opportunities for children to manage their own behaviour where possible and build a healthy resilience that promotes confidence and self-esteem.

CatholicCare Children's Services will ensure that any challenging behaviours are managed through a consultative and shared approach. Please refer to the behaviour guidance guidelines within this policy document which outline effective behaviour management strategies.

Scope

Stakeholders who are affected by this policy include; management, team leaders, educators, children and their families and or guardians.

Compliance framework - Early Education and Care

	National Quality Standard	Reg/section	National Regulations
1	Education program and practice	73,74	Educational program and practice
2	Children's health and safety	75,76	Record of and access to information for parents
4	Staffing arrangements	155	Interaction with children
5	Relationships with children	156	Relationships in groups
6	Partnerships with families and communities	157	Access for parents and collaborative partnerships
7	Leadership and Service Management	168	Education and care service must have policies and procedures

Behaviour Guidance Guidelines

1. Educator guidelines for establishing limits

- a) Children are involved in establishing play and safety limits
- b) The consequences involved when play and safety go outside those limits are discussed
- c) Encouraging children to develop their play and learning limits and consequences will reinforce ownership of the service's practices
- d) Engaging children to think about their practices and environment through the use of reflective questions

NQF 1

NQF 2

NQF 4

NQF 5

NQF 6

NQF 7

- e) Defining limits in terms of a 'positive' instead of a 'negative' to assist children to remember what to do, rather than not what to do. *For example, 'children walk inside' instead of 'children do not run inside.'*
- f) Establishing limits depending on the development level of the 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.

2. Educator guidelines for establishing spaces

- a) Children are involved in establishing play and learning spaces in the environment which includes areas where they can find solace, peace and relaxation
- b) Environments that have active, loud and energetic play spaces balanced with passive, quiet and peaceful areas.
- c) It is important that the service provides both types of spaces, especially for those children who recognize that they require time apart from their peers.

For example: an adult who is not scared of thunder should not trivialize the fear or anxiety expressed by a child.

3. Educator guidelines to promote positive learning in children

- a) The dignity and rights of the child are maintained
- b) Children are encouraged to express themselves and their opinions
- c) Building on a child's previous experiences, skills and knowledge to encourage a positive disposition towards learning
- d) Understanding a child's learning style
- e) Ensuring that behavioural expectations are clear yet take into consideration a child's:
 - a. culture
 - b. age
 - c. state of development
 - d. life experiences; and
 - e. the context of the setting
- f) Ensuring that the learning environment is safe, inclusive, supportive and free from harassment and bullying
- g) Educators work with families to develop consistent expectations to support the child's learning
- h) Children are able to co-construct meaning and knowledge through purposeful, challenging and interesting activities that build on their prior knowledge and experiences.

For example: educators can discuss with children why it is important to wash hands before handling food, and the reasons why people sit when eating foods.

4. Educator guidelines for implementing behaviour guidance strategies and practices

- a) Educators must respond to and acknowledge a child's emotions such as happiness, anger, pleasure, fear, anxiety, frustration, sadness and pride
- b) Educators will acknowledge that the emotions experienced by children are significant
- c) Educators should understand that children may not have developed the appropriate strategies to express emotions due to their age and/or stage of development
- d) Attitudes and care giving strategies given by educators must demonstrate an understanding and provide empathy towards children who display behaviours that are not always consistent with their development and/or general disposition.

For example: a child who recognizes that they are becoming frustrated with other children can retreat to an area that is calming. This allows them to refocus.

5. Educator guidelines for challenging behaviours

Behaviours that disrupt or cause disputes between others will be responded to immediately by Educators. Children will be provided the opportunity to firstly self-manage their behaviour where appropriate.

Extreme behaviours may include:

- a) Actions that infringe on the rights of others; or
 - b) Harm or risk to the child, other children or adults, or
 - c) In-appropriate behaviour relative to the child's developmental age and background.
- These will be managed through a partnership approach to devise a behaviour guidance plan.

Importantly, the use of isolation, humiliation, intimidation, negative labelling or physical punishment as a behaviour guidance strategy is not acceptable under any circumstances.

6. Educator guidelines for behaviour guidance plans

When a child displays continuous unacceptable behaviour the team leader and or educator will observe, monitor and record the child's behaviour. Following the incident/s, parent and or guardian will be advised in a respectful and sensitive way the about those concerns. This will promote a team approach to develop a plan suitable for the child whilst at the service and at home.

Where a child has been diagnosed with behavioural difficulties it is necessary to develop a documented plan of strategies. These will be developed in consultation with the State Manager, nominated supervisor, educator/s, parents/guardians or family plus other professional support agencies such as school principal or inclusion support officer. This will assist educators in supporting the child to self-manage his/her behaviour with all parties fully mindful of those plans.

7. Responsibilities to ensure a partnership approach are detailed below:

CatholicCare Childrens Services as the provider (State Manager as the delegated authority) is responsible for:

1. Ensuring educators, staff and parents are provided with a copy of the behaviour guidance policy and comply with its requirements
2. Ensuring educators are aware of the expectations regarding positive and appropriate behaviour and the acceptable responses when working with children and families
3. Ensuring educational programs are developed and implemented within a framework that are based on group and individual needs of children
4. Having regard to the cultural and family values, age and the physical and intellectual development and abilities of children in care
5. Organising appropriate training and education for educators to assist with the implementation of this policy
6. Informing all parties of the service about the procedure involved in behaviour guidance and management plans
7. Upholding the service's commitment to professional development and utilization of external agencies.

Team Leaders and Educators are responsible for:

1. Giving consistent, co-ordinated and clear messages to children about behavioural expectations
2. Reflecting the values, attitudes and current day practices in early childhood that promote positive play, behaviour and positive patterns
3. Respecting the importance of interactions and relationships between children, families and educators
4. Understanding why children behave in certain ways in specific circumstances
5. Promoting realistic play and behaviour limits that guide childrens' safety and security rather than curbing their play experiences, curiosity or creativity
6. Defining clear and transparent care giving strategies that communicate how behaviour guidance is implemented within the service
7. Assisting with the setting and maintaining of clear boundaries and limitations that help to ensure both educators, children and families are aware of these requirements and the reasons for them.

Parents/guardians are responsible for:

1. Reading and complying with the behavior management and guidance policy/procedure
2. Engaging in open communication with educators about their child/children
3. Notifying educators/staff of events or incidents that may impact on their child's behaviour at the service (a new sibling, moving house, etc)
4. Working with educators/staff and other professionals or support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.

8. Withdrawal from service

In circumstances where the ongoing safety to a child or others is at escalated risk and all other avenues have been exhausted, a child with significant behavioural issues may be withdrawn from the service for a period of time. In this case, the State Manager (or delegated authority) will meet with the family/guardian to inform them of this decision. Assistance to external support will be provided during this time to the family.

References

Education and Care Services National Law 2011
Education and Care Services National Regulations 2011
ACECQA National Quality Standards
Tasmanian Licensing Standards for Centre Based Childcare, Class 4
Work Health and Safety Act 2012
Work Health and Safety Regulation 2012