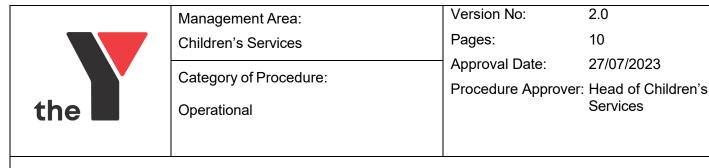


YMCA SOUTH AUSTRALIA

Behaviour Guidance Procedure



Procedure Title: Behaviour Guidance Procedure Author: Head of Children's Services

1. Purpose

Behaviour guidance aims to promote in children the development of self-discipline, self-direction, awareness and respect of self, other people and the environment. To enable each child to develop a positive self-concept, staff will use positive behaviour guidance strategies at all times. Behaviour guidance must consider children's self-esteem, dignity and rights and individual levels of development and understanding. At all times, behaviour guidance must consider the safety of all children within our care.

We aim to create positive relationships with children, making them feel safe, secure, and supported within our Children's Service's. We will ensure all children are treated with respect, consistency, fairness and equitably as they are supported to develop the skills and knowledge required to succeed in a socially and culturally acceptable manner. At YMCA, our mission is to support everyone to grow in body, mind, and spirit.

Our educators are committed to taking a positive approach to guiding children's behaviour. We believe this empowers children to regulate their own behaviour and to develop the skills to negotiate and resolve conflict with others. Our aim is to;

- Work in partnerships with parents, families and school staff to promote a consistent and positive approach to behaviour management.
- Teach children appropriate methods of responding to situations and to develop an understanding that behaviours and actions have consequences.
- Ensure that no bullying or harassment occurs within the service.
- Encourage acceptable behaviour by using strategies that build children's confidence and self-esteem.

We are committed to embedding the positive behaviour guidance approach based on fundamental documents including My Time, Our Place (MTOP), the Education and Care Services National Regulations, and the National Quality Standard (NQS).

2. Scope

The scope of this procedure applies to all Board members, Sub Committee members, educators, and volunteers. This procedure applies to all YMCA Member Associations. For the purposes of this document, we refer to these as the YMCA. All Policies and Procedures must conform to this procedure.

3. Procedure

The behaviour guidance we provide children with will be guided by the following practices.

Our services will:

Encourage children to engage in cooperative and pro-social behaviour and express



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their feelings and responses to others' behaviour confidently and constructively.

including challenging the behaviour of other children when it is disrespectful or unfair.

- Collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children.
- Ensure that children are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- Have strategies in place to enable educators to encourage positive behaviour in children while minimising negative behaviour. We will also have strategies in place to involve children in developing behaviour limits and the consequences of inappropriate behaviour.

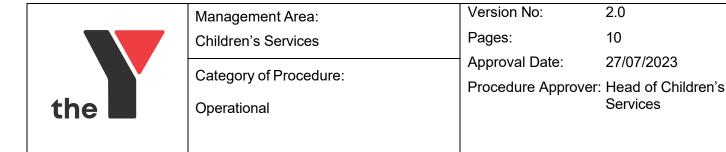
Our educators will:

- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this.
- Encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Work with each child's family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration, or anger.
- Guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.

Children's Rights:

- To play and learn in a positive environment.
- To be in an environment that is free from bullying and harassment.
- To be treated with fairness, dignity, and respect.

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- To have their feelings acknowledged and their views heard.
- To feel safe, secure, and protected.
- To have their individual needs and interests met.

Children's Responsibilities: (keeping in mind age appropriateness)

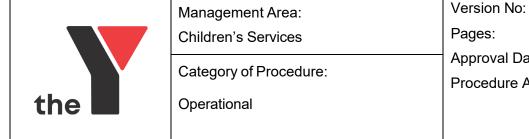
- To keep others safe.
- To treat others with fairness, dignity, and respect.
- To follow service expectations and instructions given to them.
- To accept fair consequences for their actions.
- To consider the feelings, needs and diversity of others.
- To express their emotions appropriately.
- To use words to solve their problems.

Family's Responsibilities:

- To disclose any additional needs their child may have at enrolment, or as they arise, and meet with the leadership team of the service to discuss how to best support their child within the service.
- To pick up within an hour of being contacted for any high-risk behaviour which requires their child to go home.
- To meet with the service leadership team prior to returning from any period of reflection or suspension away from the service. This meeting can be in person, online or via phone

Behaviour Steps:

1	Early identification from an educator that a child is struggling to regulate. Spend time directly with that child to support regulation – utilise distraction, redirection, or sensory resources.
2	Behaviour choices could potentially result in an incident. Use alternate strategies. Refer to the child's Positive Guidance Behaviour Plan (PGBP) if applicable.
3	An incident has occurred. Verbal warning to be given. Redirect play or play space.
4	Another incident occurs. Verbal warning to be given. Reflection time with an educator separate from other children to talk through what occurred and assist with regulation. Contact family to advise that they are at this step.
5	Another incident occurs. Verbal warning given with another reflection time. Phone call to the Area Manager to discuss. Phone call to family, child is required to be picked up within an hour



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If the behaviour is harm to another child, staff member; significant property damage; or egressing – then we go straight to step 5.

Any child who progresses through any of the behaviour steps must have documentation to support what has occurred. This documentation can be:

- In the communication book
- On the 'My Behaviour' form
- On an incident form
- In a child specific communication book
- It must be documented on the day and shared with the family.

Any child who is sent home after progressing through the behaviour steps, and having incidents clearly documented, will be required to have an External Reflection of 24-48 hours, or a period of time at the Nominated Supervisor's discretion. During this time, any sessions will be cancelled, with no charge to the family. A 'My Behaviour' form and 'Educator Reflection' form must be completed.

After returning from an External Reflection, there will be a one-week probation period. During this time, if the child is required to be sent home again due to persistent and/or high-risk behaviours, a Temporary Suspension will be put in place. This suspension is at the discretion of the Nominated Supervisor, in collaboration with the Area Manager, and will be more than 48 hours.

For any External Reflection or Temporary Suspension, the Nominated Supervisor is to engage with the family around reviewing the PBGP and looking at further strategies. A 'Positive Behaviour Guidance Plan – Re-entry Meeting' form is to be completed. This form along with the 'My Behaviour' and 'Educator Reflection' forms will be used to inform the PBGP. For older children, we encourage their involvement in this process.

4. Suspension of Care

The decision to suspend care will be made by the Head of Children's Services, in conjunction with the Area Manager and the Nominated Supervisor.

The following steps must be made before this occurs:

- Clear documentation of persistent high-risk behaviour
- Evidence of communication with family around behaviours
- A meeting with the family and Area Manager and/or Head of Children's Services

This decision will not be made lightly however, we have a duty of care to all children and must ensure the safety of both children and staff. within our services.

5. Inclusion Funding



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It is the responsibility of the Nominated Supervisor to ensure that appropriate funding is applied for at time of enrolment or at time that behaviours are identified within the service.

Any child who has a diagnosis resulting in additional needs within the service, the Nominated Supervisor must ensure that there is a Strategic Inclusion Plan in place and that funding is applied for through Gowrie.

At any time that we are unable to safely provide care within the service, the Nominated Supervisor can discuss this with their Area Manager to put on hold a child's care until funding is in place.

6. Roles and Responsibilities

Children's Services Management	Is responsible for the development, monitoring, and review of the procedure and related systems, ensuring content meets all legislated requirements. To facilitate procedure awareness to all educators on the appropriate implementation and use of the procedure.
Responsible Persons	Nominated supervisor/service management will oversee the implementation and service adherence of the procedure. Nominated supervisor/person with management and control will seek individual community feedback and facilitate an active consultation process with service users as appropriate. Is responsible for addressing any instance of non-compliance with this procedure and implementing strategies to help prevent non- compliance with this procedure. Responsible for ensuring suitable resources and support systems to enable compliance with this procedure. Drive the consultation process and provide leadership and advice on the continuous improvement of the procedure.



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All employees, volunteers & students

Responsible for meeting the requirements outlined in this procedure.

Responsible for raising concerns or complaints in accordance with this procedure.

7. Definitions

Behaviour Guidance

This term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, aims to support each child regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.

Child or Young Person

Someone younger than 18 years of age.

Self-Regulation

The ability to manage energy states, emotions, behaviour, and attention. The ability to return to a balanced, calm, and constant state of being. Self-regulation is a key factor for mental health, wellbeing, and learning.

Inclusion

Considering all children's social, cultural, and linguistic diversity (including learning styles, abilities, disabilities, gender, family circumstance and geographic location) in the curriculum decision-making processes. Inclusion of any child cannot be at the detriment of others safety within the service.

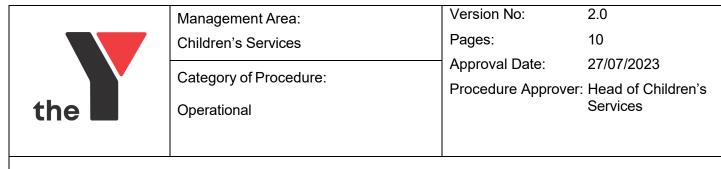
Inappropriate Behaviour

This term is used to identify any of the following:

- Verbal and/or physical assault against another child, staff member or anyone else in the service
- Bullying
- Continuous unsafe play
- Damaging property/equipment
- Inappropriate language
- · Ignoring instructions given by a staff member, speaking rudely or name calling
- · Refusing to stay/leave a play area.

Egress or Absconding

Moving away from a supervised space.



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External Reflection

This is a period of 24-48 hours where a child is unable to return to the service due to high-risk or persistent disruptive behaviour.

It is a time of reflection and regulation away from an overstimulating environment.

Temporary Suspension

This is a period of more than 48 hours where a child is unable to return to the service due to persistent high-risk behaviours.

Suspension of Care

This is when we will suspend the care of a child, due to persistent and unchanged high-risk behaviours that are impacting on the service's ability to provide a duty of care to all children attending.

8. Key Relevant Documents

- Legislation/Regulation
 - Education and Early Childhood Services (Registration and Standards) Act 2011
 - Education and Care Services National Regulations (2011 SI 653)
 Children and Young People (Safety) Act 2017 (SA)
 - o Children and Young People (Safety) Regulations 2017 (SA)
- Policies and Procedures
 - o YMCA South Australia Policy Positive Behaviour Guidance
 - YMCA South Australia Policy Interactions with Children
 - o YMCA South Australia Supervision Procedure
 - YMCA South Australia Code of Conduct Policy
 - o YMCA Australia Policy Educator Wellbeing
- Other
 - United Nations Convention on the Rights of the Child
 - Department for Education Duty of Care to Children and Young People
 - Catholic Education South Australia Duty of Care Procedure 2020
 - National Quality Standard

9. Monitoring Evaluation and Review

This procedure will be reviewed every two years or earlier for reasonable cause or upon the request of the YMCA South Australia Board.



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10. Version History

Version	Date	Description of changes	Effective Date	Review Date
1.0	27/07/2023	Commencement of procedure		
2.0	22/05/2025	Behaviour step was added to align with 'my behaviour' form	26/05/2025	May 2027
		Updated to specify the forms required to be completed at each step		
		Removed OSHC reference as procedure relevant to all children's services		
		Updated scope		
		Removed unnecessary table		
		Updated roles and responsibilities		
		Updated inclusion funding		



My Behaviour

Child's Na	me: Date:		
Level 1:	Behaviour:		
Strategy:			
Level 2:	Behaviour:		
Strategy:			
Level 3:	Behaviour:		
Strategy:			
Level 4:	Behaviour:		
Strategy:			
Level 5:	Behaviour:		
Strategy:			
Reflection:	Suggestion on how better we can cater for this child's needs:		
Please ren	nember		
	If dangerous behaviour occurs, some steps may be skipped straight to calling parents and /or sent home.		
Every child has the right to feel safe. Please follow YMCA values of inclusive, accountable, innovative,			
caring, and	d connected so we can all have fun!		
Parent Sig	n: Date:		
Director Si	gn: Date:		



Educator Reflection Strategies concerning child behaviour.

To be attached to the behaviour levels template

- 5.1 Relationships between educators and children
- 5.2 Relationships between children Each child is supported to build and maintain sensitive and responsive relationships.

The concerning behaviour:
Possible reasons for the behaviour:
Strategies we have implemented:
 Some reflective questions to consider: How are situations managed in relation to a child's challenging behaviour? Do children have the opportunity to make decisions and influence outcomes regarding their own behaviour? How do we work with families and other professionals to ensure behaviour guidance is tailored to each individual child?
 What is your communication style? How did the room environment feel before the behaviour? E.g.: loud
 Reflect on the physical environment, is there enough room for rest, solo play, or the activities planned? Are the resources sufficient in number?
 Are the children in the appropriate space if they have high energy? How effectively do you supervise and engage as a team?
 Are we able to recognise body language and triggers before incidents? Are there warnings before transitions?
Are the children engaged in play? Are their interests being provided for?
What are some strategies we could try next?



Positive Behaviour Guidance Plan Re-entry Meeting

3

Child's Name	:			
Date of Birth:				
Primary Contact:				
Primary Cont	act Details:			
Plan develop	ed by:			
In consultatio	n with:			
Date Develop	ed:			
Date for Revi	ew:			
		olved as much as po	ssible in the develo	oment of this positive behaviour
The c	•	agree with the behav	viours in need of su	pport, goals, and strategies to the
The fa	amily have been pro	ovided with a copy o	f this plan.	
Agreemer	nt of the Plan			
OSHC Directo	r:		Family Member:	
Name:			Name:	
Signature:			Signature:	
Date:			Date:	
Summary	of behaviour	in need of sup	pport	
1				
2				



General Information

Key Goals	
Child's understanding of why	
Child's understanding of why the above behaviours occurs	
the above bonavioure ecoure	
Activities that the child most	
enjoys	
Conversational topics that the	
child most enjoys	
Favourite things to do within OSHC/ELC	
OSHO/ELG	
Additional Information	n
Plan for monitoring	
People Involved	
Parent / Guardian:	
Parent / Guardian:	
Director:	
Assistant Director:	
School Contact:	
Allied Health:	
Allied Health:	



Behaviour One

Functions of the behaviour and/or possible causes	
The Case formulation	
Warning signs, triggers, and rates of behaviour	
Proactive Strategies	
(To reduce intensity/frequency/duration of behaviour of concern, such as environmental strategies, routine and activity planning, opportunities for choices/control, reinforce alternative behaviours, skill development,	
communication training)	
Reactive Strategies	
(Immediate response to the behaviour to minimise risk, provide feedback, remove triggers, de-escalate behaviour)	
	1



Behaviour Two

Functions of the behaviour and/or possible causes	
The Case formulation	
Warning signs, triggers, and rates of	
behaviour	
Proactive Strategies	
(To reduce intensity/frequency/duration of	
behaviour of concern, such as environmental strategies, routine and	
activity planning, opportunities for	
choices/control, reinforce alternative	
behaviours, skill development,	
communication training)	
Reactive Strategies	
Treadure du alogies	
(Immediate response to the behaviour to	
minimise risk, provide feedback, remove	
triggers, de-escalate behaviour)	



Behaviour Three

Functions of the behaviour and/or possible causes	
The Case formulation	
Warning signs, triggers, and rates of behaviour	
Proactive Strategies	
(To reduce intensity/frequency/duration of behaviour of concern, such as	
environmental strategies, routine and	
activity planning, opportunities for choices/control, reinforce alternative	
behaviours, skill development, communication training)	
Reactive Strategies	
(Immediate response to the behaviour to minimise risk, provide feedback, remove	
triggers, de-escalate behaviour)	



Additional Notes					



Positive Behaviour Guidance Plan

Child's name			
Date of birth			
Primary contact			
Primary contact details			
Initial first meeting date			
Current meeting date			
Behaviour summary			
Triggers			
11199013			
Reactive Strategies			
Proactive Strategies			
Activities and interests that the child likes			



Positive Behaviour Guidance Plan – Responsible Person