

Behaviour Guidance Procedure

*Education and Care Services National Law or Regulations (r155,156,168,174 and 175)
NQS QA5 and 6: Element 5.1.1, 5.1.2, 5.2.1, 5.2.2 and 6.1 Positive Relationships for Children*

Working in conjunction with the Positive Relationships for Children 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.

Child Information

Child Name: _____

Room: _____

Behaviour Guidance Procedures

The Nominated Supervisor and educators will:

- Ensure that no child being educated and cared for by the service is subjected to corporal punishment or any form of discipline that is unreasonable in the circumstances.
- Ensure every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury.
- Participate in professional development relating to behaviour guidance and remain informed of current best practice strategies.
- Support children to explore different identities and perspectives and communicate effectively when resolving disagreements.
- Assist children to develop the language and vocabulary needed to express emotions, feelings, needs and concerns appropriately.
- Gather information from families regarding their child's social skills, relationship preferences, family values and cultural practices.
- Use this information to plan experiences that support children to develop and practise social, emotional and decision-making skills.
- Implement strategies to redirect a child who may be causing, or is about to cause, harm to themselves or others.
- Complete a **Behaviour Incident Report** when a child displays behaviour that is inappropriate or may cause harm to themselves or others.
- Notify families of all behaviour incidents and obtain parent/guardian acknowledgement and signature on the Behaviour Incident Report.

Behaviour Review

Educators will:

- Use the **Behaviour Guidance Plan (Storypark)** to document:
 - Events occurring before the behaviour
 - Possible reasons for the behaviour
 - Strategies used/responses following the behaviour
 - Patterns, trends and potential triggers
- Review:
 - The child's interests and hobbies
 - Previous behaviour incidents
 - The impact of the behaviour on other children and the learning environment
- Consult with the Nominated Supervisor when behaviours become challenging within the room or group setting.

- Discuss professional development opportunities that may enhance educators' behaviour guidance practices.
- Review the Behaviour Guidance Plan with the Nominated Supervisor prior to meeting with the family.
- When the Educator has met with the Nominated Supervisor and they both believe the behaviours have become challenging within the room or group setting, a meeting will be arranged with the family. *(Note: there is no minimum number of behaviour incident forms that need to be collected, the educator and NS will assess the risk of harm to the child and other children)*

Behaviour Guidance Meeting

Families will be invited to meet with educators and the Nominated Supervisor to discuss behaviours of concern observed within the service.

During the meeting, educators will:

- Review previous Behaviour Incident Reports.
- Discuss the impact of the behaviour on the child, peers and the learning environment.
- Explore possible triggers and contributing factors.
- Collaborate with families to develop short-term and long-term goals that encourage positive alternative behaviours.
- Discuss appropriate behaviour strategies and potential modifications should the behaviours continue (this could include reduction in hours, reduction in days or cancellation of care).
- Develop an **Individual Support Plan** in partnership with families to ensure consistent behaviour guidance strategies across home and service environments.

Following the meeting:

- Educators will implement the agreed strategies.
- The Individual Support Plan will be reviewed during follow-up meetings with families and adjusted as required.

Consult with Other Professionals

Where additional support is required:

- Educators will consult with relevant professionals for advice and guidance regarding behaviour support strategies.
- Educators will work collaboratively with families to access support services, including providing referrals and observation records where required.
- The Nominated Supervisor may contact the local Inclusion Support Service (ISS) regarding potential support and Inclusion Support Funding.
- Families will be consulted and written consent obtained before any information is shared with external agencies.
- The Nominated Supervisor and educators will work with ISS to develop and implement a **Service Inclusion Plan (SIP)** to support the child, room or group environment.

Name of educator completing form:		Signature Date:	
Nominated Supervisor Name:		Signature Date:	
Area Manager Name:		Signature Date:	