



BEHAVIOUR GUIDANCE POLICY

POLICY STATEMENT

Clovelly out of School Care 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 and which encourages cooperation and positive interactions between all persons (MTOP Outcome 1). 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.

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 service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (MTOP Outcome 2). Our service 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 (MTOP Outcome 3).

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:
 - 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.
 - Not participate in physical fighting (play or real).
 - 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 who identify triggers for challenging behaviours. Pay attention to the child's developmental level and any concerns 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.
- Involving the family and the child in appropriate ways in addressing challenging behaviour.
- Identifying children’s strengths and building on them.

Correction Steps:

- When a child’s behaviour is deemed inappropriate to 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. 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 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.
 - Hold a meeting 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.
- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the 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 considered the problem.
 - Clear procedures have been established for accepting the child back into the service.

Parent Handbook
 Staff Handbook
 Enrolment and Orientation Policy
 Providing a Child Safe Environment Policy

Version number	Date effective	Description of amendment
1	March 2018	Changes to procedure
2	April 2019	No Changes
3	April 2020	Changes to wording

Considered and accepted by the Management Committee (representative) –

Considered and accepted by the staff (representative) – Katrina Thomas

