

# Behaviour Guidance Policy

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## **Quality Area 1: Educational Program and Practice**

**Standard 1.2:** Educators facilitate and extend each child's learning and development

Element 1.2.1: Educators are deliberate, purposeful, and thoughtful in their decisions and actions.

Element 1.2.3: Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

## **Quality Standard 2: Each child is protected**

Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Element 2.2.2: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented

Element 2.2.3: Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

## **Quality Area 5: Relationships with children**

**Standard 5.1:** Respectful and equitable relationships are developed and maintained with each child.

Element 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

**Standard 5.2:** Each child is supported to build and maintain sensitive and responsive relationships.

Element 5.2.1: Children are supported to collaborate, learn from and help each other.

Element 5.2.2: Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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## **POLICY STATEMENT**

Arabadoo is firmly committed to upholding the principles enshrined in the UN Convention on the Rights of the Child. We recognize and respect every child's fundamental right to experience a secure and nurturing environment, encompassing both physical and emotional safety. Our behaviour guidance policy is grounded in the principles of nurturing children through positive guidance practices, redirection, fostering self-regulation, and cultivating meaningful relationships.

At Arabadoo, we adopt a zero-tolerance approach towards corporal punishment, and disciplinary practices. We will ensure that every reasonable precaution is taken to protect children and young people being cared for are protected from harm and potential hazards.

To create an environment conducive to positive behaviour and development, Arabadoo will:

1. Clearly communicate expectations to children, young people and their families, educators and staff, along with the consequences for inappropriate behaviour. We value the input of children in developing basic expectations and determining suitable consequences in alignment with the principles of My Time Our Place Learning Outcome 2, *Children and Young People are Connected with and Contribute to their World*.
2. Encourage a constructive and positive approach to guiding children's behaviour, promoting their active participation in resolving issues, setbacks, and frustrations independently whenever appropriate. This will involve exploring potential solutions, supporting children to understand and manage their emotions, in a manner suited to their age and development, as supported through My Time Our Place Learning Outcome 3, *Children and Young People have a Strong Sense of Wellbeing*.

Arabadoo is unwavering in its commitment to providing a safe, nurturing, and inclusive environment where every child can thrive and grow, free from fear and intimidation. Our

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Behaviour Guidance Policy is founded upon these principles reflecting our dedication to the wellbeing and development of each child and young person in our care.

**Definitions:**

**Behaviour Guidance** - Behavior guidance encompasses a set of proactive and supportive strategies employed to foster positive behaviour, emotional wellbeing, and social development in children and young people. It involves teaching, modeling, and reinforcing appropriate conduct while addressing challenging behaviors in a constructive and respectful manner, with the goal of helping children and young people grow and thrive in their personal and social environments.

**Self-Regulation** - Self-regulation refers to the capacity to effectively control and manage one's energy levels, emotions, actions, and focus. It involves the ability to return to a state of equilibrium, calmness, and stability. Self-regulation plays a pivotal role in promoting mental health, overall wellbeing, and facilitating the learning process among children and young individuals.

**Inclusion** - Inclusion involves considering and valuing the full spectrum of social, cultural, and linguistic diversity among children and young people, encompassing differences in learning styles, abilities, disabilities, gender, family situations, and geographic locations. It entails integrating these diverse perspectives and backgrounds into the decision-making processes when planning and implementing programs.

**CONSIDERATIONS:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
R12, 73, 74, 76, 84, 147, 155, 156, 157,168, 174, 175	1.2, 2.1.1 2.2, 2.2.1 5.1, 5.1.1,5.1.2, 5.2, 5.2.1, 5.2.2 6.1, 6.2 7.1.2, 7.2.1	<ul style="list-style-type: none"> <li>- Confidentiality</li> <li>- Enrolment &amp; Orientation</li> <li>- Providing a Child Safe Environment</li> <li>- Interactions with Children</li> <li>- Management of Incident, Injury and Trauma</li> <li>- Child Protection</li> </ul>	<ul style="list-style-type: none"> <li>- Children (Education and Care Services National Law Application) Act 2010</li> <li>- UN Convention on the Rights of the Child</li> <li>- My Time, Our Place.</li> </ul>

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## ENDORSEMENT BY THE SERVICE:

**Approval date:** Sept 2024

**Date for review:** Sept 2026

## Policy History

Version	Date reviewed	Who by	Area changed	Changes made	Authorisation
2.0	12 August 2015	Liz Watkinson		Changes to wording	Kerry Sinclair 12 February 2016
3.0	17 August 2016  26 July 2017	Eloise Campbell and Craig Dent  Rowan Friend and Belinda Edmunds	Guidelines  Policy	Added 'not to share food'  Separate policy from procedure  Change 'psychologically' to 'emotionally'	Belinda Edmunds 31 July 2017
4.0	8 May 2018	Rowan Friend and Jennifer Giddins	Policy	Behaviour Expectations added	Jane Ellis 11 May 2018
5.0	1 May 2019	Rowan Friend and Alex Cowie	Standards	Updated to the new NQS	Kate Sellick – 8 May 2019
6.0	September 2023	KW OSHC Consulting	Policy Statement	Refined and made direct links to the UN Convention on the Rights of the Child  Enhanced clarity and comprehension of policy statement  Reinforced importance of children input	Rowan Friend – 3 Sept 2024

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				into development of expectations and consequences aligning with MTOP L.O 2	
			Definitions	Inclusion of definitions of:  Behaviour Guidance Self-Regulation Inclusion	Rowan Friend – 3 Sept 2024

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## PROCEDURES

### a) Service Values

To create a safe and harmonious environment for all children, young people and educators at Arabanoo, we have established clear service values that align with the school. These expectations are rooted in our commitment to promoting respect, responsibility and personal growth among our community members.

At Arabanoo we show:

#### **Respect:**

- We are polite, patient and kind to one another
- We are active listeners
- We follow instructions from educators
- We encourage and allow others to join in and play

#### **Responsibility:**

- We are positive role models
- We look after one another
- We are responsible for our own actions
- We look after our property, property belonging to others and Arabanoo
- We behave safely
- We use appropriate language
- We use kind words, hands and feet

#### **Personal Best:**

- We have fun
- We try new things
- We have a positive attitude towards challenges
- We learn from experiences
- We contribute to the Arabanoo community
- We share and take turns

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## b) Bullying Prevention and Response at Arabanoo

At Arabanoo, we provide a safe and happy environment where every child has the right to play without fear of bullying. Our Educators are trained to recognise and address bullying incidents whilst also teaching children and young people effective strategies to deal with such situations.

### Definition of Bullying:

Bullying is defined as an ongoing and deliberate misuse of power within relationships, involving repeated verbal, physical, and/or social behaviours that aim to cause physical, social, and/or psychological harm. This harmful behaviour can manifest as an individual's or a group's misuse of their power, or perceived power, over one or more individuals who feel unable to prevent it.

Bullying may occur in person or online, through various digital platforms and devices, and it can be overt (obvious) or covert (hidden). Bullying behaviour is characterized by its repetitiveness or the potential for repetition over time, such as through the sharing of digital records. It is crucial to understand that single incidents and conflicts between equals, whether in person or online, do not meet the criteria for bullying.

This table describes the categories of bullying.

Category	Includes
Direct physical bullying	<ul style="list-style-type: none"><li>• hitting, kicking, tripping, pinching and pushing or damaging another persons property with intent</li></ul>
Direct verbal bullying	<ul style="list-style-type: none"><li>• name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal abuse.</li></ul>
Indirect bullying	<ul style="list-style-type: none"><li>• action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes:</li><li>• lying and spreading rumours</li><li>• playing nasty jokes to embarrass and humiliate</li><li>• mimicking</li><li>• encouraging others to socially exclude someone</li><li>• damaging someone's social reputation or social acceptance</li></ul>
Cyberbullying	<ul style="list-style-type: none"><li>• direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.</li></ul>

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## Note:

It's important to recognise that not all distressing behaviours are examples of bullying, even though they may require educator intervention and guidance. Mutual conflict, involving an argument or disagreement between parties without an imbalance of power, is distinct from bullying. Social rejection or dislike is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclusion, or the creation of dislike by others.

Single episode acts of nastiness or physical aggression are not classified as bullying. When someone experiences verbal abuse or physical aggression on a single occasion, it does not constitute bullying. Arabanoo maintains a commitment to address all forms of unacceptable behaviour, including isolated incidents of nastiness or physical aggression.

By clearly defining bullying and its categories, Arabanoo aims to foster an environment where children can play, learn, and grow free from the negative impacts of bullying. We are dedicated to prevention, intervention, and education to ensure the well-being of all members of our community.

## c) **Behaviour Guidance and Techniques at Arabanoo**

### **Behaviour Guidance**

At Arabanoo, we are dedicated to promoting positive behaviour among children in our care. Our approach to behaviour guidance is founded on principles of respect, responsibility, and personal growth. We believe that every child deserves a safe and nurturing environment in which to learn and play. As such, we follow a set of comprehensive techniques and strategies to ensure that behaviour is guided appropriately:

### **Techniques:**

Steps that educators take towards establishing appropriate behaviour guidance include:

#### **Establishing positive relationships**

Positive relationships are the cornerstone of building children's self-respect, self-worth, and feelings of security. Educators foster these relationships to create a foundation for effective behaviour guidance.

#### **Observation**

Educators carefully observe children to identify the triggers for challenging behaviours. They

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take into account the child's developmental level and any program issues that may be influencing behaviour.

## Positive Approaches

We employ positive approaches to behaviour guidance including:

- Positive acknowledgement,
- Redirection - Diverting a child's attention away from negative behaviour toward a more appropriate activity.
- Giving explanations, including offering clear explanations to help children understand the reasons behind rules and expectations.
- Encouraging children to make positive choices and engage in desired behaviours.
- Providing support and assistance when needed
- Collaboration, including working together with children to solve problems and make decisions
- Helping children understand the consequences and impact of their behaviour.
- When challenging behaviour occurs, educators support children by offering acceptable alternative behaviours as alternatives.
- Setting consistent limits is crucial. These limits are enforced in a calm and firm manner and followed through. Children are guided to stay within these limits.
- Families and children are actively involved in addressing challenging behaviour in appropriate ways. We believe that collaboration with families is essential to ensure consistency in behaviour guidance.
- When necessary, we seek the assistance of other professionals, such as the Inclusion Support Team, to aid in behaviour guidance strategies.
- We identify children's strengths and actively build upon them, recognizing that each child has unique qualities and abilities.
- Arabanoo educators collaboratively seek support from other educators, school staff, and external organizations to enhance our behaviour guidance practices.

## **d) Actions taken:**

Positive behaviour is encouraged and responsibilities are given to children showing their personal best.

When a child's behaviour is deemed inappropriate/unsafe to either themselves or others, or if a child's behaviour is disruptive to other person's enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation with the child.

Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators/children, or consistently disregarding the Arabanoo Behaviour Expectations. In these instances, the following steps will be taken:



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- Each child is treated as an individual and educators will take into consideration external factors, age and whether the child is currently on a behaviour plan, when dealing with behaviour.
- An educator will get down to the child's level, gain their full attention and explain why their behaviour is not appropriate at Arabanoo.
- Educators will re-direct the child to a different experience within the room or to a different area completely to help separate children.
- Educators will document inappropriate behaviour with the child. By completing a reflection form (See point 'e' for more information on reflection forms) and informing parents/carers.
- If the inappropriate behaviour continues, management and families will meet to discuss some strategies to help the child manage and reflect on their actions. (See 'f' for further information regarding behaviour plans)
- If there is still no improvement to the child's behaviour and it is deemed that the child's behaviour is endangering themselves or others. The child will not be permitted to attend Arabanoo for a period of one week. (See 'g' for further information). This is deemed as a last resort.

## **e) Reflection forms:**

- If a child's behaviour requires documenting and reflection, an educator together with the child will complete an developmentally appropriate reflection form.
- For younger children this may be a visual emotions chart and talking through the reflection form and the educator documenting the child's responses.
- For older children it may be a combination of talking through the incident and the child documenting on the reflection form.
- The educator will complete a reflection form as well, and the incident is talked through with the family and the forms signed.

## **f) Behaviour Plans:**

If there are concerns about ongoing inappropriate behaviour, a meeting will be scheduled involving educators, the designated supervisor, the child, and the family to address the issue. The meeting agenda will cover:

- Alternative approaches to behaviour guidance
- The child's life outside the service
- Any influences that may be causing the behaviour

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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 and support the child/young person.

## **g) Exclusions and suspensions:**

In extreme cases, to protect other children and educators, the service reserves the right to suspend or exclude the child from the service; this may be temporarily (as mentioned in point d) or a permanent measure. Exclusion will only be considered after:

Involving the Family:

- Involving the child's family and giving them the opportunity to discuss their child's behavior and explore strategies is essential. It promotes open communication and collaboration between the service and the child's support system.

Suspension History:

- Taking into account the child's suspension history provides context and helps evaluate the seriousness and recurrence of the behavior issues.

Careful Consideration:

- The involvement of educators, the Nominated Supervisor, and the Approved Provider in the decision-making process ensures a well-rounded assessment of the situation and a balanced approach to resolving it.

Support and Counseling:

- The willingness to seek support and counseling for the child when necessary shows a commitment to addressing underlying issues and providing the child with the necessary tools for behavioral improvement.

Return Procedures:

- Establishing procedures for accepting the child back into the service demonstrates a commitment to offering a second chance and ensuring a smooth transition if the child's behavior improves.

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	26 July 2017	Rowan Friend and Belinda Edmunds	Guidelines	Replaced guidelines	Belinda Edmunds 31 July 2017

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4.0	8 May 2018	Rowan Friend and Jennifer Giddins	Guidelines	Replaced guidelines Added action taken, Dojo System	Jane Ellis 11 May 2018
5.0	1 May 2019	Rowan Friend and Alex Cowie	Standards	Updated to the new NQS	Kate Sellick – May 2019
6.0	1 Sept 2022	Rowan Friend, Jennifer Giddins and Mica del Barro	Points c,d,e,f,g	Removed class dojo system and behaviour forms. Added reflection forms	Danielle Kavanagh –
7.0	September 2023	Katie Woods	Change parents to families to be more inclusive.  Re-worded and expanded section on exclusion processes to ensure it was in a supportive tone.  Reformatted and reworded some sections to enhance clarity and comprehensiveness of		Rowan Friend – 3 Sept 2024

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