

Intereach Children's Services

Positive Behaviour Guidance Procedure



Applies to	Intereach Family Day Care (FDC) and Intereach Out Of School Hours (OOSH)				
Policy	NQS Five: Children's Services Relationships with Children Policy				
Version	2.0	Date approved	3/11/2022	Next review date	3/11/2025

1. Objective

Intereach staff and educators are committed to providing a safe, friendly and positive environment, for all children, staff and educators. When educators adopt a positive and active approach to behaviour guidance, they reduce challenging behaviours and encourage children to achieve success, develop positive self-esteem and increase competence.

Behaviour guidance consists of a variety of ways that adults help children learn to guide or 'self-manage' their behaviour to learn acceptable behaviour. It encourages children to reflect on their actions and the impact those actions have on themselves, others and the environment around them.

Educators and staff will guide children's behaviour by:

- encouraging positive and considerate behaviour in all children;
- respecting and valuing individual children and their differences to ensure they feel safe, secure and supported;
- encouraging and supporting positive interactions with adults and other children;
- setting limits for behaviour, which will in turn lead children to manage their own behaviour (self-regulate), respond appropriately to the behaviour of others and be supported in efforts to communicate effectively to resolve conflict; and,
- involving parents/guardians in issues relating to the guidance of their child's behaviour.

2. Responsibilities

It is the responsibility of Nominated Supervisors to:

- take reasonable steps to ensure that the education and care service provides education and care to children in a way that;
 - encourages the children to express themselves and their opinions;
 - allows the children to undertake experiences that develop self-reliance and self-esteem;
 - maintains at all times the dignity and rights of each child;
 - gives each child positive guidance and encouragement toward acceptable behaviour; and,
 - has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.
- support staff and educators to respond appropriately to the behaviours of children and communicate effectively to resolve conflicts; and,
- ensure staff/educators have access to training and support in positive approaches to behaviour guidance.
- ensure that no child is subjected to any form of corporal punishment, or any discipline that is unreasonable in the circumstances.

It is the responsibility of educators and staff to:

- keep expectations simple and understandable;
- encourage children to set good examples for each other;
- respecting children and setting good examples for children;
- be a role model for positive behaviour so children are guided towards positive ways to interact and communicate with others;
- set clear, realistic and age-appropriate limits for behaviour;
- maintain adequate supervision at all times;
- provide consequences for behaviour which relate to observed behaviour. These may include:
 - indirect guidance, direct guidance, verbal and emotional guidance;
 - limits, which may be set with the child/ren;
 - redirection to another activity or area;
 - positive reinforcement and encouragement; and,
 - focusing on positive behaviour.
- noticing and listening carefully to children's concerns and discussing diverse perspectives on issues of inclusion and exclusion and unfair behaviour; and,
- seek internal and external support to provide practical strategies that support practice e.g. internal support from Intereach service, external support e.g. Inclusion agency, or any other agencies children are engaging with.

3. Procedure

3.1. Positive behaviour

- A positive approach is taken to guide children's behaviour to assist children to learn and understand what to do and why.
- A child and the behaviour are differentiated and acknowledged that it is the behaviour that is inappropriate and not the child.
- Teaching, showing, and helping a child to understand:
 - appropriate behaviour;
 - inappropriate behaviour
 - what is safe and what is dangerous
 - what is considerate and inconsiderate
- Developing strategies for children to express their emotions.
- Attempt to understand or pinpoint why a child is behaving in a certain way through observations of children and discussions with both children and their parents,
- Acceptable forms of behaviour are responded to and encouraged while encouraging the individuality and confidence of the child, without lowering their self-esteem.
- Understanding a child's development and behaviours.
- Positive body language is used (i.e. staff/educators will speak to children at their level, using a firm, calm manner).
- Consistent guidance is provided to all children.
- Cultural differences in children are respected.

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- Potentially unacceptable behaviours are anticipated and situations and physical arrangements that may encourage inappropriate behaviour are eliminated.
- A child's good intention is acknowledged (even when carried out inappropriately).
- Interactions with each child are warm and responsive in order to build trusting relationships.
- Environments are created with little or no unnecessary constraints on children, and supported with self-expression, movement, and choice.

3.2. Guiding children's behaviour

- Children are provided with strategies for dealing with ongoing issues and making informed choice about their behaviours.
- Communicate effectively with family to work together to create appropriate and consistent behaviour guidance.
- Children's individuality is respected, and behaviour guidance methods suited are used to individual needs.
- Children are provided with an explanation on why they are redirecting, intervening, or stopping particular behaviour.
- Children are encouraged to regulate their own behaviour and learn to negotiate complex social situations and relationships.
- Children are encouraged and supported to resolve potential conflicts for themselves while monitoring situations and be available to step in when needed.
- Children are not to be put in a position where they feel frightened, ashamed, embarrassed, insecure or isolated.
- Children are assisted to deal with emotions in an appropriate manner.
- Children are assisted and supported to make decisions about themselves, when appropriate.
- Children are assisted in setting rules and expectations in a group set up.
- Children are taught to respect the rights and feelings of other children. This approach recognises children's agency and their ability to make their own decision and allow enough time for children to experience the outcomes of their decision.
- Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- Each child is supported to feel secure, confident and included.
- Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.
- The dignity and rights of every child are maintained at all times.
- Food will not be used as a reward or punishment.

3.3. Cancellation of Care

When a child's behaviour continues to put other children, staff and educators at risk, the service reserves the right to cancel care. This will be done by.

- communicating with parents/guardians about any concerns regarding the child's behaviour; and,

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- seeking guidance and strategies to work effectively with the child to maintain care arrangements if it is possible.

Excluding a child from care due to challenging behaviour is a serious matter. A child will be excluded from care only as the last resort and when the child's behaviour impacts the safety and wellbeing of other children and/or educators and staff. Intereach children's services will not exclude a child unless action has been taken in line with best practice. Evidence of this action must be shared with the family as part of the process of excluding a child from care.

4. National Quality Framework

Element	Concept	Description
5.1.1	Relationships between educators and children	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.
5.2.1	Relationships between children	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.
6.1.2	Parent views are respected	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing.
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service.

5. Context

5.1. Standards or other external requirements	<p>Australian Children's Education and Care Quality Authority (2017). National Quality Standards.</p> <p>Australian Children's Education and Care Quality Authority (2017). Guide to the National Quality Framework.</p> <p>Australian Government, Department of Education, Employment and Workplace Relations (2012). Educators My Time, Our Place: Educators' Guide to the Framework for School Age Care in Australia.</p> <p>Victorian Department of Education and Training, Victorian Early Years Learning and Development Framework.</p> <p>United Nations Convention on the Rights of the Child – www.unhcr.ch/html/menu3/b/25.htm accessed 10 October 2019.</p> <p>Early Childhood Australia. (2016). Code of Ethics.</p> <p>Stonehouse, A. (2004). FDC dimensions: Excellence in many ways.</p>
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5.2. Legislation or other requirements	Education and Care Services National Regulations consolidated 2017 Education and Care Services National Law Act 2010
5.3. Internal Documentation	Incident, Injury, Trauma, and Illness Procedure

6. Document control			
Version	Date approved	Approved by	Next review date
1.0	2/12/2019	R. Phillips – Acting SM, Family Services	2/12/2022
2.0	3/11/2022	M.Tai – General Manager, Operations	3/11/2025