

POLICY – BEHAVIOUR GUIDANCE

1.	National Quality Standards	1
2.	Purpose	1
3.	Scope	2
4.	Policy Statement	2
5.	Implementation	2
6.	Feedback	3
7.	Approval and Review Details	3
	Appendix	4

1. National Quality Standards

Quality Area 5: Relationships with children		
Area	Concept	Descriptor
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.

The Early Years Learning Framework and Education and Care Services National Regulations are included in the appendix.

2. Purpose

- 2.1 Baringa Child Care Centre Association Incorporated (Baringa) aims provide a quality education and care service. 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), Education and Care Services National Regulations, and the National Quality Standard (NQS).

3. Scope

3.1 This policy applies to children, families, staff, management and visitors of the service.

4. Policy Statement

4.1 We consider unacceptable behaviour to be:

- (a) Harming another child, educators, another parent or visitor physically (biting, hitting, pinching, punching etc.)
- (b) Aggressive or rude language to other children, educators, family members and visitors
- (c) The violent destruction of Centre equipment or furniture; and
- (d) Bullying

4.2 We actively use the following methods to decrease unacceptable behaviours:

- (a) Acknowledge acceptable behaviour by verbal & non-verbal encouragement
- (b) Role modelling by educators using appropriate language and physical gestures
- (c) Structuring the environment to suit children's individual needs
- (d) Planned patterns of restful and active play to prevent excitement
- (e) Educators using language that suits a child's developmental stage
- (f) The provision of flexibility in routines being consistent in setting limits and over expectations
- (g) The encouragement from educators for children to be responsible for their own behaviour and to set their own limits
- (h) Providing supportive environments to ensure respectful behaviour
- (i) Educators will be flexible with the daily room routines but remain consistent in setting limits and expectations
- (j) Educators in the older children's rooms will set aside times in the group time section of their program to discuss topics of learning empathy and compassion for others, how to feel confident in front of others, and develop the skills for resilience towards bullying and being bullied
- (k) Individual Rooms develop goals in consultation with the children. Educators will assist the children with becoming familiar with these room rules/limits.

5. Implementation

5.1 When unacceptable behaviours are exhibited, Educators will:

- (a) try to distract the child, defuse the situation and attempt to redirect the child to another experience;
- (b) will use positive language when an unacceptable behaviour is displayed by a child; and
- (c) help children to realise the consequences of their actions.

5.2 If unacceptable behaviours continue:

- (a) Educators will meet with the family, and will work together to develop strategies or the child in diminishing the unacceptable behaviour. This will ensure that consistency in dealing with the behaviour exists between parents and centre educators
- (b) If families and educators cannot reach a solution to deal with the behaviour, then Centre educators will work together with parents to refer the child to appropriate specialist educators e.g. Speech Pathologist, Behavioural Therapist etc. Educators will work closely with parents and specialist educators to monitor the child's progress and document subsequent assessments from

the initial meeting. Educators will develop consistent strategies in conjunction with specialist educators to assist in the development of positive behavioural patterns in the child and offer support to parents.

- (c) Once the above procedures have been implemented, and in the event a child continues to display behaviour which puts the safety and wellbeing of others at risk, cancellation of care at Baringa Childcare Centre may result. This final step will only be implemented after all other avenues have been sought.
- (d) In the event a parent/s or legal guardian of a child displaying challenging behaviours refuse to acknowledge and work with Centre educators to reach an appropriate solution for the challenging behaviour/s, the child's enrolment for may be cancelled. Cancellation of the child's enrolment is at the discretion of the Centre Director, Management Board and the relevant Team Leader.
- (e) If children are exhibiting violent physical behaviours (i.e. hitting, kicking etc.), educators will ensure that the child is in no physical danger, by removing hazards (e.g. chairs, tables, toys etc.) Educators will try not to physically restrain the child as this may increase the risk of injury to educators or children. By physically restraining this also means educators will not use any form of violent behaviour to overpower a child. Educators that are seen using any of the above mentioned actions may face disciplinary and legal action.
- (f) If educators are unable to calm the child who is displaying violent behaviours educators will remove other children from the immediate environment. The family will then be called to collect their child, and a educators will stay with the upset child until a family member arrives. Management, educators and the family will then convene at the earliest time to consider steps to manage the unacceptable behaviour.

6. Feedback

- 6.1 Families and staff may provide feedback about this document by emailing admin@baringa.org.au.

7. Approval and Review Details

Approval and Review	Details
Approval Authority	Baringa Board
Administrator	Centre Management
Next Review Date	November 2019

History	Details
Original Approval Authority and Date	November 2016
Amendment Authority and Date	N/A

Appendix

Early Years Learning Framework	
OUTCOME 1: CHILDREN HAVE A STRONG SENSE OF IDENTITY	
1.1	Children feel safe, secure, and supported.
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
1.3	Children develop knowledgeable and confident self-identities.
1.4	Children learn to interact in relation to others with care, empathy and respect.

Education and Care Services National Regulations	
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