

BEHAVIOUR GUIDANCE

AUTHORISATION

POLICY TYPE:	Operational
POLICY LOCATION:	Corporate
RESPONSIBLE OFFICER:	Children Services Coordinator
AUTHORISED BY:	Director, Corporate and Community Services
DATE ADOPTED:	18 February 2014
ADOPTED BY:	Manex
MINUTE NO: <i>(If required)</i>	
REVIEW DUE DATE: <i>(Four years unless statutorily required sooner)</i>	March 2025
REVISION NUMBER:	5
RELATIONSHIP TO THE COMMUNITY STRATEGIC PLAN	This policy supports Council's Delivery Program Strategy 4.2: Provide quality, accredited and affordable Education and Care Services within Bland Shire and surrounds (Bland Preschool, Family Day Care, Mobile resource Unit and Toy Library services).

DOCUMENT HISTORY

VERSION NO.	DATE	DESCRIPTION OF AMENDMENTS <i>Include names of former policies that this policy will replace if applicable</i>	AMENDED BY <i>(Where required)</i>
0	May 2009		February 2012
1	February 2013		January 2014
2	February 2014		February 2015
3	June 2018		June 2020
4	March 2021		March 2023
5	March 2023		March 2025

REVIEW OF THIS POLICY

This Policy will be reviewed within TWO (2) YEARS from the date of adoption or as required in the event of legislative changes. The Policy may also be changed as a result of other amendment that are to the advantage that Council and in the spirit of this Policy.

Any amendment to the Policy must be with the approval of the General Manager/Manex.

1. Purpose:

To promote and encourage positive guidance during children's learning and development. To provide children with an environment that is positive, has positive interactions and feel a sense of belonging.

2. Scope:

For all educators and staff to demonstrate positive behaviours and guidance. Encouraging children to express themselves and build relationships with peer, educators and the community.

3. Outcomes:

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, or interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

4. Roles and Responsibilities:

The implementation of this policy applies to the Nominated Supervisor, Educators, children and their families enrolled at Bland Shire Children Services Unit, including Bland/Temora Family Day Care. Each role is listed below in the policy procedure.

5. Definitions:

In this policy "staff" and "educators" refers to staff employed at Bland Shire Children Services Unit by Bland Shire Council and Educators registered with Bland/Temora Family Day Care, with Bland Shire Council as the approved provider.

6. Legislation and Supporting Documents:

Australian Children's Education and Care Quality Authority (2023) Guide to the National Quality Framework.

Education and Care Services National Law 2010

Education and Care Services National Regulations 2011

7. Attachments: Policy Procedure

The Nominated Supervisor will:

- Provide opportunities for Educators to access training and resources in regards to behaviour guidance and strategies;
- Work in consultation with Educators, families and children to meet the child's social, emotional and cognitive development needs, including the implementation of Behaviour Guidance Plans;
- In consultation with Educators, request the family seek advice from a specialist or appropriate agent should inappropriate behaviours persist;
- Provide support to families and Educators when addressing challenging behaviours.

The Educators will:

- Respect individual children's needs and differences in age, ability and experience regarding concerns surrounding behaviour management and discuss individual family expectations with the parents;

- Establish consistent, clear rules that are explained to the children and understood by the parents. Maintaining a positive environment, that is accompanied by rational and simple explanations and expectations;
- Promote positive guidance and support towards acceptable behaviour;
- Model positive styles of interaction, including facial expressions, tone of voice and appropriate methods to resolve conflict;
- Educate problem solving and communication skills that encourage self-awareness and self-discipline in children;
- If required, redirect a child to a safe environment allowing them time to settle and regulate their emotions, whilst still under the supervision of educators;
- Ensure that no children in the service are subjected to:
 - 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 frighten or humiliate a child,
 - A form of exclusion, i.e “Time Out”
- If a child’s behaviour places itself or another child in danger, act immediately to prevent a potential injury/incident,
- When possible, divert the child’s attention before the undesired behaviour has a chance to occur,
- Should a child show consistent inappropriate behaviour ensure:
 - The expectations of the child’s behaviour is realistic and appropriate to their developmental level and age of the child. When the behaviour is age appropriate, refer to the “Interactions with Children Policy”,
 - The child understands the limit, and there is no inconsistency between the service and home environment,
 - The child’s basic needs are met,
 - Strategies are consistently implemented by all educators in contact with the child,
- Work with the Nominated Supervisor and the family to develop an Individual Behaviour Guidance Plan where a child exhibits recurring behaviour changes,
- Be respectful and aware of individual children’s backgrounds and beliefs;
- Label the behaviour, and not the child to ensure the behaviour is being managed and positively guided.

The Families will:

- Be open and responsive in communicating any circumstances that may affect their child’s behaviour at the service;
- Be provided with regular opportunities to contribute to the development and review of their child’s Behaviour Guidance Plan to promote a positive outcome for the child;
- Participate in pre requested meetings with the service if required.