

Behaviour Support and Management Policy

Purpose

This behaviour management policy is based on Peak Sports and Learning’s philosophy, and on the behaviour management strategies of the ‘Positive Behaviour for Success’ model, which encourages the learning success of all children despite diversity, disadvantage or disability. Our philosophy is to strive to provide the highest level of education and care for each individual child in a warm, nurturing and safe environment. We strive to create a welcoming environment of collaboration, that enables building meaningful relationships with each individual child. Our environment plays a critical role in fostering a sense of belonging and acceptance to ensure all children feel safe and secure in our care. We ensure that we foster an environment that is inclusive, respectful, and shows appreciation for cultural diversity.

Our service will ensure that 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. Rather, 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 service will adopt 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.

Considerations

Education and Care Services National Regulations	National Quality Standard/s	Other Service policies/documentation	Other
Regulations: 73, 74, 76, 155, 156, 157,168.	1.1, 1.2, 2.2, 3.2, 4.1, 5.1, 5.2, 6.1, 6.2	<ul style="list-style-type: none"> - Confidentiality - Enrolment & Orientation - Providing a Child Safe Environment - Interactions with Children - 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. - PBS - Positive Behaviour for Success

Procedures

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 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.
- 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^[1]_{SEP}
 - 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.

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 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 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.

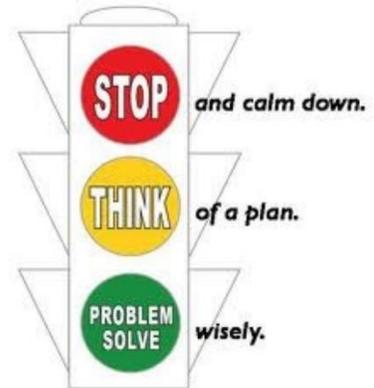
Strategies for Behaviour Management

(1) Study star and sports star awards

- As a behaviour management technique, each centre will have the following
- Raffle bin 1x study star and 1x sports star
- Raffle tickets
- When a child displays positive behaviours, helping out, good reading, bringing along homework sportsmanship etc, they receive a raffle ticket from staff.
- At the end of each term a study star and sports star of the month is awarded.
- These children receive a certificate, trophy and a prize from the prize box.
- At the end of the year at the Kids Christmas Party a study star and sports star of the year is awarded for each centre. These children receive a gift voucher and a certificate.
- During Vacation Care the raffle is drawn daily and the child chooses a prize from the prize box.

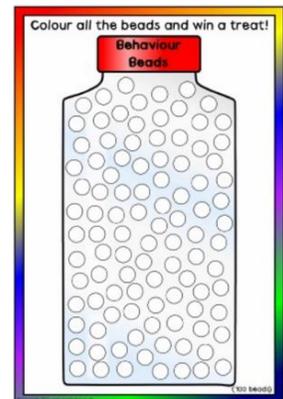
(2) Stop, Think, Do

- Children who are identified by educators as requiring correction of their behaviour will be placed on the traffic light system of STOP THINK DO. This allows the child to correct their own behavior through series of negotiated warnings and consequences for inappropriate behaviour.



(3) Behaviour Beads

- To encourage teamwork and appropriate behaviour, Peak has a Behaviour Beads program where good behaviour is acknowledged for the group as a whole.
- Children are invited to colour in a bead on the behaviour beads chart. Once 100 beads have been coloured in, the children can collectively choose a reward. Most commonly we hold a party where we all can celebrate and acknowledge the great effort of that contributed.



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all

Redirection and 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 STOP THINK DO strategy will be implemented, the child's name will be moved to the yellow light and 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.
 - If the behaviour persists the child's name may be moved to the red light, further consequences may be implemented at the discretion of the supervisor. A discussion will be held with the child's family when the child is collected.

Persistent inappropriate behaviour

- If inappropriate behaviour is of a serious nature or is persistent or accelerating, a supervisor may complete an incident report to document this behaviour. This can then be provided to parents and, once signed, filed in the child's enrolment records.
- 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.

Exclusion for behavioural reasons

- In 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 Directors, 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.

In cases of severe deliberate physical violence towards other children or staff, the service reserves the right to exclude the child from care immediately.

Version Control Table

Version Control	Date Released	Next Review	Approved by	Amendment
1	January 2014	March 2018	Directors	Nil – small amendments to procedures
2	November 2018	November 2019	Directors	Rewritten and edited to reflect 2018 updated Quality Standards. Paragraphs added from centre philosophies
3	November 2019	November 2020	Directors	Deleted Policy Exclusion for Behavioural Reasons and included in this policy. Sections details guidelines for educators and procedures for managing persistent inappropriate behavior including exclusion from the service.
4	March 2020	August 2020	Directors	Reviewed with no amendments. Moved to new document review timeline.