

YMCA of the NT Policy Behaviour Guidance

Procedure Number	Date Approved	Date Last Amended	Status
2	19/03/2018	14/08/19	Final

1. PURPOSE

Children face many challenges throughout their lives. Learning acceptable behaviour and being able to regulate their own behaviour in different social and emotional environments, or when interacting with their peers or adults, are some of those challenges.

Educators and families use appropriate strategies to guide children to recognise, manage and learn from their behaviour and express their emotions in positive, non-threatening and productive ways.

YMCA Children and Family Services is committed to promoting positive Behaviour Guidance as it:

- Reflects the values, attitudes and current recommended strategies that promote positive play behaviour and patterns.
- Respects the importance of interactions and relationships between children, families and educators
- Seeks to understand why children behave in certain ways in specific circumstances.
- Promotes realistic play and behaviour limits that guide children’s safety and security rather than curb their play experiences, curiosity or creativity.
- Defines clear and transparent caregiving strategies that communicate how behaviour guidance is implemented.
- Informs stakeholders about the procedures involved in behaviour guidance action plans.
- Explains the service’s commitment to professional development and utilisation of external agencies.

The purpose of Behaviour Guidance is to:

- Encourage acceptable forms of behaviour by using strategies that build children’s confidence and self-esteem;
- Provide children with support, guidance and opportunities to manage their own behaviour; and promote collaborative approaches to behaviour guidance.
- Provide children with support and guidance to show an increasing capacity to understand, self-regulate and manage their emotions in ways that reflect the feelings and needs of others.
- Provide children with support, guidance and opportunities to manage change and cope with frustration and the unexpected.
- Provide children with opportunities, support and guidance to begin to initiate negotiating and sharing behaviour :

We recognise and understand that a child’s behaviour may be affected by:

- Age, development and temperament;
- General health and wellbeing;
- Diagnosed medical condition or disability
- Relationships with their family;
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Educators strategies and practices, which includes how those strategies are implemented;
- Relationships with other children and stakeholders, such as students, volunteers and visitors;
- External factors, such as family, home life or peer group experiences, or media coverage of traumatic events.

2. SCOPE

The scope of this Policy applies to all Board members, Sub Committee members, educators and volunteers.

For the purposes of this document we refer to these as the YMCA.

All Policies and Procedures must conform to this Policy.

3. POLICY

Behaviour guidance is more than simply reacting when a child does something that is inappropriate, it is about supporting each child to learn appropriate behaviours, and build on this through positive interactions, receiving modelling and support from educators when needed.

4. ROLES AND RESPONSIBILITIES

Department/Role	Responsibility
Children’s Services Management	<p>Is responsible for the development, monitoring, and review of the policy and related systems, ensuring content meets all legislated requirements.</p> <p>To facilitate policy awareness to all educators on the appropriate implementation and use of the policy.</p>
Responsible Persons	<p>YMCA nominated supervisor/ and or service management will oversee the implementation and service adherence of the policy</p> <p>Nominated supervisor/person with management and control will seek individual community feedback and facilitate an active consultation process with service users as appropriate.</p> <p>Is responsible for addressing any instance of non-compliance with</p>

	<p>this policy- and implementing strategies to help prevent non-compliance with this policy.</p> <p>Responsible for ensuring suitable resources and support systems to enable compliance with this policy.</p> <p>Drive the consultation process and provide leadership and advice on the continuous improvement of the policy.</p>
All employees, volunteers & students	<p>Responsible for meeting the requirements outlined in this Policy.</p> <p>Responsible for raising concerns or complaints in accordance with this Policy.</p>

5. DEFINITIONS

Nil

6. LEGISLATIVE AND INDUSTRY REQUIREMENTS

- Education and Care Services National Law 2010
- Education and Care Services National Regulations 2011
- National Quality Standard, Quality Area 5: Relationships with Children
- United Nations Convention on the Rights of the Child

7. SUPPORTING DOCUMENTS

(LINKS TO PROCEDURES AND/OR WORK PRACTICES)

- Early Childhood Australia Code of Ethics
- YMCA's of Australia Safeguarding Code of Conduct Policy
- Safeguarding Children and Young People Policy

8. APPROVAL AND REVIEW

Approved By: Liz Stiller

Effective Date: 14/08/2019

Policy Owner: Y NT Children's Services

Amendments

Version	Date	Author	Change Description
2	14/08/2019	YMCA NT	N/A

PROCEDURES

YMCA of the Northern Territory will ensure that:

- Interactions with each child are warm and responsive for building trusting relationships
- Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for lifelong learning.
- Each child is supported to feel secure, confident and included.
- Each child is supported to work with, learn from and help others.
- Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- The dignity and rights of every child are maintained at all times.

Some questions that educators should consider when addressing children's behaviour and how they can best guide it:

- Is the situation or environment contributing to or creating the problem?
- Are my expectations appropriate?
- How serious is the behaviour?
- Am I being consistent?
- How is the child likely to be feeling – what does this situation mean for the child?
- To what extent is my mood contributing to my reactions?

Strategies and Practices for guiding behaviours:

Behaviour will be guided by positive management techniques which allow the child to become aware of and understand the consequences of their behaviour on others. These techniques will include:

- Involving children in the process of developing play and safety limits, and learning the consequences when the limits are not adhered to.
- Talking with children about the consequences of their actions, and the reasons for this, as well as the appropriate rules.
- Allowing children to make choices and experience the consequences of these choices – ensuring there is no risk of physical or emotional harm to the child or anybody else.
- Encouraging children to engage in cooperative and pro social behaviour and express their feelings and responses to others' behaviour confidently and constructively – challenging the behaviour of others when it is disrespectful or unfair.
- Discussing emotions, feelings and issues of inclusion and fairness, bias and prejudice.
- Encouraging children to listen to other children's ideas, consider alternate behaviour, and cooperate in problem solving situations.
- Listening empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions.
- Guiding children to remove themselves from situations where they are feeling frustration, anger or fear.
- Supporting children to negotiate their rights, and the rights of others, intervening sensitively when children experience difficulty in resolving a disagreement.

- Working with each child's family and, where applicable, other services, to ensure that a consistent approach is used to support children with behavioural or social difficulties.
- Acknowledging children when they make positive choices in managing their behaviour.
- Role modelling positive and responsible behaviour.
- Avoiding using "hollow" gestures – eg making the child say "sorry" without genuine feeling. There is no benefit gained from children expressing something without a genuine feeling.
- Behaviour guidance plans will be developed in consultation with families, educators, and any other professionals who are working with the child. These will be implemented consistently by the educators caring for the child.

Techniques that will NOT be used in our services include:

- Physical punishment – smacking
- Emotional punishment – isolation, humiliation, frightening, with holding food or drink.
- Verbal punishment – labelling, name calling.