

# Behaviour Management

## Policy Statement

We aim to provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction. All forms of bullying will not be tolerated.

## Policy Considerations

- Children's and Young Persons (Care and Protection) Act 1998
- United Nations Convention on the Rights of the Child
- National Quality Standards/Elements: 5.1 (Relationships between educators and children), 5.2 (Relationships between children)
- Kids Biz OSHC Anti-Bullying Policy
- Risk Mitigation Plan - Children's Behaviour Management

## Procedure

- Basic rules and clear guidelines of acceptable behaviour will be established through consultation with staff and children.
- Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order and cleanliness.
- All rules will be clearly expressed in a positive way and reinforced consistently.
- All consequences to breaking Service rules will be relevant to the individual situation determined by the Team Leader.
- No child is to be subjected to, or threatened with, corporal punishment.
- No child is to have food or other basic needs withdrawn as part of punishment.
- Educators will only use time-out for short periods, where children are encouraged to sit and think. Educators will follow up all time-out situations by discussing the situation with the child and working together on better solutions for future behaviour.
- Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.
- Children will be encouraged to seek support when necessary.
- To assist in maintaining a positive, safe and caring environment, educators and children will have the following responsibilities:

## CHILDREN SHOULD:

- Accept and value every child and adult regardless of race, cultural background, religion, sex or ability
- Treat each other with respect, courtesy and understanding
- Be encouraged to maintain positive communication and relationships between staff, children and other adults
- Ensure that appropriate language is used at all times
- Know and fulfil their responsibilities

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- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence
- Develop self-discipline skills through positive example and direction
- Develop an understanding that behaviour results from choices made by the individual and that all behaviour has consequences.

### **EDUCATORS SHOULD:**

- Accept and value every child and adult regardless of race, cultural background, religion, sex or ability
- Treat children with respect, courtesy and understanding
- Maintain positive communication with the children at all times
- When communicating with children staff will ensure that they are understood and communicate at the child's level in a friendly, positive and courteous manner
- Use voice intonations, facial expressions, and explanations as methods of discipline
- Avoid shouting at children
- Initiate conversations with all children, and develop an understanding of the child and their interests
- Form friendly and warm relationships with the children in their care, be supportive and encouraging
- Model appropriate behaviour at all times.
- Monitor children for possible signs of bullying.
- Acknowledge and follow-up any concern parents express regarding their child's behaviour, another child's behaviour in relation to their child, or concerns relating to bullying.

### **To encourage children to take responsibility for their actions, staff will:**

- Ensure that expectations relating to the children's behaviour is explicit and clear, and consequences are consistently applied
- Act as a role model for acceptable behaviour
- Encourage and reward acceptable behaviour
- Focus on the behaviour, not the child
- Give praise and positive feedback to the children as often as possible
- Provide an environment which will foster the child's self esteem
- Help children develop self-discipline skills through positive example and direction
- Introduce children to simple conflict resolution skills
- Help children to appreciate and care for each other and their surroundings
- Ensure that appropriate language is used at all times
- Never single out any child or make them feel inadequate at any time
- Avoid threatening or verbally abusing the children in any way

### **CONSISTENT UNACCEPTABLE BEHAVIOUR**

(Unacceptable behaviour may be inclusive of breaching Service rules, swearing, disobeying instructions, and harmful behaviour)

Where a child demonstrates consistent unacceptable behaviour the staff will:

- Ensure the child is aware of the limits and what is appropriate behaviour
- Ensure the expectations are appropriate for the child's level of development and understanding
- Review the consequences to ensure they are not inadvertently encouraging the behaviour
- Look for and assess possible causes for the behaviour
- Discuss the issue with the parents and the child
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved

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The family of the child involved will be given written warning/s for inappropriate behaviour which will be documented and signed. A child will then be given time out for a reasonable period of time.

- If the Child's behaviour does not improve, after consultation with the Team Leader and Coordinator the child's primary carer will be contacted and notified of the child's behaviour, to discuss appropriate resolutions.
- If the child physically hurts other children or adults the staff will:
  - Remove the child from the situation
  - Check on the other person's wellbeing and ensure they are given proper attention and care
  - Record the incident, indicating date, time, victim, injury, offender and attendant
  - Ensure that both sets of caregivers are notified of the incident
  - Consistent disruptions to the program may result in a child's exclusion from excursions and or the program

### **EXCLUSION FOR UNACCEPTABLE BEHAVIOUR**

- Should unacceptable behaviour continue and the above strategies do not work, educators will inform the Coordinator.
- The Coordinator in consultation with educators will discuss the issue.
- Where, in the interest of the child and other children at the Service, exclusion is seen as the only step to be taken; this will be decided by the Kids Biz OSHC Management Team. It will be considered only after:
  - Parents have been notified and given the opportunity to discuss their child's behaviour.
  - Parents have been referred to other services, where necessary.
  - Careful consideration has been given to the problem by staff.

A hierarchy of 'levels' exist to enable children to recognise the potential consequences that occur should they continue to break Service rules.

## **Kids Biz Behaviour Management Scale**

**Level 1:** Warning

**Level 2:** Second Warning

**Level 3:** *The child will be removed from the area/activity for timeout and reflection of their own behaviour. Conversation with staff member involved will be initiated to discuss behaviour and strategies for next time the incident occurs. Coordinator notified.*

**Level 4:** *Removal from the area/activity and sent to the Coordinator to discuss behaviour and develop ways to combat behaviour. Development of behaviour plan and strategies will be conducted if necessary; with positive reinforcement at its core. Behaviour/incident report will be drawn up; parent's signature will be required to notify/bring the behaviour to the parent/carer's attention.*

**Level 5:** *Meeting with parents to discuss child's behaviour. Expertise of parents/carers will be sought to establish plans and strategies that can be implemented to provide the child with a consistent model of expectations and behaviour management procedures to follow. Parent/carer will be contacted regularly by Service management with updates and general discussions on child's behaviour.*

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# Kids Biz Holidays & Sports OSHC Policies & Procedures

**Level 6:** Continued misbehaviour will be referred to Service management/business owners and child's position at the program will be reviewed. If the child's ongoing misbehaviour or one-off serious offence/incident is considered to be detrimental to the safety and wellbeing or respect of other children/staff/service property, the child may be asked to leave the Service.

Note: As mentioned in 'Level 6', should a child's behaviour be deemed so severe or inappropriate that levels preceding Level 6 appear insufficient, inadequate or inappropriate; the Coordinator/Service management reserve the right to move a child straight to Level 6 if they feel this is warranted.

## Document Version Control

Version Date	Changes
05/12/2018	Full review
27/08/2019	Document version history added
05/06/2020	Full review – previously titled "Child Behaviour Management"

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