

Policy: 4.1	Behaviour Management
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Policy Statement:

ODEEP promotes a positive approach to guiding children's behaviour within an environment that is consistent, supportive and safe for all children. Being sensitive and supportive in helping children develop self-control and learn and practice desirable behaviour is critical to children developing these important life skills.

ODEEP staff are supported to use evidence based behaviour support systems, to help families identify the function of their child's behaviours and plan for supporting these positively to change. ODEEP have experienced educators/staff to assist in using functional behaviour analysis to assist families and stakeholders to create a shared understanding response to challenging behaviour.

Record of policy development

Version	Date approved	Date for review
Version 1	2 April 2019	April 2020

Responsibilities and delegations

This policy applies to	This policy applies to ODEEP staff, volunteers, contractors and families.
Specific responsibilities	This policy is developed by the Manager and reviewed by ODEEP staff and Board of Directors. It is communicated and implemented by the Manager and staff.
Policy approval	ODEEP Manager

Policy context – this policy relates to:

Standards	NDIS Practice Standards and Quality Indicators 2018
Legislation	NDIS Act 2013 Australian Human Rights Commission Anti-Discrimination Act 1977 Disability Discrimination Act 1992 The United Nation Convention on the Rights of Persons with Disabilities 2006 Disability Inclusion Act 2014 (NSW)
Organisation policies	Feedback and Complaints Policy WH&S Policies and Procedures Participation and Inclusion Policy Child Protection Policy Privacy, Dignity and Confidentiality Policy Family Centred Practice Policy

Forms, record keeping, other documents	ECIA Code of Ethics NDIS Code of Conduct ODEEP Family Charter Feedback Brochure and Client User Forms DVD – “Adopting a Human Rights Based Approach” and associated manual “Project Rights – promoting and supporting Human Rights”. Fact Sheet: A Summary of the rights under the Convention on the Rights of the Child.
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Introduction

Learning to manage feelings and behaviour is an important process for all children. By focusing on each child’s strengths and taking a broad view of acceptable behaviour, staff can support each child to develop appropriate personal behaviour and social skills. At all times the rights and dignity of the child are respected.

Consistency in the approach to behaviour guidance among families and staff is important to ensure children’s sense of security and understanding of these complex processes. Therefore, it is important to discuss guidance strategies, both from the family’s perspective and the Centre’s procedures and value the family’s input.

By getting to know the child and family and communicating effectively and respectfully, staff can begin to understand the child and how best they can support the child. Consideration needs to be given to varying parenting styles, to the family’s cultural or social values and to the age, abilities and temperament of the individual child.

Staff also discuss ways to be pro-active and prevent undesirable behaviours through evaluation of the physical environment, routines and other stimuli that can affect the behaviour of children.

Procedures:

1) Consider the context

When considering positive behaviour guidance strategies and techniques, it is important that staff consider the context of the situation as well as the behaviour itself, in their response to the behaviour. For example-

- Has a particular situation or the play environment created the undesirable behaviour?
- What are the risks associated with the behaviour to the child, staff or others?
- What do you think were the child’s intentions of the behaviour? What do you think the child is trying to communicate through their behaviour?
- Is my response to the same behaviour consistent with all children and generally across most situations?
- Am I expecting children to behave in ways that suit my values and beliefs, which may be different to those of families and/or other staff?

2) Supporting children

a) Staff will guide children’s behaviour in positive ways by:

- treating all children with respect and dignity;
- focusing on each child’s strengths;

- ensuring that expectations of children's behaviour are individually, culturally and developmentally appropriate to each child;
- using positive words and directions when guiding children towards desired behaviour;
- assisting children to recognise their feelings and find ways to express them that are appropriate/acceptable;
- use simple words and explanations for younger children and help older children find words and reasoning to behaviours;
- supporting protective behaviours by helping children use assertive phrases such as "Stop, I don't like that" in appropriate contexts;
- assuring children that at times suggested strategies eg for them to try to resolve conflict, may not always 'work' and that if it doesn't work they can come back and ask for further assistance;
- talking with children about how their actions affect others and themselves;
- trusting children and helping them understand and develop simple rules;
- ensuring that expectations and limits are consistent and clear to children;
- supporting children positively when they are meeting expectations;
- ensuring that behaviour which is not acceptable is responded to immediately;
- helping children to show empathy and begin to resolve conflicts;
- providing an environment and daily/weekly plans that are child focused and safe to minimise confrontation and conflict;
- keeping up-to-date with current trends in positive guidance by participating in professional development and training opportunities.

b) Staff can be effective role models for children by:

- interacting with children and other adults in positive ways;
- listening to children so that the appropriate cause of behaviour can be determined and alternatives to undesirable behaviour offered;
- modelling desirable behaviours that display trust, respect and empathy;
- responding calmly and sensitively to children's challenging behaviour;
- seeking assistance from other staff when they need help so children can also feel confident about asking for help from other children or adults;
- labelling the desired behaviour, rather than labelling the child or focusing heavily on undesirable behaviours.

3) Working with families

Staff will work in partnership with families by:

- encouraging on-going open communication between them and the child's family;
- sharing and discussing relevant information about the child to ensure positive guidance is consistent in the Centre and at home;
- being sensitive when discussing concerning behaviours with families;
- working with families in positive ways and not being critical or judgmental of family practices;
- clarify any family approaches that may be inconsistent with the Centre's procedures and how mutually agreeable goals and strategies can be reached;
- ensuring families have access to the Centre's behaviour guidance procedures and other resources;
- providing information to families about external supports services and other resources in the community

- educating families on the principles of positive behaviour support systems.

4) Supporting each other

Staff can support each other to positively guide children's behaviour by –

- discussing their own values and beliefs about desirable behaviours in young children and how these can be promoted;
- helping each other being consistent by monitoring each other's responses to situation;
- stepping in when staff may show signs of frustration or not coping with a child's difficult behaviour;
- sharing information and perspectives on how to best support children to be self-regulated.

5) Managing very difficult behaviours

When a child's difficult behaviour becomes extreme and/or continues to be a cause of concern to staff, in consultation with the family, staff may –

- ensure confidentiality of the child's situation;
- discuss the situation at an all-of-staff meeting and develop a specific plan of action;
- monitor the plan and evaluate the outcomes;
- consider seeking external intervention support, if needed.

Note: At no time should staff use behaviour or language that conflicts with the ODEEP *Code of Conduct* when guiding children's behaviour. It is unacceptable for staff to use any techniques that may humiliate, frighten or threaten the child. Staff should never isolate the child or use any form of verbal, physical or emotional punishment.