

Behaviour Guidance Policy Outside School Hours Care

Policy Statement

The YMCA of Canberra believes in the importance of educators providing positive guidance to children that promotes respect and tolerance and helps to build a child's healthy wellbeing and positive sense of identity. We recognise, value and celebrate the differences and similarities that exist in all people. YMCA educators are committed to a Behaviour Guidance Policy that fosters children, families and educators working collaboratively to support each other when guiding children to express themselves in a positive productive and non-threatening way.

Objectives

- To support children and young people to guide their own behaviour, consequences and choices thus recognising children as capable and competent learners.
- To provide opportunities for children and young people to express their thoughts and feelings in an open and respectful environment.
- To support children to build relationships that are caring, respectful and empathetic to each other.
- To develop children and young peoples feelings of happiness and satisfaction through successful engagement.

Procedures

Educators will:

- Encourage acceptable behaviour
- Ensure the environment and programs are stimulating and provide a balance of structured and unstructured activities as these factors are key influences on behaviour
- Deliver programs with enthusiasm and a positive attitude
- Encourage staff to use voice intonations, facial expressions and explanations as methods of guidance used to encourage desired behaviour
- Provide consistent and age appropriate expectations and routines
- Encourage children to settle their differences in a respectful manner and develop strategies to solve problems as they arise.
- Recognise and show appreciation for appropriate behaviour and build on each child's strengths and achievements
- Learn to recognise situations in which children's behaviour is more likely to become inappropriate and take action to divert these situations before they arise
- Ensure staff expectations of behaviour are age appropriate and realistic
- Express rules in a positive frame eg. We sit down while we are eating
- Provide children with the opportunity to make choices
- Nurture a safe and caring environment for staff and children
- Develop positive relationships with the children, be an active listener and communicator

Managing inappropriate Behaviour:

- Always remain calm and keep your voice at a speaking level, avoid shouting, use only acceptable and age appropriate language.

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- No child will receive any form of physical, shaming or humiliating punishment
- No child will be isolated alone for any period of time. Children will be supervised by an educator at all times.
- Attend to the primary issue, the inappropriate behaviour, when deciding on the appropriate course of action to follow. Avoid getting drawn into secondary issues (avoid the arguments).

If children consistently display unacceptable behaviour the senior educator will ensure:

1. The expectations of the child's behaviour are realistic and appropriate to their developmental level
2. The child understands the limits being set
3. The child's needs are being met
4. The child has no impediments which may contribute to the unacceptable behaviour
5. The child isn't copying observed behaviour from others
6. Events at the centre have not encouraged the behaviour
7. Consequences of the behaviour encourage the child to modify their behaviour
8. All staff members follow consistent behavioural strategies with the child

- The Co-coordinator/Senior Coordinator/Manager/ are available to discuss and assist with any concern a parent or educator may have in respect of a child's behaviour or participation in the program.
- If the unacceptable behaviour persists the Senior Manager/Manager will work with the parent/guardian to develop a strategy for managing the behaviour and assist the parent/guardian to seek advice from an appropriate agency or professional if required.

A behaviour guidance support plan (attached) will:

- Explain why the displayed behaviour is inappropriate in the OSHC environment
- Document inappropriate behaviours that occur consistently
- Identify any triggers that lead to the child engaging in inappropriate behaviours
- Define the context in which the inappropriate behaviour occurs
- Identify where the behaviour could possibly harm another child or adult
- Document the appropriate behaviours that are required to replace the inappropriate behaviours.
- Reflect a collaborative approach with the child's family or other relevant parties.
- The behaviour guidance support plan may also establish a code of signals between the child and the educators, which act as a positive reminder for the child, when their behaviour is becoming unacceptable.
- If all methods fail to result in an improvement in behaviour, the Manager will discuss alternative care with the parent/guardian, in consideration of the health and safety of the other children in care and the YMCA educators.

Families will:

- If required, work proactively with YMCA staff to develop a plan for managing behaviour of their child/ren.
- Parents/Guardians who wish to discipline their own children whilst in the centre will at all times use acceptable language and not, at any time, use any form of physical or humiliating punishment.
- It is unacceptable for parents/guardians to discipline any child/ren other than their own whilst in the centre.

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- Non-enrolled children in the company of their parents/guardians will be required to conform to the services policies on acceptable behaviour. If a parent/guardian is not able to control their non-enrolled child's behaviour they will be asked to remove the child from the service premise.

STEP BY STEP RESPONSE TO MANAGING INAPPROPRIATE BEHAVIOURS		
STEP	Response	Explanations
STEP 1	STOP	<ul style="list-style-type: none"> • Identify the inappropriate behaviour. Look at the situation, if a group of children are involved know who is doing what to whom, if the situation appears unsafe move quickly, your goal is to modify the inappropriate behaviour. • ACT appropriately rather than REACT. Focus on modifying the inappropriate behaviour not how it makes you feel.
STEP 2	LOOK and LISTEN	<ul style="list-style-type: none"> • Observe the child within the whole situation • Consider the possible reason(s) for the behaviour • Look at the child's interactions with other children, is the child a victim of bullying • Consider your interactions with the child, have you encouraged appropriate behaviour • Consider the key aspects of the Service. Is the program of activities suitable for the child? Are the routines encouraging appropriate behaviour?
STEP 3	ACT	<ul style="list-style-type: none"> • Manage the inappropriate behaviour. Separate the behaviour from the child – "I like you but I don't like the way you are behaving". • Respond to the CAUSE of the behaviour • Make sure you respond with positive behaviour • Consider the child's age and stage of development • Respond to the child's individual needs • Redirect the child to an appropriate activity if necessary
STEP 4	EVALUATE	Think about how you have responded to this situation. Were you able to change the child's behaviour? Did you interact positively with the child?

Guidelines to Levels of Inappropriate Behaviour and required staff actions; Low, Medium and High level behaviours and consequences

Low Level

- Swearing
- Running inside
- Not following directions from staff
- Spitting in general

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- Not sharing equipment
- Deliberately annoying other children or staff
- Leaving the group without permission

Monitored by coordinator.

If a pattern of repeated incidents appears to be occurring, commence logging the incidents, speak to the parents and the Senior Coordinator

Medium Level

- Disrespectful disobedience
- Teasing
- Biting/physical aggression
- Spitting on someone
- Swearing at others
- “dakking”
- Going out of bounds
- Deliberate exclusion of other children

Complete and log an incident report.

Inform parents on collection of child and have them sign the completed incident report.

Talk to your Senior Coordinator where there are repeated incidents from one child.

Further consequences to be determined upon consultation with parents and Manager, depending on frequency and severity of incidents. A Behaviour Support Plan (attached) will probably be put in place.

High Level

- Bullying
- Intimidation
- Sexual harassment
- Fighting
- Physical aggression at staff
- Stealing
- Deliberate destruction of property
- Leaving program – running away
- Misusing equipment with the intent to harm others or cause damage

Call parents immediately.

Complete and log incident report. Ensure parents signed the completed incident report on collection of the child.

Notify Senior Coordinator and Manager immediately. Submit completed incident report to Manager. Further consequences to be determined upon consultation with parents and Manager. A behaviour support plan must be put in place if a child is to continue at the service.

Related Policies

Behaviour Support Plan (Attached)

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References

Education and Care Services National Regulations, 2011
 Children Youth & Women's Health Service: Parenting and Child Health
<http://www.cyh.com/SubDefault.aspx?p=98> Accessed January 2014
 National Quality Framework – QA 5 Relationships with Children

Individual Positive Behaviour Support Plan

The **Individual Positive Behaviour Support Plan** aims to support individual children's strengths and abilities. The plan communicates the strategies, resources and expectations of the child and family to ensure their unique needs are met whilst they are in care. As educators we acknowledge the importance of children feeling recognised, included and valued in our services. This plan supports

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educators to provide equitable access, resources and engagement opportunity for all children at the Y.

“Collaboration – involves working together cooperatively towards common goals. Collaboration is achieved through information sharing, joint planning and the development of common understanding and objectives”

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Child Profile	
Child Name:	D.O.B:
	Age:
Parent / Guardian Names:	Background:
Strengths and Interests:	
Service / Room / Environment:	Educators / Team:

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Behaviours Observed: (attach observations if required):		
Effective Communication:		
Support Area:	Strategy / Action:	Evaluation:

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Family Collaboration / Correspondence (calls, meetings, feedback):	Date:

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Resources / Professional Development:	

Nominated Supervisor Signature:
Date:

Parent / Guardian Signature:
Date

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