

BEHAVIOUR GUIDANCE PROCEDURE

The right for children to receive positive guidance and encouragement in a supportive and respectful environment is promoted within Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives and through this develop not only self-regulation, but positive dispositions such as resilience and perseverance.

Working in conjunction with the *Behaviour Guidance Policy*, this procedure provides detailed steps for educators to support children to gain understanding and learn skills that will help them to manage their own behaviour.

Education and Care Services National Law or Regulations (R.155, 156, 168, 174 and 175). NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Relationships with children

Related Policy: Behaviour Guidance Policy

RESPONDING TO BEHAVIOUR		
1	The Nominated Supervisor and educators will ensure no child being educated and cared for by the Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances	
2	The Nominated Supervisor and educators will ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury	
3	Educators will commit to professional development relating to behaviour guidance and keep up to date with industry information regarding behaviour guidance strategies to implement within the Service	
4	Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others	
5	Educators will assist children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns	
6	When a child display's a behaviour that is inappropriate or may cause harm to themselves or others, educators will consider the <i>Behaviour Guidance Guide</i> to assist with supporting positive behaviour	
7	Educators will gather information from families about their children's social skills, relationship preferences, family and cultural values. Educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills	
8	Educators will implement strategies to re-direct a child who may be causing or about to cause harm to themselves, another child, or adult	
9	Educators are to complete a <i>Behaviour Guidance - Incident Report</i> and notify families each time a child's or adult's safety has been jeopardised. Parents are required to sign acknowledgment of the <i>Behaviour Guidance - Incident Report</i>	

10	Educators will use the <i>Behaviour Guidance – Observation Record</i> to document what happened prior to the behaviour, identify the behaviour and consequences of the behaviour to gather information regarding patterns and possible triggers	
11	Educators will refer to the <i>Behaviour Guidance-Biting Behaviour Procedure</i> for children displaying biting behaviours	

BEHAVIOUR INCIDENT REVIEW

1	Educators are to review the child's behaviour in consultation with the Nominated Supervisor should they find the behaviour challenging within the room or group	
2	Educators will discuss with the Nominated Supervisor any professional development opportunities that may assist to support educators implement behaviour guidance strategies	
3	Educators will complete the <i>Behaviour Guidance Review Form</i> to document and review the child's interests and hobbies, questions regarding behaviours observed, previous incidents, identified triggers prior to incidents and the impact of the behaviour on other children, educators and the environment	
4	Educators will review the <i>Behaviour Guidance Review Form</i> prior to meeting with the family or other professionals	

BEHAVIOUR GUIDANCE MEETING

1	Families are to be invited to meet with educators and the Nominated Supervisor to discuss challenging behaviours that have been observed within the service	
2	During the meeting educators will discuss previous incident reports, the impact of behaviours within the room or group and possible triggers of why the behaviour is occurring with the family	
3	Educators are to collaborate with families to develop long and short-term goals to encourage alternative behaviours	
4	Educators are to discuss and consult with families any consequences if the behaviours identified continue	
5	Educators will develop a <i>Behaviour Guidance Plan</i> in consultation with families to create consistent behaviour guidance strategies to support children's engagement within the program.	
6	Educators will review the <i>Behaviour Guidance Plan</i> in a follow up meeting with families	

CONSULT WITH OTHER PROFESSIONALS		
1	Educators will consult with other professionals for assistance with behaviour guidance strategies	
2	Educators will collaborate with families to access support services by providing referrals or letters of observation as required	
3	The Nominated Supervisor may contact the local Inclusion Support Service (ISS) team regarding support for Inclusion Support Funding if required, families will be consulted and requested to provide consent to sharing information within the ISS team	
4	The Nominated Supervisor and educators will work with the ISS team regarding the development of a Service Inclusion Plan (SIP) for the room or group	