

CEEC PP POL GUIDING AND SUPPORTING BEHAVIOUR POLICY

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Related policy documents	CEEC PP POL Interactions With Children Policy
Related legislation	Education And Care National Law Act 2010 Education And Care Services National Regulations 2011 Education And Care Services National Amendment Regulations 2017 Guide To The National Quality Framework 2011 Commission For Children And Young People And Child Guardian Act 2000

PURPOSE

Catholic Early EdCare (CEEC), a Directorate of Centacare under the Corporation of Trustees of the Roman Catholic Archdiocese of Brisbane is committed to achieving and maintaining the highest practical standards of workplace health and safety for its workers, visitors and children in the care of Catholic Early EdCare.

This policy has been developed to the strategies Catholic Early EdCare will implement to build children's confidence and self-esteem; provide children with support, guidance and opportunities to manage their emotions and develop ways to appropriately control their own behaviour.

This policy also outlines Catholic Early EdCare' commitment to promote collaborative approaches to behaviour guidance and support between Catholic Early EdCare, Parents/Carers and/ or external agencies

This policy is in compliance with –

Education and Care Services National Law 2010	Section 3	(2)(b)
	3	(3)(a)(b)(c)(d)(e)(f)
Education and Care services National Regulations		166
		84
		155-156
	168	(j)

National Quality Standards for Early Childhood Education and Care	Quality Area 1	1.1.1
		1.1.2
		1.1.3
	Quality Area 2	2.2.1
		2.2.2
		2.2.3
	Quality Area 3	3.2.1
		3.2.2
	Quality Area 4	4.1.1
		4.1.2
	Quality Area 5	5.1.1
		5.1.2
		5.2.1
		5.2.2
	Quality Area 6	6.1.2
6.1.3		
6.2.2		

SCOPE

This policy applies to staff members as defined in the Education and Care Services National Law.

1. POLICY STATEMENT

1.1 It is the policy of Catholic Early EdCare to -

- Provide positive guidance to children in the care of Catholic Early EdCare that reflects current practice to promote a child's emotional wellbeing, develop a child's self-esteem and promote the development of positive behaviour and the ability to self-regulate behaviour
- Prohibit the use of physical punishment and restraint; physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.
- Prohibit the taking of photos/creating videos of children (in relation to children's behaviour) without the approval of Parents/Carers and the Area Manager
- Acknowledge that children need guidance and support in understanding and regulating their behaviour, and develop the ability to consider alternative positive behaviours
- Support each child in the care of Catholic Early EdCare to build and maintain sensitive and responsive relationships with other children and adults and to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
- Avoid inappropriate discipline practice such as a 'time out'. A 'time out' practice isolates a child from their peer group and does not address challenging behaviour, does not encourage the child's sense of agency
- For children who have a diagnosis of a disability or developmental delay, or may emerge with characteristics of a child with 'an additional need' whilst in the care of Catholic Early

EdCare, behaviour guidance and the development of social competence, will need to be tailored to the specific needs of the child. The strategies to be implemented will be documented in collaboration with the parents/guardians, outside agencies and educators. Outside School Hours Care Services may request the permission of Parents/Carers (Refer Enrolment forms) to contact school staff to encourage collaboration in meeting the needs of individual children.

2. STAFF MEMBER RESPONSIBILITIES

2.1 It is the policy of Catholic Early EdCare that Staff members will –

- Acknowledge that a child's behaviour may be influenced by -
 - Age
 - Health and wellbeing
 - Development
 - Level of familiarity with a Service's routines and operation.
 - Play and learning environment(s)
 - Educator teaching strategies/programming
 - Relationships with other children
 - External factors such as home and family environment
- School and peer group experiences
- Consult with Parents/Carers to establish behaviour support strategies in instances where a child continues to behave in an unacceptable manner. This process is required to ensure children are treated with respect, empathy and are afforded the opportunity to communicate
- Promote consistency amongst all workers in a uniformed approach to what is deemed acceptable or unacceptable behaviour, and encourage communication amongst all workers on best practice
- Develop a supporting relationship with children which encourages them to learn skills in self- regulation by supporting, encouraging, listening, accepting, trusting, respecting and negotiating differences
- Avoid promoting negative behaviours such as criticising, blaming, complaining, nagging, threatening, punishing and bribing.
- Develop individual strategies for guiding and supporting positive behavioural outcomes in accordance with the Vision, Mission and Values of Centacare
- Model appropriate behaviour, use positive and engaging language, gestures, body language, facial expressions, tone and volume of voice.
- Engage with and monitor children's play and interactions, pre-empting triggers for potential conflicts or challenging situations and support children self-regulate

- Use problem solving techniques as a learning opportunity with children i.e. collaboration with deciding on rules for games and methods for working together that are supportive and safe
- Promote the development of a child's sense of agency
- Clearly communicate behaviour expectations in positive terms and reinforce consistently in a developmentally appropriate way
- Support children to make appropriate choices, accept challenges, manage changes, cope with frustration, and experience the consequences of their actions as this forms part of the development of emotional regulation
- Acknowledge children through encouragement when they make a positive choice in managing their own behaviour
- Adopt a long term approach to supporting children's behaviour, wellbeing, development and learning
- View all interactions with children as an opportunity to teach and improve social and emotional interaction and communication
- Organise and resource the learning environment to engage children in their play whilst providing clear boundaries, precise and simple directions that invite and encourage success
- Model and discuss expected behaviours, support actively calming down of any emotional situations and focus on positive behaviours
- Maintain a consistent approach when interacting with children to develop their social and emotional learning through collaboration with Parents/Carers and other staff members

2.2 It is the policy of Catholic Early EdCare that all Services will manage challenging behaviour by–

- Labelling the negative behaviour not the individual child
- Providing where appropriate a 'cooling off' period for a child that encourages the child to calm down before discussing the event(s)
- Avoiding inappropriate discipline practice such as a 'time out'
- Talking with the child respectfully and preferably away from the rest of the group
- Providing the child with the opportunity to think about and talk through –
 - Baseline behaviours agreed on by the group i.e. taking turns etc.
 - Behavioural choices i.e. choosing more appropriate behaviour in the future
 - Plan how to follow through with new/wiser behaviour choices
 - Plan how to rebuild/reconnect relationships that may have been affected as a result of their inappropriate behaviour choice and work at addressing

3. MANAGING CHALLENGING BEHAVIOUR

3.1 It is the policy of Catholic Early EdCare that all Services will manage challenging behaviour by-

- Acting immediately if a child's behaviour creates a danger to themselves or others
- Talking through the issue with the child or children concerned
- Considering the following points in relation to the child or children who consistently display unacceptable behaviour -
 - The expectations of the child's behaviour are realistic and developmentally appropriate
 - The child understands the expectations
 - There is no conflict between home and Service expectations
 - The child's needs are being met- i.e. adequate storage for personal belongings, adequate nutritional snacks provided and adequate personal space.
 - The child has no conditions/circumstances which may cause the unacceptable behaviour
 - The child isn't copying observed behaviour
 - Events or the behaviour of staff members at the Service have not encouraged the behaviour
 - Consequences of the behaviour do not encourage it to persist
 - Strategies are consistently followed by all workers in contact with the child.
- Where children exhibit recurring behavioural challenges, consideration may be given to developing a behaviour support plan with approval by the Director/Coordinator and in consultation with the Area Manager, other staff members, Parents/Carers and the individual child

4. BEHAVIOUR SUPPORT PLANS

4.1 When completing individual behaviour support plans, Catholic Early EdCare Services will –

- Develop individual behaviour support plans with the focus on identifying the needs of the child and developing methods for enhancing the child's learning and social interaction
- Use the behaviour observation record for an individual child, in collaboration with all relevant stakeholders, prior to devising a behaviour support plan
- Ensure behaviour support plans meet the following principles
 - Teach not punish. Therefore, focus on proactive rather than reactive responses.
 - Be developed for that child alone
 - Be reviewed regularly and fine-tuned always
 - Not be stressful for the child or the adult
 - Engage families wherever possible

- Take full account of how the child makes sense of the environment and how they interpret the space around them
- Discuss and assist with any concerns Parents/Carers may have in respect to their child's behaviour or participation in a support plan
- Consult with the Area Manager and should unacceptable behaviour persists. This may result in further discussion with Parents/Carers and collaboration with appropriate agencies/professionals

5. EXCLUSION (DUE TO BEHAVIOUR)

5.1 It is the policy of Catholic Early EdCare to exclude children in the following sequence –

- Area Manager will communicate in writing to Parents/Carers the concerns and request assistance with addressing the child's behaviour needs
- Area Manager to request the opportunity to discuss concerns relating to the child's behaviour
- The decision to invoke a temporary exclusion of a child from a Service may only take place when all strategies employed to deal with challenging and persistent behaviour have been consistently implemented and exhausted will be determined following discussion with the Area Manager and Parents/Carers.
- A child (and Parents/Carers) returning to the Service following exclusion will be provided with support, guidance and time to display a positive change in behaviour
- The decision to exclude a child permanently will be made by the Area Manager in conjunction with the relevant line manager, following discussions with the Parents/Carers and the Service
- Instances such as a child threatening to self-harm, or harm other children may require actions immediately and may result in –
 - The Parents/Carers being contacted and asked to collect their child
 - The involvement of the emergency services

SUPPORTING DOCUMENTS

N/A

COMPLIANCE

Breaches of this policy will be dealt with under Centacare's misconduct provisions, as stated in the Employment Guidelines Code of Conduct.

IMPLEMENTATION

Centacare will place this policy on the Archdiocesan Intranet (AI). Directors and managers are responsible for ensuring that the appropriate communication of policies and supporting documents to staff has occurred. All staff are responsible for understanding and complying with this policy. Contact the Policy Sponsor for further interpretation of this policy.

DEFINITIONS

Childs sense of agency	Being able to make choices and decisions to influence events and to have an impact on one’s world
Guidance (behaviour guidance)	The current thinking about the most positive and effective way to help children gain understanding and learn skills that will help them to learn to manage their own behaviour
Staff Member	In relation to an education and care service, means any individual (other than a volunteer) employed, appointed or engaged to work in or as part of an education and care service, whether as an <ul style="list-style-type: none"> ▪ Educator ▪ Director/Coordinator ▪ Nominated Supervisor; ▪ Or otherwise.
Educator	Educator means an individual who provides education and care for children as part of an education and care service.

6. RECORD KEEPING

- 6.1 Catholic Early EdCare will maintain all records as required by AOB and Centacare policies and procedures relating to record keeping
- 6.2 All Catholic Early EdCare Services are required to maintain all records in their Service folder on the L:\ drive.
- 6.3 All Catholic Early EdCare Services will adhere to Division 3 – Information and record keeping requirements, Education and Care Services National Regulations; specifically Subdivision 4 – Confidentiality and Storage of Records (181, 182, 183, 184).
- 6.4 Catholic Early EdCare will ensure all privacy provisions are implemented in relation to record keeping in accordance with the Archdiocese of Brisbane (AOB) privacy statement and AOB privacy policy available on the AI portal this extends to storing records in a secure and confidential manner.
- 6.5 Service records will be maintained (stored and preserved) in conditions suitable to the length of time they need to be kept and made available for use. This applies regardless of the format of the records or the media they are stored on.
- 6.6 Catholic Early EdCare will coordinate the removal, archiving and disposal of records as required.