



Positive Behaviour Guidance

Approval: July 2022

Review: July 2024

POLICY STATEMENT:

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation but positive dispositions such as resilience and perseverance. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments when interacting with peers and adults.

Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations, with the support of our Educators, to explore solutions, and help children self regulate, understand and deal with their emotions, depending on the child's age and level of development (My Time, Our Place Outcome 3). The service 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).

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY

2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

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.

QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
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QUALITY AREA 7: GOVERNANCE AND LEADERSHIP

7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

84	Awareness of child protection law
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

PURPOSE

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 School Aged Learning Framework (My Time Our Place), Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

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

DEFINITIONS

Behaviour Guidance - this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, aims to support each child regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Self-Regulation - The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

Inclusion - taking into account all children's social, cultural and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in curriculum decision-making processes. (My Time Our Place)

IMPLEMENTATION

The behaviour and guidance strategies used by staff and educators at our Service are designed to provide children with the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children's behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.

3. Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

Positive Behaviour Guidance Strategies

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. All educators and staff at our Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate the program, environments, supervision etc. and consult with families to identify triggers and sources of inappropriate or challenging behaviour, in order to support children to understand & develop strategies to regulate their own behaviour.

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within our Service by following the steps in the BASC Positive Behaviour Guidance Plan below.

Management/Nominated Supervisor/Responsible Person will ensure:

- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances
- connections are built between our service and local primary schools to support positive learning environments
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- general information about behaviour guidance is provided to families through formal & informal conversations, newsletters & resource boards.

- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file
- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to redirect a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- families and professional agencies are consulted to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program
- A Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required, to support the inclusion of all children in the service.
 - o the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
 - o professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for children at the service
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the Service.

Educators will:

Guide children towards establishing positive behaviour by:

- At all times provide positive role-modelling in their dealings with children, other educators & families, actively work with children to promote and role-model positive ways to interact with others.
- Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security
- Teach behavioural expectations by discussing guidelines, rules, limits, and what is fair with children, using their contributions in setting limits and guidelines
- encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- support appropriate behaviour - visual cues, prompting, positive verbal feedback and quality learning environments
- ensure there are sufficient resources for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests

- provide positive feedback and focus on children's strengths and achievements and build on their abilities
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- 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

Use positive approaches to behaviour guidance this includes;

- positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- 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
- Seeking support from other educators, management or other professionals (eg Inclusion Support Facilitator) when necessary to help with behaviour guidance.

Actively work with all children to problem solve & take accountability for their actions by:

- supporting them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- Teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them

- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- implement "time with" an adult, which will be used when all other strategies (above) have been exhausted. "Time with" allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what happened, reflect on their actions and consider how they may have done something differently. "Time with" will always occur under the supervision of other educators.

Families will:

- work in partnership with educators to support children, creating consistency in behaviour guidance strategies used at the service and at home
- provide consent for the service to consult with professional agencies to assist with implementing a Strategic Inclusion Plan (SIP) for the service.
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with educators and health professionals in the development of a behaviour guidance plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required



Positive Behaviour Guidance Plan

The aim of this plan is to **provide consistency when managing challenging behaviour**. In doing so, it aims to help educators, through their behaviour management, **focus upon helping children to make positive choices and take ownership of their behaviour**. In doing this, **Educators provide children with the necessary support to grow and develop their problem solving abilities**.

Educators Will:

- ❖ Treat children equally and fairly.
- ❖ Always talk calmly.
- ❖ Be understanding.
- ❖ Give attention to all children allowing them to talk and give their individual perspective.
- ❖ Try to discover any underlying reason or other factors affecting children's behaviour.
- ❖ Seek to identify activities that interest & engage the child, so they are occupied positively.
- ❖ Acknowledge positive behaviour.
- ❖ Keep the director and parents informed of all behaviour.
- ❖ Complete observation records to keep track of behaviour.

Step 1: Remind the child of BASC Rules

Be Safe Be Respectful Be a Good Friend Be a Good Learner

- ❖ Use open ended questions eg. Are you being safe? Are you being respectful?
- ❖ Encourage children to reflect; to ensure they take responsibility for their behaviour, understand consequences and problem-solve to resolve the situation. eg. How can you solve the problem?
- ❖ Inform children of the next step if they choose to continue the behaviour.

- ❖ Children who have been physical or who are distressed or aggressive go straight to Step 3.

Step 2: Change of Environment

- ❖ The child will change environments, areas or activity, for a short time, to provide children with the opportunity to reflect on their behaviour, de-escalate & understand the consequences of their choices.
- ❖ If the child changes to a new environment under the supervision of a different educator the child will be encouraged to take on responsibilities, by asking the child to help educators or other children enables educators to highlight positive behaviours. (being helpful, kind, good role model etc) The child will be encouraged to continue this behaviour when returning to their group or chosen environment.

Step 3: Chill out Couch

- ❖ Children whose behaviour which is physical or continues to impact on others will have a more formal chat on the Chill Out Couch located in the BASC Staffroom.
- ❖ During this conversation the child will be encouraged to take ownership of their behaviour & understand the reasons for having centre rules.
- ❖ The child may complete a Reflection Question sheet to develop an understanding of the impact of their behaviour & encourage them to empathise with others.
- ❖ The child can also be guided toward a calm down strategy, i.e. create a poster, read a story, drawing, sensory basket.

Step 4: Collaboration with Family

- ❖ The child, family and educators will then work together to create an individual behaviour management plan or contract that includes a positive outcome as well as a consequence.

Step 5: Reflection Time & Support

- ❖ If after all the above steps have been followed & the child's behaviours are still impacting on children and educators of the service, the child will take a break from the service for a period nominated by the Director in consultation with the child's family. This time will allow all parties to reflect on what further strategies can be implemented to support the child inclusion in the service.
- ❖ BASC will also use this time to seek support for the child, family and Educators eg, inclusion support funding, counselling, professional training etc

Sources

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- Raising Children Network. (2019) *What is self-regulation?* <https://raisingchildren.net.au/toddlers/behaviour/understanding-behaviour/self-regulation>
- Revised National Quality Standard. (2018).
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Guiding Children's Behaviour:

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Correction Steps:

- When a child's behaviour is deemed inappropriate to either themselves 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 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 service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
 - The child’s family has been notified and given the opportunity to discuss their child’s behaviour
 - Educators, Nominated Supervisor and Approved Provider, have given careful consideration to the problem.
 - Adequate support and counselling is sought (if necessary)
 - Clear procedures have been established for accepting the child back into the service.

CONSIDERATIONS	
Education & Care Services National Regulations	73, 74, 76, 155, 156, 157, 168
National Quality Standard	1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3
Service Policies & Documentation	<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
Other	<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