



GUIDING CHILDREN'S BEHAVIOUR

SPCC Saints Academy – After School 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 (My Time, Our Place 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 will be communicated to all families, children and educators along with consequences for inappropriate behaviour. SPCC Saints Academy – After School 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). Educators and children establish agreed behaviours and consequences with agreements displayed in services and positively reinforced during daily practice. SPCC Saints Academy – After School promotes a positive approach to managing the behaviour of all children. Children receive positive guidance and encouragement in resolving problems, defeats and frustrations where appropriate (Regulation 155). 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 (My Time, Our Place Outcome 3). The service will ensure 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.

SPCC Saints Academy – After School will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

PROCEDURES

(a) Guidelines:

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Where appropriate, behaviour guidance systems will align with the frameworks set by partner schools to support a consistent whole-school community approach.
- 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;
 - ❖ 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; and
- ❖ Use appropriate language at all times.

(b) 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.
 - ❖ Look for meaning beyond children's behaviour to determine any underlying causes of misbehaviour. Collaborate with families and colleagues to act accordingly.
 - ❖ 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
 - ❖ Identifying children's strengths and building on them; and
 - ❖ Seeking support from other educators and management.

(c) 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 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; and
 - ❖ 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:

- ❖ Identifying key unacceptable behaviours, making it clear that these behaviours are not acceptable and the expectation that they will not be repeated as a condition of continuing in the service.
- ❖ Overview the approach used to support the child to stop and think before acting, with staff then assisting them to choose other alternative appropriate behaviour;
- ❖ The child's life outside the service and agreeing to a similar approach with family and School (where applicable and appropriate).
- ❖ Any problems that may be causing the behaviour.
- ❖ As necessary, consent of the family to seek advice and assistance from relevant external specialists to support the service, child and family with strategies to address the matter.
- ❖ If persistent inappropriate behaviour continues, then suspension or exclusion of care may be considered.

(e) Suspension of Care or Exclusion:

Suspension of care or Exclusion of care may be necessary in extreme cases to protect other children and educators. The service reserves the right to suspend or exclude the child from the service; this may be a temporary or permanent measure. The following steps will be taken should this action be necessary -

- Nominated Supervisor will consult with SPCC Saints Academy – After School Head/ Management about whether suspension or exclusion is a suitable course of action regarding the incident/s.
- Nominated Supervisor will provide the family with verbal & written confirmation of the decision.
- Written confirmation will state;
 - ❖ Summary of the inappropriate behaviour.
 - ❖ Dates of the suspension or exclusion period.
 - ❖ Meeting request with the child, parent/guardian & Nominated Supervisor to discuss expectations of returning to care.

All educators will refer to The Child Safe Standards Guide, published by NSW Government, <https://www.ocg.nsw.gov.au/ArticleDocuments/838/ChildSafeStandardsGuide.pdf.aspx?Embed=Y>

This policy links to the following;

Education and Care Service National Regulations 2021: 155

Other: My Time, Our Place Framework Outcomes 1, 2, 3, National Quality Standards 2,4,5,6, Child Safe Standards.