



Behaviour Guidance

POLICY STATEMENT:

Our Service 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. The service 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). Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats, and frustrations where appropriate. 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.

The service 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.
- 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
This includes stealing other people's property including HHOOSH's.
Deliberately throwing, kicking and breaking HHOOSH's resources, resulting in damage.
(This does not include games involving sport e.g., kicking a soccer ball unless it was caused to purposely hurt a person or damage property e.g., a window).

HHOOSH has set rules regarding the services resources in which has been communicated to children as well as staff to ensure safety and respect for all. Any rules not being followed repetitively by a child, will result in being banned from an activity for the rest of the session.
 - ✓ Share with other children and be inclusive
Allowing children of all ages, abilities and identities to participate in children's games.
 - ✓ Accept and respect individual needs and differences
 - ✓ Clean up after activities
It is compulsory for all children to help in pack away time as a group as well as packing away as they go throughout their play and involvement at the centre.
 - ✓ Be polite to educators and to each other
This includes responding to educators and each other kindly and with respect e.g., listening, cooperating, understanding, calm tone of speech and using non-aggressive/offensive body language.
 - ✓ Follow the instructions from educators
Instructions given by staff are to be respected by children. Examples are leaving the out of bounds areas, going in pairs to the bathroom, picking up after themselves e.g., toys and food.
 - ✓ Play only in the allocated areas and as directed by educators and not enter areas that educators have designated as "out of bounds"
This includes not attempting to leave the school premises without an authorised guardian.
 - ✓ 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.
Other examples include but are not limited to; biting, hitting (slapping and or punching) and pulling a part of a person's body whether it may be towards another child at the



service or a staff member.

- ✓ Not bully or engage in any form of aggressive behaviour
This includes discriminating a person's (child or staff) race, ability, socioeconomic status and family aspects.
- ✓ Use appropriate language at all times.
Inappropriate conversations are not tolerated at the service nor is coarse language.

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
 - ✓ 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, providing help and input, 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 these limits
 - ✓ Involving the family and the child in appropriate ways in addressing challenging behaviour
 - ✓ Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)
 - ✓ Identifying children's strengths and building on them
 - ✓ 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 be calmly redirected to move away from the group/activity. This to ensure that further harm to oneself and others is limited and provides the child time to think about their actions and how this can be improved on for possible incidents in the future. An educator will then discuss with the child ways this can be improved on for future and once resolved, the child may return to play.
- ✓ 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:
 - ✓ Alternative approaches to behaviour guidance
 - ✓ The child's life outside the service
 - ✓ Any problems that may be causing the behaviour
 - ✓ A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.
 - ✓ In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
 - ✓ The child's family has been notified and given the opportunity to discuss their child's behaviour
 - ✓ Educators, Nominated Supervisor and Approved Provider have given careful consideration to the problem.
 - ✓ Adequate support and counselling is sought (if necessary)
 - ✓ Clear procedures have been established for accepting the child back into the service.

As a childcare or education service, our top priority is the safety and well-being of all children and staff members. While we follow established guidelines and procedures for the exclusion of a child, there may be exceptional circumstances where a child poses a significant harm or threat to staff and other students, and exclusion may be necessary without following the guidelines.



HHOOSH's Raffle Ticket Award System

The raffle ticket award system is used to encourage children's positive behaviour, such as but are not limited to:

- Packing away enthusiastically
- Showing great sportsmanship
- Showing kindness and respect to other students as well as staff
- Helping staff out willingly
- Showing great manners
- Picking up rubbish voluntarily
- Listens to instructions given by HHOOSH staff

If a child's behaviour repeatedly becomes negative throughout the week (or they may have done something serious) a staff member is allowed to take one of their raffle tickets out of the container. The amount can depend on how much the staff member thinks is equal to their consequence of behaviour.

Children who may need extra encouragement for a specific positive behaviour e.g., no negative physical contact, being polite to others etc. can receive one raffle ticket that day to show their behaviour has been positive.

All raffle tickets are stored in one container and are announced every Friday After School Care. Children will be announced to come sit down in their year group lines near the handball courts. The year group who sits in a straight line first and are quiet will get a raffle ticket each to enter the draw before being announced.

Four children will be announced for the draw and will be drawn up by four children who have been sitting quietly. They will be drawn from a bowl so there is equal access to all names. The child will look in the other direction so they cannot pick and choose a name therefore is a random draw.

Prizes

There are three prize boxes in total that go in the following order:

Prize box order	How many tickets they need to gain access to this prize	Inside this prize box
Box A	1	Examples include but are not limited to: <ul style="list-style-type: none"> • Sensory prizes e.g., playdough, twisty, sensory balls, worm, bubble blower, magic spring • Cognitive games e.g., puzzles



		<ul style="list-style-type: none"> • Stationary e.g., pencils, pens, key chains, stickers • Active prizes e.g., handball, skip ball • Small lollipops, packets of small chips, single chocolate bars
Box B	3	<ul style="list-style-type: none"> • Child chooses one activity they would like to do the following week on a day they attend e.g., soccer, specific art craft... <p style="text-align: center;"><u>OR</u></p> <p>Prize Box B Examples include but are not limited to:</p> <ul style="list-style-type: none"> • Active games e.g.,, catch ball set, inflatable pool hockey, inflatable flying disc game, glow flyer • Create/build your own e.g., Lego, crystal aquarium, slime, bouncy balls, racing cars, surprise balls, • Sensory e.g., fidgets, foam sculptures
Box C	5	<p>Child gets to choose appropriate item they want under the value of \$30. This can include but is not limited to: Nerf gun, small Lego set, sport balls, colouring-in set, craft supplies etc...</p> <p>The prize the child choose will be consulted with a parent/guardian to ensure the</p>



		prize chosen is appropriate and accepted to take home.
--	--	--

- ✓ Children are only allowed to pick ONE prize out of each box.
- ✓ Children are given the opportunity to choose if they want to save their tickets for a bigger prize or use it straight away. This allows children to make their own decision-making.
- ✓ Each child will hold onto their own tickets as this gives responsibility to children however it will be still recorded down in case it is lost and to keep count of tickets each child has obtained if they choose to keep their ticket to gain a bigger prize.
- ✓ If a child is to pick Box A and it is a treat, it MUST go in their bags and can be eaten when they get home.
- ✓ Box B allows children to pick one activity they would like to do the following week on a day of their choice or can choose a prize from prize box B.
- ✓ Children who are absent and are drawn from the raffle will still receive it the following week when they come in next. They are still included in the four children announced.
- ✓ The raffle tickets will be rotated fortnightly, meaning every fortnight the raffle tickets will be thrown out on a Friday and will start fresh the upcoming Monday.



CONSIDERATIONS:

Education and Care Services National Law and Regulations	National Quality Standards and Elements	Other Service policies/documentation	Other
S167 R73, 74, 76, 155, 156, 157, 168, 274(a)	Standards 1.1, 2.2, 5.1, 5.2, 6.2 Elements 1.1.2, 2.2.3, 5.1.1, 5.1.2, 5.2.2, 6.2.2	<ul style="list-style-type: none"> - Confidentiality - Enrolment & Orientation - Providing a Child Safe Environment - Interactions with Children - Management of Incident, Injury and Trauma - Child Protection 	<ul style="list-style-type: none"> - Service Programs and evaluations - UN Convention on the Rights of the Child - My Time, Our Place. - Incident reports - Rewards systems if used

VERSION CONTROL AND ENDORSEMENT

Version	Date completed	Date endorsed	Review Date
2	12.5.20	3.6.20	3.6.21
2	15.7.21	15.7.21	15.7.22
2	15.7.22	15.7.22	15.7.23
2	6.4.23	6.4.23	6.4.24