



POLICY STATEMENT Children Services Unit

BEHAVIOUR GUIDANCE

POLICY ADOPTED: 18 February 2014

Policy Objective:

It is important to recognise that, as with any other learning, children need to be encouraged to develop self-guidance, self-regulation, impulse control and emotional strategy skills.

Policy Statement:

Positive guidance and support towards acceptable behaviour enables children to learn over time how to manage their feelings and take responsibility for their own actions. Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

Statutory Legislation and Considerations

Education and Care Services National Regulations 2011: 155, 156, 168

Children (Education and Care Services National Law Application) Act 2010:

Definitions:

In this policy 'staff' refers to staff employed by Bland Shire Council Children Services Unit and Educators registered with Bland/Temora Family Day Care.

Responsibilities:

The Nominated Supervisor will:

- provide opportunities for Educators to access training and resources in regards to behaviour management;
- work in consultation with Educators, families and children to meet the child's social, emotional and cognitive development needs including the development of individual Behaviour Management Plans;
- in consultation with Educators, if the inappropriate behaviour persists, request the family seek advice from an appropriate agency or professional;. and
- provide support to families and Educators when addressing challenging behaviours.

Educators will:

- respect individual children's needs and differences in age, ability and experience regarding issues surrounding behavior management and discuss individual family expectations with parents;
- establish consistent, clear rules that are explained to children and understood by parents. The environment should be positive and accompanied by simple and rational explanations and expectations;
- promote positive guidance and support towards acceptable behaviour;
- model appropriate styles of interaction, including positive facial expression and tone of voice, and appropriate methods of conflict resolution;

- teach problem-solving and communication skills that encourage self-awareness and self-discipline in children;
- if required, re-direct a child to a safe environment allowing them time to settle. No child will be isolated for any reason other than illness or accident, and will be supervised by an Educator at all times. This may include relocating other children to a safe environment;
- ensure that a child in the service is not subject to or threatened with:-
 - any form of physical, verbal or emotional punishment;
 - any punishment that takes the form of immobilisation or force-feeding;
 - any punishment that is intended to humiliate or frighten the child.
 - a form of exclusion, such as 'Time Out';
- if a child's behaviour places the child or another child in danger, act immediately to prevent a potential incident/injury;
- where possible, divert the child's attention before undesired behavior has had a chance to occur;
- if a child consistently displays inappropriate behaviour ensure:
 - their assessment of the expectations of the child's behaviour are realistic and appropriate to their developmental level and age of child. If the behaviour is age appropriate refer to the Interactions with Children's Policy;
 - the child understands limit; there is no conflict between the service and home expectations;
 - the child's basic needs are met;
 - strategies are consistently followed by all Educators in contact with the child.
- work together with the Nominated Supervisor to develop an individual Behaviour Management Plan in consultation with the family where a child exhibits recurring behavioural changes;
- be aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of stakeholders with Educator knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities;
- label the behaviour, and not the individual child, so that it is the behaviour that is being managed and not the child;

Families will:

- be open to undertaking communication with the Service in regards to any circumstances that may affect their child's behaviour;
- be provided with regular opportunities to contribute to the development and review of their child's Behaviour Management Plan to promote positive outcomes for the child;
- be available to attend pre requested meetings with the Service if required.

References:

Australian Children's Education and Care Quality Authority (2020) Guide to the National Quality Framework.

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

Appendices:

Nil

Authorisation:

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| Status | Committee | N/A | |
| | Manex | N/A | |
| Owner | Director of Corporate and Community Services | | |
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| Superseded Policy | | | |
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| May 2009 | 0 | | February 2012 |
| February 2013 | 1 | | January 2016 |
| February 2014 | 2 | | February 2015 |
| 19 June 2018 | 3 | | June 2020 |
| 9 March 2021 | 4 | | March 2023 |
| Related Council Policy / Procedure | | | |
| Supervision | | | |
| Interactions with Children | | | |
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