

35a. Guiding Children's Behaviour - OOSH



Introduction

At Tillys OOSH we believe that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place - Outcome 1).

Purpose

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Goals – What are we going to do?

Basic rules will be established based on safety, respect for others, order and cleanliness and this will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The centre recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place - Outcome 2). Our centre promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place - Outcome 3).

The centre will ensure no child being cared and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

The centre will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

Strategies – How will it be done?

Guidelines

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for acceptable behaviour and will encourage and reward acceptable behaviour.

- Educators will have access to training and support in positive approaches to behaviour management.
- Whilst at the service, we expect that the children will comply with the following basic rules, these rules/guidelines will be on display in each OOSH room:
 - Respect each other.
 - Respect other people's property and that of the service.
 - Share with other children and be inclusive.
 - Accept and respect individual needs and differences.
 - Clean up after activities.
 - Be polite to educators and to each other.
 - Follow the instructions from educators always.
 - Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as "out of bounds" areas.
 - Remain in the supervised area of the premises until the authorised person collecting them has signed them out.
 - Not participate in physical fighting (play or real), for example, spitting, throwing toys, stones or dangerous objects.
 - No bullying or engaging in any form of aggressive behaviour.
 - Use appropriate language at all times.

Guiding Children's Behaviour

Steps that educators take towards establishing good behaviour management include:

- Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security.
- Observing children to identify triggers for challenging behaviours. Pay attention to the child's developmental level and any program issues that may be impacting on the behaviour.
- Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour.
- Supporting children by providing acceptable alternative behaviours when challenging behaviour occur in the service.
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits.
- Involving the family and the child in appropriate ways in addressing challenging behaviour
- Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF).
- Identifying children's strengths and building on them.
- Seeking support from other educators and management.

Correction Steps

- When a child's behaviour is deemed inappropriate to either him/herself or others, or if a child's behaviour is intrusive to another person's enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.
- Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the educators will:
 - Explain to the child that this type of behaviour is inappropriate.
 - Re-direct the child to a different activity within the room (or outdoors).
 - If aggressive or inappropriate behaviour continues, the child will be asked to sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
 - Speak with the child's family when the child is collected to discuss the issues.

Persistent Inappropriate Behaviour

- If inappropriate behaviour continues over a period of time, a meeting between educators, nominated supervisor, child and family will be arranged. The meeting agenda will cover:
 - Alternative approaches to behaviour guidance.
 - The child's life outside the service.
 - Any problems that may be causing the behaviour.
- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.
- In extreme cases, to protect other children and educators, the centre reserves the right to exclude the child from the centre; this may be a temporary or permanent measure. Exclusion will only be considered after:
 - The procedure for addressing extreme challenging behaviour has been followed (attached).
 - The child's family has been notified and given the opportunity to discuss their child's behaviour.
 - Educators, Nominated Supervisor and Approved Provider have considered the problem.
 - Adequate support and counselling is sought (if necessary).
 - Clear procedures have been established for accepting the child back into the centre.

Roles and Responsibilities

Approved Provider/Nominated Supervisor will:

- Ensure educators, staff and parents/guardians are provided with a copy of the Guiding Children's Behaviour – OOSH Policy or are aware of where to access it and comply with its requirements.
- Ensure all staff are aware of the centre's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families
- Ensure children are adequately supervised, that educator-to-child ratios are maintained at all times and the environment is safe, secure and free from hazards
- Ensure educational programs are developed and implemented in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child
- Ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators
- Ensure that educators provide education and care to children in a way that:
 - encourages children to express themselves and their opinions
 - allows children to undertake experiences that develop self-reliance and self-esteem
 - maintains the dignity and the rights of each child at all times
 - offers positive guidance and encouragement towards acceptable behaviour
 - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- Organise appropriate training for educators/staff to assist with the implementation of this policy
- Ensure educators and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- Ensure that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships
- Ensure educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- Co-operate with other services and/or professionals to support children and their families, where required
- Maintain confidentiality at all times

Educators will:

- Create an atmosphere that is generally relaxed and happy.
- Deliver educational programs, in accordance with an approved learning framework, that are based on interests and experiences of each child, and take into account the individual differences of each child
- Deliver programs that develop a sense of wellbeing and identity, connection to community, and provide skills for lifelong learning in all children
- Role model appropriate behaviours and use positive language
- Develop relationships with each child's family.
- Develop appropriate environments, routines and rules collaboratively with children.
- Deal with the behaviour in an appropriate manner.
- Communicate with children and families at all times in a respectful and positive manner.
- Develop a consistent approach with families in managing the child's behaviour.
- Provide information to families about external support services and other resources in the community.
- Ensure that expectations and limits are consistent and clear to children.
- Discuss any issues the family may be aware of that could be contributing to behavioural changes.
- Maintain confidentiality when dealing with behaviour management.
- Monitor child's behaviour and if necessary document behaviour

Families will:

- Read and comply with Guiding Children's Behaviour – OOSH Policy
- Listen to concerns of educators. Encouraging on-going open communication between educators and families.
- Inform educators/staff of events or incidents that may impact on their child's behaviour at the centre (e.g. moving house, relationship issues, a new sibling)
- Discuss incidents of inappropriate behaviour with child – set consequences and follow through.
- Participate in meetings, formal or informal with educators or other involved parties when requested.
- Work with educators to implement appropriate consequences at home, be consistent with their approach
- Provide educators with regular feedback on behaviour at home.

- Strongly discourage retaliation and support children in feeling comfortable approaching educators if another child has behaved inappropriately to them.

Related Legislation

- Education and Care Services National Law Act
- Education and Care Services National Regulations: Regulations 73, 74, 76, 155, 156, 157, 168

Links to other policies and documents

- The Framework for school age care in Australia: My Time, Our Place
- UN Convention on the Rights of the Child
- Confidentiality
- Enrolment & Orientation
- Providing a Child Safe Environment
- Interactions with Children

Links to Education and Care Services National Regulations:
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Links to National Quality Standards/Elements:
1.2, 2.2, 3.1, 3.2, 5.1, 5.2, 6.1, 6.2

Sources

- ACECQA –Guide to the national Quality Standards www.acecqa.gov.au
- Donna MacIntyre – Approved Provider
- Community Early learning Australia – CELA
- The Framework for school age care in Australia: My Time, Our Place

Procedure for addressing extreme challenging behaviours



Definition of Extreme challenging behaviour

Our definition of extreme challenging behaviour is any chronic behaviour involving repeated threat of physical harm or actual physical harm to another child, family member or educator, any repeated behaviour causing threat to the emotional wellbeing or sense of security of other children, family members or educators and any repeated behaviour which causes deliberate destruction of the physical environment.

1. Nominated Supervisor will contact Area Manager (or another member of the management team) and discuss their concerns. Together a decision will be made to begin the procedure for addressing extreme challenging behaviour. If a decision is made to NOT begin the procedure, continue to update Area Manager (or as above) on the child's interactions and behaviours and wherever you feel it has become necessary again request to begin the procedure for addressing extreme challenging behaviours.
2. At all times follow all applicable centre policies. In particular Policy 19. Interactions with children and this policy - Guiding Children's Behaviour.
3. At all times communicate honestly and openly with the child's parents/guardian to accurately depict the child's interactions and behaviours during their time at the centre. Record these conversations including dates and details shared and the parent's response to the discussion. Take particular note of inconsistencies in behaviour between home and school (as amongst other things this can indicate a sensory processing concern)
4. Ensure that any time a child or educator is physically injured an incident report is also recorded for the child who caused the injury and is kept in their file. Also ensure an incident report is completed when an incident is felt to threaten the emotional wellbeing or sense of security in the centre or when property is damaged e.g. window broken etc. Ensure the same procedure is followed with a parent/guardian required to sign an incident report and given a copy.
5. Complete detailed ABC documentation (Antecedent (trigger), Behaviour, Consequence) or alternate documentation for a minimum of two consecutive weeks
6. Reflect on ABC record or alternate documentation and adjust strategies accordingly. Ensure strategies trialled and used are documented and their effectiveness evaluated with specific examples/documentation.
7. Continue to complete detailed ABC documentation or alternate documentation for another two weeks
8. Send all documentation through to Area Manager (or as above) for review and discussion at each step
9. Organise a meeting with the child's parents/guardians. This meeting should involve the centre Nominated Supervisor, Area Manager (or as above) and a minimum of one primary contact room educator. At this meeting
 - Discuss concerns
 - share documentation of behaviour
 - Share documentation of strategies used and evaluated

- Provide further opportunity for parents/guardians to suggest strategies
 - Ask parents/guardians to further detail any outside professional services the child is involved with e.g. paediatrician, occupational therapist, Hunter Prelude etc.
 - If professional services are being used request that the parents/guardian contact the professional services for the creation of a behaviour management plan to put into place at the centre
 - Request parent/guardian written permission to contact Hunter Prelude or KU Children's Services to support the service to promote inclusion of the child and guide the management of the extreme behaviour. Hunter Prelude or KU Children's Services will also create a behaviour management plan to support the child's inclusion in the service.
 - If parent/guardian refuses to involve professional services or give permission for the centre to contact Hunter Prelude or KU Children's services explain that the service is unable to provide services that meet the needs of the child within the context of the long day care environment without these additional support services and the child's enrolment will need to be terminated.
 - Discuss with parent/guardian that if the service feels that a child's behaviour has escalated to a point where educators feel that they are unable to intervene or the other children or educators in the room are in danger they will receive a phone call requesting that they pick up their child immediately. If a family refuses to do so other people on their authority to collect list will be contacted.
 - Also discuss with families that if they do consent to support services and they are delayed (due to waiting periods etc) or that if the child's behaviour does not show improvement following the introduction of these support services that the service may need to reduce the child's days at the service or terminate their enrolment. Families will be given two weeks' notice of reduction of days or termination of enrolment.
10. Following meeting and written parent/guardian permission contact Hunter Prelude or KU Children's Services and request urgent assistance to support the service to maintain inclusion of the child in the service.
 11. Actively work with any Professional service who is creating a behaviour management plan for the child's inclusion in the service and implement the plan accordingly
 12. Meet monthly with the family to provide updates on child's progress. Continue to communicate openly and honestly about the child's interactions and behaviours on each day of attendance and document as discussed in 2.
 13. If professional support services are delayed (due to waiting lists etc.) or the child's behaviour continues to escalate or does not show improvement follow steps outlined in parent meeting in regards to contacting families to collect child and reduction of days/ termination of enrolment.