
	Management Area: Childrens Services	Version No: 1.0 Pages: 10
	Category of Policy: Operational	Approval Date: 27/07/2023 Policy Approver: Head of Children's Services
Policy Title: Behaviour Guidance Policy and Attachments		Author: YMCA's of Australia

YMCA SOUTH AUSTRALIA

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Behaviour Guidance Policy and Attachments

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## 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. Positive 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 OSHC 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

This procedure applies to any person who carries out work in any capacity for the Young Mens Christian Association of South Australia Inc. within Children's Services, including its:

- board directors and board committee members;
- employees (whether casual, permanent, fixed-term, or temporary); and
- volunteers, contractors, or consultants (collectively, 'YMCA representatives').


As well as any patrons utilising the service – children, families, and caregivers.

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### 3. Procedures Links

Links to the National Quality Standards		
QA 2	2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation
QA5	5.1.1	Interactions with each child are warm, responsive and build trusting relationships
	5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning
	5.1.3	Each child is supported to feel secure, confident and included
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
	5.2.3	The dignity and rights of every child are maintained at all times
QA 6	6.1.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role
QA 7	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service
Links to the National Regulations		
Regulations	155	Interactions with children
	156	Relationships in groups

Links to My Time, Our Place	
1	Children feel safe, secure and supported
	Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency
	Children develop knowledgeable and confident self-identities
	Children learn to interact in relation to others with care, empathy and respect

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2	Children develop a sense of belonging to groups and communities and an understanding of reciprocal rights and responsibilities necessary for active community participation
	Children respond to diversity with respect
	Children become aware of fairness
	Children become socially responsible and show respect for the environment

#### 4. 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 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 as well as the appropriate rules.
- 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.

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- 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.
- 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 rules 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 OSHC. 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.
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<b>2</b>	An incident has occurred. Verbal warning to be given. Redirect play or play space.
<b>3</b>	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.
<b>4</b>	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
<b>*</b>	If the behaviour is harm to another child, staff member; significant property damage; or egressing – then we go straight to step 4.

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 a behaviour report sheet
- 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.

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 behaviour guidance plan and looking at further strategies. For older children, we encourage their involvement in this process.

## 5. Suspension of Care

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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.

## 6. Inclusion Funding

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.


Intervac funding is the first step, as it is most easily accessible.

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 (SIP) 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.

## 7. Roles and Responsibilities

Department / Area	Role / Responsibility
<b>Educators</b>	Will follow positive behaviour practices. Will ensure documentation is kept on individual children.
<b>Nominated Supervisors</b>	Will follow behaviour policies and procedures. Will engage with families at enrolment and throughout a child's time within the service around behaviour support requirements. Will engage with third parties where consent is obtained. Will ensure appropriate funding is gained to provide additional inclusion support.

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<b>Area Managers</b>	Will ensure that all Nominated Supervisors are appropriately trained in positive behaviour support, and aware of behaviour steps. Will be involved in all discussions around External Reflection or Temporary Suspension and make the decision around these occurring. Will advise the Head of Children's Services when these decisions have been made.
<b>Head of Children's Services</b>	Will be involved in all discussions around cases where Suspension of Care is being considered. Will be the primary decision maker around Suspension of Care.

## 8. 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



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- 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 an OSHC supervised space.

### **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.

## **9. 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)
  - Children and Young People (Safety) Regulations 2017 (SA)
- Policies and Procedures
  - YMCA South Australia Policy – Positive Behaviour Guidance
  - YMCA South Australia Policy – Interactions with Children
  - YMCA South Australia – Supervision Procedure
  - YMCA South Australia – Code of Conduct Policy
  - 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

## **10. Monitoring Evaluation and Review**

This policy 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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## 11. Version History

Version	Date	Description of changes	Effective Date	Review Date
1.0	27/07/2023	Commencement of policy		

# OUT OF SCHOOL HOURS CARE



## Behaviour Report Sheet

Date:	
Student Name:	
Educator Completing Report:	

### 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	An incident has occurred. Verbal warning to be given. Redirect play or play space.
3	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.
4	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.
*	If the behaviour is harm to another child, staff member; significant property damage; or egressing – then we go straight to step 4.

Time Steps Occurred		Behaviour Identified		Outcome	
1.	Early identification Time:	Physical		External reflection Length:	
2.	Initial warning Time:	Swearing/Name Calling		Temporary Suspension Length:	
3.	Reflection Time:	Absconding		Suspension of Care	
4.	Second reflection and phone call to family Time:	Property Damage			
		Bullying			

This letter has been sent home with your child or handed to you by an educator from OSHC due to the behaviours portrayed by the student. This form describes behaviours and the steps taken. A copy is kept within OSHC. Reoccurring behaviour report sheets will result in meetings between leadership and the parent/guardian of the student to discuss developing further individual behaviour plans. Continuance of behaviours that result in harm to self, others (staff and children), absconding or property damage from your child can result in the termination or suspension of your child's attendance to the OSHC.

Please note that any behaviour that results in harm towards a staff member or another child or absconding will result in skipping the first few steps and will need to be picked up straight away. We need to ensure the safety of all staff and children within the OSHC environment.

# OUT OF SCHOOL HOURS CARE



Details of behaviours observed:

Step	Behaviour	Any causing factors
1.		
2.		
3.		
4.		

Nominated Supervisor Name	
Nominated Supervisor Signature	
Parent/Caregiver Name	
Parent/Caregiver Signature	

Copy of form given to parent/caregiver – Yes / No / Declined