

INFORMATION FACT SHEET 8 BEHAVIOUR SUPPORT AND GUIDANCE

POSITIVE APPROACH

Centacare Child Care Services values the importance of a positive approach to behaviour guidance and support that ensures children's physical safety and emotional wellbeing. Positive behaviour guidance practices are supported at **St Brigid's OSHC** to enable children to develop skills to self regulate their behaviour, preserve and promote self esteem and have regard for wider community expectations.

At the core of educators' values in programming, relationship building, teaching and caring for children will be a strong sense of inclusiveness, acceptance, tolerance, kindness, cooperation and respect for individual differences.

Educators at **St Brigid's OSHC** recognise and understand that a child's behaviour may be influenced by: their age, development and level of familiarity with the Service's routines and guidelines; general health and wellbeing; the Service's play and learning environments; educators' teaching strategies and caring practices; relationships with other children and stakeholders, and; other external factors such as home and family environment, school or peer group experiences.

CONSULTATION

Families will be consulted about issues or problems regarding behaviour. Support strategies will be developed and established which encourage children's development of effective social-emotional skills which enable them to 'interact in relation to others with care, empathy and respect' (*EYLF* and *MTOP Framework*).

STRATEGIES

In relation to providing positive behaviour guidance, all education and care givers will use the following strategies to develop good outcomes for children:

- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone and volume of voice;
- Be engaged with and monitor children's play, be aware of triggers for potential conflicts, or challenging situations, and will support children to consider alternative behaviours;
- Introduce problem solving as a teaching and learning opportunity with children, in collectively deciding on rules and ways to work together successfully;
- Clearly express boundaries for behaviour in positive terms and reinforce consistently in a developmentally appropriate way;
- Support children to make appropriate choices, accept challenges, manage change, cope with frustration and to understand and experience the consequences of their actions;
- Support children with encouragement when they make a positive choice in managing their own behaviour;
- Maintain consistency amongst all educators in a holistic approach to facilitate and encourage children to recognise and choose positive behaviour
- Recognise that children's behaviour may reflect an attempt to satisfy their basic needs (Glasser, 1998):
 - safety and survival
 - love and belonging
 - power (so they feel respected and heard)
 - freedom and choice
 - fun
- View all behaviour as an opportunity to guide, teach and encourage positive social and emotional interaction and communication.

- Organise resources and learning environments so children are engaged, given boundaries and offered clear and simple directions that invite and encourage success. The following strategies may be adopted to identify and manage deviant behaviour.
- Provide a calming, quiet environment to the child to allow them space and time to gain an emotional stability before discussing the event.
- Talk to the child quietly away from the rest of the group. The child will be given the opportunity to think about and talk through their version of the event and offered support in making better choices in future. The child and educator will plan how to maintain their new, wiser decisions.

Managing Extreme or Persistent Behavioural Challenges

If a child's behaviour places themselves, other children or staff at risk, educators will act immediately to mitigate the risk and then talk through the issue with the child or children concerned.

Where children present repetitive behavioural challenges, a behaviour support plan will be developed in collaboration with the parents, the child, the Regional Coordinator and other educators. At the core of making the decision to develop an individual behaviour support plan will be the needs of the child.

If the unacceptable behaviour persists the responsible person in charge at the service may, in collaboration with the family and other stakeholders, seek advice from an appropriate agency or professional practitioner.

Exclusion of a child from a Service will only take place where all strategies employed to deal with persistently challenging behaviour have been exhausted.

Please refer to the "Guiding and Supporting Behaviour Policy" for further information regarding this issue. A copy is available from this service.