


<p>YWCA Canberra Children's and Community Services</p>	<p>Policy No CS 4.3</p>
<p>BEHAVIOUR GUIDANCE AND SUPPORT POLICY</p>	
<p>Formulated: October 2009 Revised: August 2015, March 2020, June 2020, November 2020, November 2021 Endorsed by: Executive Director</p>	
<p>Purpose of the Policy</p>	<p>This policy is to inform all YWCA Canberra employees, families, and children about our approach to managing inappropriate behaviour, by ensuring appropriate strategies are used to guide all children to recognise, manage and reflect on their behaviours and express their emotions in positive, non-threatening and productive ways.</p> <p>YWCA Canberra understand positive behaviour guidance strategies play a vital role in providing safe, happy and supportive environments for all children. We recognise the variety of; age groups, diverse backgrounds and developmental needs of individual children that access our Children's Services Programs.</p>
<p>Definitions</p>	<p>Behaviour: the way in which one acts or conducts oneself, especially towards others.</p> <p>Bullying: is a term for inappropriate behaviour that is ongoing and repeated. Bullying can be verbal, physical and/or social.</p> <p>Children: in this policy means all young people from 6 weeks to 18 years of age.</p> <p>Conflict: a challenge to the way a person thinks or behaves. It can be an uncomfortable process for young children, causing one, both, or all children involved uneasiness, fear, or a range of other strong emotions.</p> <p>Exclusion: is the process of ceasing a child's enrolment due to repeated inappropriate behaviour.</p> <p>Positive behaviour guidance: the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour.</p> <p>Self-manage: also referred to as "self-control" or "self-regulation," is the ability to regulate one's emotions, thoughts, and behaviours effectively in different situations.</p> <p>Suspension: is the process of putting an enrolment on hold until an agreement is made between all stakeholders.</p>
<p>Scope</p>	<p><i>All YWCA Canberra Children's services that operate under the Education and Care National Regulations (2011), including Before and After School Care Services, Family Day Care, Holiday Programs, Early Learning services and any other interim or adhoc service provided by the portfolio, as deemed appropriate by the Children's Services Executive Director or the Community Services Executive Director. Parents and Authorised Nominees of children enrolled at any YWCA Canberra Children's Services Programs.</i></p>
<p>Policy</p>	<p>Educators, staff and youth engagement teams will use behaviour guidance techniques that are designed to show children respect, and to assist them to develop skills to resolve</p>

differences of opinion and conflicts appropriately and successfully.

Our educators and staff will provide positive guidance to all children and young people who attend the services and will participate in regular training on developing relationships with children, behaviour guidance and inclusive practices.

All persons working with children will encourage acceptable forms of behaviour that build children's self-confidence and self-esteem and provide strategies to enable children to control their own behaviours. Educators will create a physical and emotional environment that facilitates personal and social growth.

Children's services and youth engagement teams will develop clear guidelines outlining acceptable behaviours in collaboration with children, families and educators. Limits to behaviour will be determined and clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.

School Age Care guidelines will be consistent with school values, expectations and code of conduct for the students.

YWCA Canberra practices when supporting children's behaviour are informed by; behaviour guidelines, the United Nations Rights of the Child, the Early Years Learning Framework, staff professional development, as well as regular observations of all children.

Active collaboration between staff, families and children is an essential element of our behaviour support practices. Educators will collaborate with families to ensure development of positive behaviour guidance strategies, which offer encouragement towards acceptable behaviour and maintain consistency across both environments. The family's role in behaviour guidance will be acknowledged and respected.

Developing positive, professional, and meaningful relationships with all children and young people is paramount to all practices and pedagogies. Educators take a human rights approach to intentionally teaching all children respectful relationships skills, self-regulation and gender equality.

When designing spaces, educators will consider the number of children and activities that take place in the spaces. To support children's engagement and conflict resolution, educators will be appropriately located throughout the learning spaces.

Educators will recognise triggers of potential conflicts, and they will respond quickly and effectively to minimise stress, and support children through the conflict resolution process. All staff will engage in positive guidance techniques to prevent children or staff being at risk, or becoming injured, as a result of challenging behaviour.

	<p>Educational leaders will provide access to professional development and support to educators on how to achieve effective conflict management with children and young people.</p> <p>In our services, a child will never be threatened with, or receive, any form of physical, verbal or emotional punishment, including withholding of support, food or comfort. Educators will not leave a child unsupervised or make a child feel frightened or humiliated. Educators commit to providing children with positive feedback, positive conflict management skills and positive interactions. Behaviour guidelines and consequences will be displayed for information and comment. Guidelines and consequences will be regularly reviewed and evaluated to ensure they continue to meet children’s individual needs.</p> <p>Behaviour guidance requires a broad approach for children to be physically and psychologically safe, gradually guiding them to communicate needs verbally, and developing independence skills without the use of aggressive or destructive behaviour to resolve conflict to meet their needs.</p> <p>If a child consistently displays aggressive or inappropriate behaviour, guidance may be sought in consultation with the family and from external professional support agencies. YWCA Canberra reserves the right to exclude children who put staff, or other children, at risk of harm due to continued aggressive or inappropriate behaviour.</p>
References including legislation	<p>YWCA Canberra Children’s Services ACT Children’s Education and Care Assurance (CECA)/NSW Education Directorate.(ECED) Education and Care Services National Regulations 2011(S 165, 166, 167) Reg: 74, 82, 83, 84, 103, 115, 122, 123, 123A, 124, 155, 156, 165, 166,167, 168(2)(j), 169, 170, 171, 172, 175 (d)(e) Education and Care Services National Law (ACT) Act 2011 (S 3(2) (b); 3(3)(a)(b)(c)(d)(e)(f); 166,167) My Time, Our Place Framework for School Age Care Early Years Learning Framework National Quality Standards (QA3,5)</p>
Review Date	July 2023
Related policies	<p>CS1.5 Supervision of Children CS1.6 Communication CS2.3 First Aid CS2.10 Accident, Illness, Injury and Trauma CS4.1 Additional Needs Policy CS4.2 Professional Support Partners CS4.4 Resiliency and Wellbeing of Children CS5.4 Relationships with Children and Families</p>
Prepared by	Operations Manager of ECEC & Quality and Compliance Coordinator.

YWCA Canberra Children's and Community Services		Procedure No CS 4.3
BEHAVIOUR GUIDANCE AND SUPPORT PROCEDURE		 YWCA CANBERRA
Formulated: October 2009 Revised: August 2015, August 2021, November 2021 Endorsed by: Senior Management Team		
Procedure Type	Services	
Purpose of the Procedure	Aim YWCA Canberra recognises the variety of diverse backgrounds, developmental needs and age groups of individual children, that access our Children's Services Programs. With respect to children's rights educators and staff will support children to develop to their full potential by assisting them to self-manage their own behaviour. YWCA Canberra understand positive behaviour guidance strategies play a vital role in providing safe, happy and supportive environments for all children.	
Definitions	Behaviour: the way in which one acts or conducts oneself, especially towards others. Bullying: is a term for inappropriate behaviour that is ongoing and repeated. Bullying can be verbal, physical and/or social. Children: in this policy means all young people from 6 weeks to 18 years of age. Conflict: a challenge to the way a person thinks or behaves. It can be an uncomfortable process for young children, causing one, both, or all children involved uneasiness, fear, or a range of other strong emotions. Exclusion: is the process of ceasing a child's enrolment due to repeated inappropriate behaviour. Positive behaviour guidance: the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Self-manage also referred to as "self-control" or "self-regulation," is the ability to regulate one's emotions, thoughts, and behaviours effectively in different situations. Suspension: is the process of putting an enrolment on hold until an agreement is made between all stakeholders.	
Scope	<i>All YWCA Canberra Children's services that operate under the Education and Care National Regulations (2011), including Before and After School Care Services, Family Day Care, Holiday Programs, Early Learning services and any other interim or adhoc service provided by the portfolio, as deemed appropriate by the Children's Services Portfolio Director. Parents and Authorised Nominees of children enrolled at any YWCA Canberra Children's Services Programs.</i>	
Procedure	YWCA Canberra Children's and Community services will support staff and Educators with developing and implementing appropriate positive guidance techniques for children in their education and care service and share professional development opportunities to encourage strategies that reinforce a positive learning environment for all children.	

YWCA Canberra educators and staff will support children to recognise, manage and reflect on their behaviours, and express their emotions in positive, non-threatening and productive ways. To address children's unacceptable or inappropriate behaviours all YWCA Canberra Children's and Community Services seek support and guidance from the Operations Manager of ECEC or Operations Manager of SAC and FDC.

Educators and staff will:

Build and maintain reciprocal relationships with each child to inform individual positive behaviour strategies which support prevention and management of children's behavioural needs.

Always act on any aggressive or inappropriate behaviour or when a child/adult is at risk of harm, injury or trauma as a result of the behaviour of any child/adult.

Support each child to regulate their own behaviour, respond appropriately to behaviours of others and communicate effectively to resolve conflicts.

Support each child to develop responsive relationships and learn in collaboration with others, setting clear and easily defined rules, guidelines and consequences.

Encourage and support a child's attempts to communicate their needs, thoughts and feelings while being aware of developmentally appropriate behaviour and realistic expectations.

Collaborate with children to provide safe and supportive environments, offering children choices in decision making processes, where appropriate.

Respectfully respond to and acknowledge each Child's emotions, ensuring the dignity and rights of every Child is maintained and guidance is delivered in an ethical manner. *Meaning*; not making promises to children that they cannot commit to, not using bribery, not bargain or trade as a means of guiding children's behaviour, including the use of reward stickers, food or other external incentives, unless there is a specific inclusion support plan for the child.

Respect the values of families and form partnerships to support their Child/ren to recognise, manage and reflect on their behaviours. Together with the family, educators will set behaviour goals for the child where appropriate and work closely in partnership with families in developing behaviour guidance strategies.

Collaborate with families, YWCA Canberra quality support team and other professionals (with family permission) where applicable e.g., Occupational Therapist, clinical psychologist, speech pathologist in supporting children and gaining an understanding of their emotions and individual needs as well as helping children to identify these.

Biting/Bullying

In relation to behaviours which result in a child biting in ECEC or being

bullied in SAC, confidentiality will always be maintained, as Educators monitor and document to determine the context and management of each incident.

Educators will provide safe alternative objects to aid expression of challenging emotions, such as teething rings to bite or cushions to squeeze. Educators will provide close support with regular resetting of engaging experiences, to ensure opportunities for biting, bullying and other undesirable behaviours are minimised and that specific children are not targeted.

Educators will collaborate with children and families regarding ongoing incidents of biting or bullying, to develop positive behaviour guidance strategies and encourage consistency in both environments.

Every measure will be taken to ensure each Child remains physically and psychologically safe, gradually guiding them to communicate needs verbally, and developing independence skills without the use of aggressive or destructive behaviour to resolve conflict to meet their needs.

In order to overcome bullying in our SAC services, our educators will understand the following information and maintain the following practices:

- understand that children of all backgrounds can bully or be bullied
- remain aware that any child could engage in bullying behaviour from time to time
- recognise that the child who bullies may also be the victim of bullying.

If bullying is reported at any of our programs, YWCA Canberra will conduct investigations and will act accordingly on the outcome of the investigation. The family of both the complainant and the child subject to the allegation will be consulted during this process.

Exclusion for School Age Care Services

YWCA Canberra has an obligation to educators, children and visitors attending programs to ensure that the environment is responsive to the needs of all children. All children educators and families have the right to a safe and secure environment while attending our services.

Families will be approached regarding issues of unacceptable and inappropriate behaviour. Families will be requested to support the program when discussing behaviours, consequences and developing management plans.

Warnings will be given to children and families regarding ongoing issues.

The program may exclude a child from its care if:

A child has caused physical and/or emotional harm to another child, educator or visitor;

Has caused damage to property, equipment and/or resources of the school or program; and

	<p>Has caused significant disruption to the conduct of the program, including continual use of bad language and defiance.</p> <p>Suspension may be the immediate option that allows time for a meeting between the program and family to determine a satisfactory outcome for all parties.</p> <p>If an agreeable outcome cannot be reached, written notice will be given to the parent/guardian of the child for exclusion from the program.</p> <p><u>Exclusion Procedure</u></p> <p>If a child displays unacceptable or inappropriate behaviour, the Service will follow the below procedure:</p> <p>The child will be required to sit with an educator to complete a “Child’s Record of Behaviour” form for the incident. Upon collection, the Program Manager will notify the child’s parents of the incident and the parent will be required to sign the document.</p> <p>If the child receives two “Record of Behaviour Forms” for the same incident, a behaviour agreement will be developed in consultation with the Service, the child and the family.</p>
<p>References including legislation</p>	<p>YWCA Canberra Children’s Services ACT Children’s Education and Care Assurance (CECA)/NSW Education Directorate (ECED) Education and Care Services National Regulations 2011(S 165, 166, 167) Reg: 74, 82, 83, 84, 103, 115, 122, 123, 123A, 124, 155, 156, 165, 166,167, 168(2)(j), 169, 170, 171, 172, 175 (d)(e) Education and Care Services National Law (ACT) Act 2011 (S 3(2) (b); 3(3)(a)(b)(c)(d)(e)(f); 166,167) My Time, Our Place Framework for School Age Care Early Years Learning Framework National Quality Standards (QA3,5)</p>
<p>Review Date</p>	<p>Review July 2023</p>
<p>Related Policies</p>	<p>CS1.2 Record Keeping CS1.5 Supervision of Children CS1.6 Communication CS2.3 First Aid CS2.10 Accident, Illness, Injury and Trauma CS4.1 Additional Needs Policy CS4.2 Professional Support Partners CS4.4 Resiliency and Wellbeing of Children CS5.4 Relationships with Children and Families</p>
<p>Prepared By</p>	<p>Operations Manager of ECEC, Quality and Compliance Coordinator.</p>