

Behaviour Guidance:

POLICY STATEMENT:

Grays Point Activity Centre believes 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 encouraging cooperation and positive interactions between all Persons ('My Time, Our Place' Outcome 1).

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

Basic rules will be established based on safety, respect for others, order and cleanliness and 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). Grays Point Activity Centre promotes a Positive Approach to managing 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 Service 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.

PROCEDURES:

a) 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 Positive Role Models for acceptable behaviour and encourage and reward acceptable behaviour.
- Educators will have access to training and support in Positive Approaches to Behaviour Management. This will be made available as part of the training budget.
- While at the Service, we expect that the children will comply with the following basic rules:
 - ✓ Respect each other.
 - ✓ Respect one another's property and that of the Centre.
 - ✓ 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.
- ✓ Play only in the allocated areas and as directed by Educators and not enter areas that Educators have designated as “out of bounds”.
- ✓ Remain in the supervised area of the program 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.
- ✓ Not bully or engage in any form of Aggressive Behaviour.
- ✓ Use appropriate language at all times.

b) 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. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour.
 - ✓ Using Positive Approaches in 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 occurs.
 - ✓ 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.
 - ✓

c) 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

following steps will be taken:

- ✓ The Educator will explain to the child that this type of behaviour is inappropriate.
- ✓ The Educator will re-direct the child to a different activity within the room (or outdoors).
- ✓ If aggressive or inappropriate behaviour continues, the child will 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. A discussion will be held with the child's family when the child is collected.

d) Persistent inappropriate behaviour:

- If inappropriate behaviour is ongoing, or there is an escalation in repeat behaviours, a meeting will be arranged between relevant staff or persons in Management, and the family. Where appropriate, the child will be included.

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 established. If deemed appropriate by the staff or persons in Management, a Behaviour Management Plan will be created and closely monitored by Educators, the Nominated Supervisor and the child's family. Should it be deemed necessary by the Service, and with the consent of the family, advice and assistance will be sought from relevant External Specialists to address the matter.
- If the Service and family cannot agree on a Behaviour Management Plan or other course of action, the Service may seek external assistance to resolve the dispute. The Service retains this right, but is not obliged to seek advice.
- If the Service and family are unable to come to an agreement following external advice (if sought), the Service retains the right to exclude the child or family from the Service.

e) Dangerous Behaviour

If a child is behaving in a way that endangers the child or another person, Educators retain the right to physically restrain the child and notify parents immediately. In this event, the Service will be put into a 'lockdown' state, and emergency procedures will be followed. A parent or other authorised contact will be asked to remove the child from the Service immediately. If the parent or contact person does not pick up the child, the Police will be notified.

In the event of dangerous behaviour as above, the Centre Manager, Responsible Person or Management Committee reserve the right to exclude the child until a resolution between the family and the Service. The Management Committee is ultimately responsible for the exclusion of any child or family from GPAC. The Management Committee will in most cases seek guidance from Educators and the Centre Manager in making decisions regarding exclusions.

A recommended course of action to re-enrol a child at the Service who has been excluded is to establish a clear Behaviour Management Plan. A Behaviour Management Plan will be implemented in collaboration with the child and carers, with oversight from the Centre Manager or Management Committee as appropriate. GPAC is not obliged to re-enrol a child after exclusion, but may do so at their discretion.

f) Behaviour of a Parent or Authorised Contact

GPAC reserves the right to exclude a parent or authorised contact, or a family from using the Service as a result of breaches of the Code of Conduct.

g) Exclusions

- Exclusion may be a temporary or permanent measure, at the discretion of the Management Committee. For reasons of safety and expediency, the Centre Manager and Responsible Person are delegated the authority to exclude families from the Service until an Extraordinary General Meeting of the Committee is called to resolve an issue of exclusion.
- Exclusions will be given careful consideration, and only enforced in situations where there is serious misbehaviour, ongoing dispute between the family and Service, or where an incident putting others at risk has occurred.
- Exclusions will be communicated verbally or in writing. Verbal exclusions will be followed up by a written confirmation of exclusion within 24 hours of the verbal notice. Failure to communicate within 24 hours will **not** result in an exclusion being invalid.
- Exclusions will be treated as a termination of enrolment. Termination of enrolment will commence from the time the child is picked up from the Service. Bookings following the Exclusion will not be treated under the ‘cancellation of booking’ procedures, and will not be subject to fees nor counted as absences. Payment of fees up to and including the session of care where exclusion took place will still be required.

h) Discretion

This policy recognises the limitations of policy in anticipating all types of events and behaviour. This policy allows for discretion on the part of Educators, Staff and Management to develop strategies to handle individual situations.

At the Centre Managers/Committees discretion any offender may be banned from attending the Service for drop offs or collections or may cancel care for the child/ren at GPAC. This can occur without a notice period, upon communication verbally or in writing from the relevant representative of GPAC (either a person on the Management Committee or their delegate).

CONSIDERATIONS:

Education and Care Services National Regulations	National Quality Standard	Other Service Policies/documentation	Other
R73, 74, 76, 155, 156, 157,168, 274 a. S167	Elements 1.1.2,, 2.2.3, 5.1.1, 5.1.2, 5.2.2, 6.2.2 Standard 1.1, 2.2, 5.1, 5.2, 6.2	<ul style="list-style-type: none"> - Confidentiality - Enrolment & Orientation - Providing a Child Safe Environment - Interactions with Children - Management of Incident, Injury and Trauma - Child Protection 	<ul style="list-style-type: none"> - Children (Education and Care Services National Law Application) Act 2010 - UN Convention on the Rights of the Child - My Time, Our Place. - Incident reports - Service programs and evaluations

ENDORSEMENT BY THE SERVICE:

Approval date: _____ May 2020 _____
Date for review: _____ November 2021 _____

*Revised September 2018 KK and KG
Revised GQ NoCA Approved Committee May.*