

## Behaviour Guidance Procedure

*This procedure should be read in conjunction with the 'Relationships with Children Policy'*

### Positive Behaviour Guidance Strategies

Educators should seek to implement and reinforce the following positive guidance strategies to support children to make good decisions about their behaviour.

1. Set clear rules and boundaries
  - Involve children in establishing clear rules and boundaries.
  - Display these around the room for both children and educators to use consistently.
  - When a child is testing these boundaries, remind the child of the rules and be clear about the age-appropriate consequence that will be given if they continue to persist.
2. Teach and support communication
  - It's normal for school age children to show defiance, yell or have emotional 'meltdowns' while their social and emotional skills are developing.
  - Behaviour is communication, look for what the message is behind the behaviour and help children to build their emotional language "I can see you are very angry!" give them alternative, more appropriate, ways to communicate as you support them in navigating the purpose behind their behaviour.
  - Encouraging empathy can help improve negative behaviour.
3. Catch them getting it right
  - Positive reinforcement and focusing on a child's good behaviour is the best way to guide behaviour.
  - Reward systems should be used to encourage specific positive behaviour not used as bribes.
4. Stay calm and be the one in control
  - When a child is misbehaving, stop, take a moment to breathe, and then react calmly to what they're doing.
  - Modelling appropriate behaviour will help a child to learn how to control their own emotional responses. Show a child that sometimes, you need to take a moment to think things through or remove yourself from the situation. Modelling these behaviours will give the child a clear example of how they should act.
  - Having some pre-planned strategies of how you will respond when certain behaviours occur will help you to feel calm and in control.

### Incidents Between Children

Whenever an incident is observed by an educator or reported to an educator by a child or family member, they will:

1. Intervene immediately to stop the behaviour.
2. Talk to the children involved separately and consult with other Educators to get a better understanding of the problem and to alert them to the incident.
3. Minor incidents will be resolved with positive guidance to redirect those involved and achieve reconciliation.
4. Any serious or repeated incidents will be recorded on an incident report and reported to the children's families by the Supervisor.
5. In the case of severe behaviour which threatens self-harm or bodily harm to Educators or other children, the parent/guardian will be called immediately to attend the service to meet with the Centre Manager and the child may be suspended or permanently excluded on the spot.

### **Suspending a Child**

1. Where a child's behaviour is of a serious nature, irrespective of whether there is an ongoing issue, the Centre Manager may decide to impose a short suspension (no more than 3 days) in consideration of the health and safety of the other children and staff.
2. The family will be required to meet with the Centre Manager prior to the child returning to care to discuss the unacceptable behaviour.
3. A Behaviour Management Plan may be created if deemed necessary by the Centre Manager, or if the behaviour issues are persistent and not expected to improve without a plan.
4. The service will support the family to access professional assistance by providing observations and other documentation as necessary.

### **Implementing a Behaviour Management Plan**

1. The Centre Manager will meet at least one parent and the child to discuss the behavioural challenges and how they can be addressed both within the centre and by the family at home.
2. A Behaviour Management Plan will be written up based on the discussion with the family that identified triggers and strategies to minimise challenging behaviour.
3. If the family is unwilling to meet and contribute to the Behaviour Management Plan an extended suspension may be imposed on the child until the family cooperates.
4. The Centre Manager will be responsible for sharing the plan with Educators that work with the child and ensuring that the strategies are implemented.
5. When the child has been given an opportunity to respond positively to the methods established in the Behaviour Management Plan without success, further suspensions may be imposed to give the child time to modify his/her behaviour away from the service.

### Permanent Exclusion

1. If a child does not demonstrate a positive change in behaviour on their return to the service following multiple suspensions, the Centre Manager may impose a significantly longer suspension or permanently exclude the child from the service.

#### PROCEDURE VERSION AND REVISION INFORMATION

	<b>Current version</b>	1
<b>Authorised by</b> GENERAL MANAGER	<b>Last review</b>	April 2022