

2.6 CKC Behaviour Support and Management Policy

This service recognises the wide range of age groups that access to Outside School Hours Care, the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, Educators, and children all have roles to play, as detailed in this policy. Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour;
- Respecting each individual child, preserving, and promoting their self-esteem.
- Encouraging positive behavior using praise and effective programming; and
- Having regard to all principles as set out in the service Philosophy Statement.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *'My Time, Our Place' Framework for School Age Care in Australia*
- *National Quality Standard, Quality Area 5 Relationships with Children*
- *Policies: 2.1 - Respect for Children, 2.3 - Educator to Child Ratios, 2.7 - Exclusion for Behavioural Reasons, 2.11 - Including Children with Special/Additional Needs, 3.3 - Educators Practice, 3.10 - Observational Recording, 4.6 - Medication, 5.2 - Food and Nutrition, 9.3 - Communication with Families, 9.5 - Complaints Handling.*



Procedures

Educators are trained to respond to various developmental stages of the differing ages of the children who attend the service and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the service.

Educators are trained to respond to various developmental stages of the differing ages of the children and will apply the appropriate strategies from the school

Educators involve the children as far as reasonably possible in developing behaviour expectations for the service.

These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the service. This information is also provided in the Educator Handbook and in the Family Handbook issued to all parents/guardians on enrolment. School behaviour expectation posters are on display throughout the service to ensure consistency throughout the child's day.

Educators are required to discuss the behaviour expectations with the children on a regular basis, reinforcing why they are important.

Educators are required to:

- *Model appropriate behaviour, including using positive language, gestures, facial expressions, and tone of voice.*
- *Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviours;*
- *Constantly and consistently use positive guidance strategies when reinforcing the service / school behavior expectations.*
- *Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions; and*
- *Acknowledge children through encouragement or reward when they make a positive choice in managing their own behavior.*

The expected behaviours for children and families will be on display in the Service. The service has its own behaviour matrix. (CKC Minor / Major Behaviours 2.6.1)

Educators are not permitted at any time to use physical force/restraint or physical, verbal, or emotional punishment and practices that demean, humiliate, frighten, or threaten a child.

Educators promptly support children, who are experiencing anger, frustration, or fear, to move to another activity, or a prearranged downtime /safe place.

Educators are required to follow the service behavior management strategies and techniques, including completion of an incident report to be signed by the parent/guardian at the end of the day.

Behaviour support plans will be implemented if deemed necessary by the Coordinator/Responsible Person. Support plans will be developed collaboratively with the Coordinator, parent/carers, child, and other health/educational professionals as required.

Parents/carers are not permitted to approach other children attending the service regarding behavior incidents and/or issues.

Date of Development	Date Ratified	Date of Review	Date Ratified
August 2018	24 August 2018	September 2020	September 2020
		Feb. 2022	July 2022