D-23   Child Management / Behaviour Guidance

NQS

QA. 1.1.1	Approved learning framework.
QA. 1.1.3	Program learning opportunities.
QA. 1.2.3	Child directed learning.
QA. 2.2	Safety.
QA. 2.2.1	Supervision.
QA. 4.1	Staffing arrangements.
QA. 4.2	Professionalism.
QA. 4.2.1	Professional collaboration.
QA. 4.2.2	Professional standards.
QA. 5.1	Relationships between educators and children.
QA. 5.1.1	Positive educator to child interactions.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2	Relationships between children.
QA. 5.2.1	Collaborative learning.
QA. 5.2.2	Self-regulation.
QA. 6.1	Supportive relationships with families.
QA. 6.1.1	Engagement with the service.
QA. 6.2	Collaborative partnerships.
QA. 7.1.1	Service philosophy and purpose.
QA. 7.1.2	Management systems.
QA. 7.2	Leadership.
QA. 7.2.1	Continuous improvement.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 171	Policies and procedures to be kept available

My Time, Our Place

LO. 1	Children have a strong sense of identity
	Children feel safe, secure, and supported
	Children develop their autonomy, inter-dependence, resilience and sense of agency
	Children learn to interact in relation to others with care, empathy and respect
LO. 2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation

	Children respond to diversity with respect	
	Children become aware of fairness	
LO. 3	Children have a strong sense of wellbeing	
	Children become strong in their social and emotional wellbeing	
LO. 4	Children use a range of skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating	
	Children transfer and adapt what they have learned from one context to another	
LO. 5	Children are effective communicators	

Policy Statement

We aim to provide an environment where all parents, educators and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, and cleanliness, which helps create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

Related Policies

- Concord OSHC Policy A-3: Philosophy
- Concord OSHC Policy A-22: Code of Conduct
- Concord OSHC Policy C-12: Communication
- Concord OSHC Policy C-13: Interactions with Children
- Concord OSHC Policy D-24: Exclusion for Unacceptable Behaviour
- Concord OSHC Policy D-25: Harassment, Bullying and Violence
- Concord OSHC Policy D-30: Supervision
- Concord OSHC Policy E-3: Gender Equity and Inclusion
- Concord OSHC Policy E-4: Cultural Relevance / Anti-Bias

Procedure

Basic agreements and clear guidelines of acceptable behaviour will be established through consultation with educators and children.

Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, and cleanliness. Children and parents will have the opportunity to be involved in developing rules and our Centre's Code of Behaviour.

All rules will be clearly expressed in a positive way and reinforced consistently.

Rules will be displayed within the Centre and children, parents and educators will be reminded of the rules regularly.

Children will be made aware of the consequences which will occur when rules are broken. All consequences will be relevant to the situation and not demeaning to the child. No child will ever be

subject to, or threatened with, corporal punishment. No child will ever have food, or other basic needs, withdrawn as a form of punishment.

Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Children are to be given opportunities which enable them to be responsible for their own behaviour through the development of problem solving skills. Children will be encouraged to seek support when necessary.

Educators will follow up all behavioural issues by discussing the situation with the child and working together on better solutions for future behaviour.

Educators, together with the school and parents, should work in partnership in promoting a consistent and positive approach to behaviour management. Educators and parents will raise concerns as they arise and discuss ways of working together to assist children in making changes to inappropriate behaviour.

At any stage parents may be notified if a pattern of continual misbehaviour is developing.

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.

To assist in maintaining a positive, safe and caring environment, educators and children will have the following responsibilities.

Children will:

- accept and value every child and adult regardless of race, cultural background religion, sex or ability
- treat each other with respect, courtesy and understanding
- be encouraged to maintain positive communication and relationships between educators, children and other adults
- ensure that appropriate language and behaviour is maintained at all times
- be aware of, and fulfil, their responsibilities as an active part of the Centre community
- settle their differences in a peaceful manner, using communication skills to resolve difficulties and never using violence against another person or child
- develop self -discipline skills through positive examples and direction
- develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences

Educators will:

- accept and value every child and adult regardless of race, cultural background religion, sex or ability
- treat all children, parents and each other with respect, courtesy and understanding

- be tolerant of all members of the school community
- maintain positive communication with the children at all times
- communicate at the child's level in a friendly positive and courteous manner and ensure they are understood
- ensure the dignity and rights of each child are maintained
- use voice intonations, facial expressions, and explanations as methods of discipline
- avoid shouting at children
- encourage children to take responsibility for their actions by:
    - initiating conversations with all children, and developing an understanding of the child and their interests
    - forming friendly and warm relationships with the children in their care and being supportive and encouraging
    - ensuring that expectations relating to the children's behaviour is explicit and clear and consequences are consistently applied
    - acting as a role model for acceptable behaviour
    - encouraging and rewarding acceptable behaviour
    - focusing on the behaviour, not the child
    - giving praise and positive feedback to the children as often as possible
    - providing an environment which will foster the child's self-esteem
    - helping children develop self-discipline skills through positive examples and direction
    - introducing older children to simple conflict resolution skills
    - helping children to appreciate and care for each other and their surroundings
    - ensuring that appropriate language is used at all times
    - never singling out any children or making them feel inadequate at any time
    - avoiding threatening or verbally abusing the children in any way

Where a child demonstrates consistent unacceptable behaviour, steps will be taken to develop a behaviour management plan (see D-24 Exclusion for Unacceptable Behaviour Policy). If unacceptable behaviour continues, a child may be excluded from the Centre on a temporary or permanent basis. This will be decided by the Management Committee in conjunction with the Nominated Supervisor and where appropriate, the School Principal.

Sources

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Children (Education and Care Services National Law Application) Act 2010
- Children's and Young Persons (Care and Protection) Act 1998
- Voluntary Code of Practice, Section 12 (Exclusion for unacceptable behaviour)
- United Nations Convention on the Rights of the Child

- Network of Community Activities Factsheet – 'Excluding Children'
- Network of Community Activities Factsheet - Play - Rights and Responsibilities of children, staff and parents for a co-operative OOSH environment

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