

	<b>POLICY CS-0026.B</b>
 <b>MACQUARIE</b> University	<h1>GUIDING CHILDREN'S BEHAVIOUR</h1>

<b>Purpose</b>	To ensure that all Children's Services staff understand and follow the basic premise underpinning the positive guidance of children's behaviour.
<b>Overview</b>	<p>This policy promotes children's safety, wellbeing and development and ensures that staff and families are aware that the use of physical punishment, isolation, humiliation, intimidation or negative labeling is not acceptable under any circumstances.</p> <p>Educators are in a strong position to foster social and emotional competence and provide safe and supportive environments for children to learn, practice and master new skills and behaviours. Although many children learn these skills naturally, for some it can be a challenge which requires more focused teaching and support.</p>
<b>Scope</b>	Campus Life Children's Services
<b>The Policy</b>	<p>Educators and families proactively work together to positively guide children's behaviour to ensure the child's social and emotional wellbeing.</p> <p>The use of physical punishment, isolation, humiliation, intimidation, retribution or negative labeling is not acceptable under any circumstances.</p> <p>Educators recognise and understand that a child's behaviour may be affected by:</p> <ul style="list-style-type: none"> <li>• their age and development;</li> <li>• their general health and wellbeing;</li> <li>• their relationships with their family;</li> <li>• their play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;</li> <li>• the educator's caregiving strategies and practices, which includes how those strategies are implemented;</li> <li>• their relationship with other children and stakeholders, such as students, volunteers and visitors; and</li> <li>• external factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.</li> </ul>

While educators are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual needs of families and children with the educators' knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

Consistency and clear expectations from educators are two major components of effective role modeling and fostering the learning of positive behaviours.

### **Examples of appropriate and inappropriate behaviour**

Depending on a child's developmental level, appropriate behaviours may include:

- Sharing and taking turns
- Negotiating with peers
- Actively listening to staff
- Displaying empathy for others
- Identifying problems and attempting to solve them
- Managing emotions and behaviour appropriately
- Using words to express themselves

The following are considered inappropriate behaviours:

- Biting or otherwise physically harming another child or adult in any way
- Being physically aggressive or bullying in any manner (name calling, teasing, excluding others)
- Not showing respect for the environment, resources and learning spaces

### **Challenging Behaviour**

Inappropriate behaviours are considered 'challenging behaviours' where the behaviour is persistent and commonly used and normally effective strategies are not effective in managing these behaviours. These behaviours may affect the child's capacity to participate in the program and/or their ability to socialize appropriately with their peers.

Additional strategies may be used to manage challenging behaviours, including access to external support services and development of Individual Behaviour Support Plans (IBSP) and/or Behaviour Emergency Action Plans (BEAP). Refer to *CS-0018 Guiding Children's Behaviour Procedure* for more information.

### **Children**

Children are encouraged to understand how their behaviour impacts on others and to learn to manage their own emotions. They will be supported in their social and emotional development in ways that maintain and promote their personal rights and dignity.

Children have access to a positive environment, free of emotional and physical intimidation. They are encouraged to express their emotions

in an appropriate manner and given the support they require to do this. Children have opportunities to practice their problem solving and negotiation skills in a safe, supported environment.

Children are involved in establishing play and safety limits in the service, which reflect recommended best practices, and the consequences involved when limits are not adhered to.

Children are active participants in the development, implementation and monitoring of behaviour guidance management plans, and should be consistently communicated with during the process where appropriate for their age/developmental level.

Children have opportunities to seek information that can assist them in dealing with their emotions. This might include display of posters with phone numbers such as Kids Helpline in Vacation Care or staff initiating targeted conversations with younger children.

Regular discussions are held with all children, where it is developmentally appropriate, about expectations and consequences of behaviour. These children are encouraged to resolve conflict themselves, with guidance and support from educators where required, and also to help set 'rules' and agreed behaviour expectations.

Bullying is not acceptable and children have access to information and support related to bullying prevention (Refer to *CS-0037 Children's Services Bullying Prevention and Management Policy*).

### **Educators**

Educators will treat all children fairly and with respect. Appropriate behaviour will be positively reinforced and inappropriate behaviour will be managed as per the *CS-0018 - Guiding Children's Behaviour Procedure*.

All staff, including casual educators, students, and volunteers are informed during induction of this Policy and associated procedure and afterwards are updated on current strategies as relevant, particularly where an IBSP or BEAP are in place.

Educators are aware of indicators that a child is a bully/being bullied and take action as per *CS-0037 Children's Services Bullying Prevention and Management Policy*.

Educators will provide families with information about appropriate strategies to use for managing challenging behaviours at home.

### **Families**

Families and educators will work in partnership so that families

- provide the centre with information about their child's behaviour, the limitations in the home, and family expectations

- receive information upon enrolment about the behaviour guidance strategies in place at the centre, including this policy
- receive additional information throughout the year about appropriate behaviour guidance and expectations of behaviour through conversation between educators and families, in newsletters and handouts, and through family in-service sessions
- are supported in understanding and encouraging the social and emotional development of their child / children

### **Management**

Management will work in partnership with the Centre Manager to ensure

- compliance with the Regulations and Law and any other legislative requirements
- that the rights of children and families to privacy and confidentiality is maintained and respected at all times
- that non-compliance with this Policy is monitored and appropriate action taken
- that educators have access to appropriate training and support in guiding children's behaviour and managing challenging behaviours
- that the induction process for all staff includes the Guiding Children's Behaviour Policy and Procedure
- that educators obtain parental consent prior to contacting external support services

### **Excluding a child**

Campus Life has a duty of care to ensure the safety of all children, staff, parents and visitors at each centre.

A child's enrolment may be reviewed where the child exhibits dangerous, violent, aggressive, or consistently inappropriate behaviours that

- infringe on the rights of others, or
- harms the child or others, or
- limits the ability of the child or others to participate in the program

In these instances, exclusion is considered only if:

- Adequate support has been offered to the child
- An IBSP has been developed and implemented for this child
- The parents are aware of the situation and have been referred to relevant support agencies

A decision to exclude a child is made by the Campus Life CEO in consultation with the Children's Services Manager, and the Centre Manager/Junior Science Academy supervisor.

A decision to exclude is effective immediately and is non-negotiable.

<b>Keywords</b>	Behaviour Management; positive behaviour; challenging behaviours
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<b>Date Approved</b>	Sept 2012
<b>Signature</b>	
<b>Approval Authority</b>	CEO of U@MQ Limited
<b>Date of Commencement</b>	Sept 2012
<b>Amendment Dates</b>	May 2015
<b>Date for Next Review</b>	May 2016
<b>Related Policies, Work Instructions, Forms or Manuals</b>	CS-0018 Guiding Children's Behaviour Procedure CS-0019 Bullying Prevention & Management Procedure CS-0037 Bullying Prevention & Management Policy
<b>Policies/Rules Superseded by this Policy</b>	