



Positive Guidance of Child Behaviour Policy

Quality Area 5: Relationships with Children

Rationale:

- To assist all children to develop and show respect for themselves, others and the environment.
- The use of physical punishment by any adult as a behaviour guidance strategy is not acceptable under any circumstances.
- The use of isolation, humiliation, intimidation or negative labeling by any adult as a behaviour guidance strategy is not acceptable under any circumstances.
- Recognises, values and celebrates that differences and similarities that exist in each person
- Families and staff should use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in a positive non-threatening and productive ways

Links to National Quality Standard:

5.3 Each child's behaviour, interactions and relationships are guided effectively

5.3.1 Behaviour guidance strategies preserve the dignity and rights of the child at all times

5.3.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts

Strategies, Practices and Procedures:

We need to ensure that the children in our OSHC experience a consistent and positive approach to discipline. When we discipline children we are aiming to teach them *"what to do and why, why that pleases other people and how to avoid hurting themselves and other children and objects around them."*¹. We want to help children to develop self-discipline and our objective is to achieve this while maintaining children's individuality and self-esteem. We want to avoid thinking of discipline as punishment and focus instead on helping children to develop self-control and making good choices. We also want to ensure our centre is a safe, harmonious and a caring environment.

We aim to provide a safe, happy and relaxing environment that provides meaningful recreational activities that enhances optimal learning and development for every child. It is our desire that all children will respect:

God – through our words and actions

Self – in the way that we speak and the things we do

Others – by doing to others as you would have them do to you

Property – looking after God's creation, our OSHC and the belongings, room and equipment that we have.

Staff are encouraged to:

- Reflect the children's values, attitudes and strategies that promote positive play behaviours and patterns
- Reflects the importance of interactions and relationships between children, staff and families
- Promote realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity and creativity
- Ensure that behaviour strategies are clear and transparent but build on children's confidence and self-esteem.
- Provide children with support, guidance and opportunities to manage their own behaviour
- Set clear, consistent limits for children's behaviour.
- Develop these limits (or rules) in consultation with the children where appropriate to their age.
- Give children choices, whenever possible.
- Set up the learning environment to minimise difficulties by eliminating the situations and physical set-ups that are known to encourage inappropriate behaviours.
- Be aware of possible problems and try to prevent inappropriate behaviours before they happen.
- Be sensitive to the child as a whole, bearing in mind that many factors influence behaviour including health, age, development, relationships, trauma etc.
- Display respect and empathy towards children by refraining from labelling the child but the behaviour.

When dealing with inappropriate behaviour, staff should:

- If the situation involves a victim and an aggressor, staff should attend to the victim first and then speak with the aggressor.
- Express their disapproval of the behaviour in a calm and clear manner eg. "I cannot allow you to hit other children".
- Encourage both parties to express their feelings about the situation, "I feel very angry that you knocked down my building."
- Use strategies which enhance children's self-esteem rather than ones that make them feel ashamed, frightened, stupid or bad about themselves
- Document any repeated incidences

Remember that it is the behaviour, not the child that is inappropriate:

- Avoid using derogatory or generalised expressions like "naughty", "silly", "stupid", or "nasty" when referring to a child or their behaviour and describe the specific behaviour in question eg. Say for example "*Amy, it hurts Matthew and makes him cry when you hit him.*"
- Use positive terms to tell a child what you want them to do, rather than negative ones that tell them what you don't want them to do eg. "Sit on the chair please," rather than "Don't stand on the chair".
- Behave in a calm, rational manner.
- Speak with a gentle but firm tone.
- Use strategies, which help children to learn to deal with their own problems.
- Re-direct the child and help them to become involved in other constructive activities which may change their behaviour.

NEVER use corporal punishment to discipline children.

Where a child's behaviour is seen as serious the Coordinator or Childcare Director will call the parents and ask them to come and collect the child.

Responsible Thinking Process:

The Responsible Thinking process is used at Northpine Christian College OSHC (CLUB Northpine) and is similar to the process used at Northpine Christian College. A six step management plan is used to encourage responsible behaviour and promote a safe and happy environment at CLUB Northpine.

The types of inappropriate behaviours that would cause a child to progress through the steps outlined may include, but are not limited to the following:

1. **Disrespect shown for a verbal reminder** or failure to act accordingly after a verbal reminder from an educator.
2. **Moving out of bounds**, that is out of sight of an educator or playing in College garden areas.
3. **Hurting another child** either physically or emotionally with unprovoked rudeness that has caused them to become upset.
4. **Angry outbursts where loss of self-control** is shown.
5. **Refusing to follow known CLUB Northpine rules**, for example bringing toys or electronic gaming devices from home.
6. **Unsafe play or actions** that could endanger self or others.

Responsible Thinking Process

SIX Step Plan	Behaviour	Actions taken by educators
1.	Child displays inappropriate behaviour.	Educator provides and a verbal reminder of appropriate/expected behaviour. Positive guidance is shown by providing choices where possible and redirection. Children are to receive up to three verbal reminders, before progressing onto the next stage.
2.	Behaviour continues or disrespect is shown to an educator. Child has calmed down and is willing to discuss the incident. Takes positive steps to rectify the situation	The student's name and behaviour is recorded on educator's Responsible Thinking Process form and the child is asked to sit out for responsible thinking time. This time allows the child to calm down, to reflect on their actions and think about responsible choices. The time is between 5 and 10 minutes depending on the child's age, or when the child is calm and ready to discuss their actions with an educator. An educator asks the child why they are having responsible thinking time. The child is able to discuss what occurred to cause the behaviour and the educator encourages the child to think about responsible choices they could use if the situation arose again. The child is encouraged to fix the situation wherever possible and apologise to the relevant person/s.
3.	Behaviour reoccurs	The above process is repeated; the second incident is recorded by an educator on the original Responsible Thinking Process form . The child's parent/guardian is advised and asked to read and sign the form. Parents are encouraged to share any insight into their child's behaviour.
4.	Third behaviour occurs within about four weeks of attendance.	The above process is repeated however it is now recorded as a Serious Behaviour Incident where the parents and College Principal are notified. Behaviour monitoring commences and a Responsible Behaviour Chart with the child's own goal/s is completed by the child and an educator for the week on each session that the child attends CLUB Northpine. Parents are encouraged to arrange a meeting to discuss the incidents involved with the OSHC Coordinator / Childcare Director and to work together on strategies to stop the inappropriate behaviour. The parent/guardian are to sign the Responsible Behaviour Chart each day and the College Primary Principal views and signs this at the end of the week. If good progress is shown the child is able to continue at CLUB Northpine at the start of the process, but if they reach step 3 again within a four-week period they go straight to step 5. If little or no progress is shown the child continues for another week of behaviour monitoring.
5.	Behaviour continues with little or no progress shown.	If a child has had two weeks of behaviour monitoring and the behaviour continues a meeting is held with the child's parent/guardian, OSHC Co-ordinator and the College Primary Deputy Principal. The child will receive a full week suspension from CLUB Northpine. Full fees apply where children are suspended.
6.	Behaviour continues with no progress shown.	At this point the Childcare Director will meet with the College Primary Principal to determine whether the child's enrolment at CLUB Northpine will be terminated.

Serious Behaviour Incidents: In alliance with Northpine Christian College Serious Discipline Issues, the following actions will be treated as Serious Behaviour Incidents at CLUB Northpine. In this event the behaviour will be recorded on a **Serious Behaviour Incident form** and the child will be referred to the College Principal or Primary Deputy Principal for detention. The parent/guardian of the child will be notified of the incident and Behaviour Monitoring will occur, as outlined in step 4 in the above table. Depending on the severity of the incident the Principal or Childcare Director may consider suspension or termination from CLUB Northpine. The following examples are not exhaustive:

1. Using profane or **indecent language**.
2. **Bullying, harassment, fighting** or any other act that may injure, degrade or humiliate another child.
3. **Open defiance of or insubordination to a staff member**.
4. **Inappropriate touching** or behaviour (refer to the College Sexual Behaviour Policy).
5. **Dangerous actions** that endanger self or others.
6. **Using, handling or possession of weapons, dangerous items, tobacco, alcohol, drugs or any obscene literature**.
7. **An occurrence of three recorded inappropriate behaviours** within four weeks at CLUB Northpine or within a timeframe viewed as unacceptable to the OSHC team/Coordinator.
8. **Physical Altercations** are eligible for up to 2 week suspension, immediately following the occurrence.

Links to other Policies:

- Child Protection
- Diversity and Equity
- Confidentiality
- Injury
- Communication with Parents

Sources:

Farmer, S. (1995). Policy Development in Early Childhood Services. Newtown: Community Child Care Cooperative Ltd.

Essa, E., (1995). A Practical Guide to Solving Preschool Behaviour Problems. Albany, New York: Delmar Publishers.

Early Childhood Australia Inc. (2007). The code of ethics.

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