



# The Hutchins School: Children's Services

## CS-103: Behaviour Guidance Policy

<b>Key Legislation</b>	National Quality Standard for Early Childhood Education and Care and School Age Care: Quality Area 5: Relationships with Children Standard 5.2: <i>Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.</i> Element 5.2.2: <i>Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.</i>
<b>Commencement Date</b>	1/1/2011
<b>Last Review Date</b>	31/10/2016

### 1. Purpose

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This policy is intended to inform and shape the behaviour guidance techniques of the staff of The Hutchins School's Children's Services.

### 2. Scope

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This policy applies to The Hutchins School: Children's Services.

### 3. Objectives

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This policy is designed to ensure the best possible outcomes for children through behaviour guidance. It exists to inform and influence the direction of staff interactions with children, to ensure that children are treated with compassion and kindness, and to ensure that they in turn exhibit compassion and kindness to others.

### 4. Definitions

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<b>Behaviour Guidance</b>	The process through which children's behaviour is influenced and shaped in a productive, positive manner, encouraging children to act appropriately in their interactions with others. This process is the responsibility of the educator, to shape and to guide the behaviour of the children in their care.
<b>Behaviour Management</b>	As opposed to Behaviour Guidance, behaviour management is the process by which children learn to manage and address their <i>own</i> behaviour. The role of staff is not, nor ever should be, to manage the behaviour of children. This is the child's own responsibility, and cannot be abdicated to another.
<b>The Hutchins School: Children's Services</b>	A term used to denote The Hutchins School: Outside School Hours Care & Kindergarden (collectively).
<b>OSHC</b>	The Hutchins School: Outside School Hours Care
<b>Kindergarten</b>	The Hutchins School: Kindergarden (including Pre-Kinder)



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### 5. Policy Information

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This centre operates on the belief that:

- *All people deserve respect, regardless of age, culture, gender, or belief.*
- *All staff and children have the right to be safe.*
- *All staff and children are entitled to an environment free from harassment or discrimination.*
- *All parents are entitled to quality care for their children, through the provision of an environment that nurtures their social and physical development, while supporting and encouraging positive behaviour.*
- *All children should be encouraged to behave in a friendly and respectful manner toward their peers, staff, and parents. Every child has the right to be a part of a positive environment.*

While at this service, children are expected and encouraged to behave in a manner that is both courteous and respectful. While individual needs are respected, the needs of the group are equally important. It is important that the behaviour of one individual does not compromise the safety or happiness of another individual or of the group.

Children are expected and encouraged to respect the rights of staff and other children using the service. They are encouraged to see the ramifications of any negative behaviour, and the benefits, as well as the personal and emotional rewards, gained through positive behaviour. Children's emotional needs will always be considered, and support is provided where necessary. Through positive emotional support, each child can be helped to find confidence in themselves, and in others.

#### Behaviour Guidelines

Guidelines for behaviour at the service will be displayed clearly for children and parents at all times. Staff will remind children of the rules throughout the year at daily meetings. While children will be encouraged to take ownership of their own behaviour, a breach of these guidelines will result in a confidential discussion between a staff member and the child involved. The child (or children) will be reminded of the guidelines for their behaviour while in care, while the staff member will explicitly state where and how the breach occurred. A warning will be given, and the child will either be returned to their previous activity, or diverted to a more appropriate activity. Where it is considered appropriate, staff may be required to fill out an incident report form, detailing the exact circumstances of the incident.

Behavioural expectations within the service fall within the outlines of, and are informed by the [Kindness Policy](#).



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There are a number of specific instances where no warning will be given, and a consequence will be immediately applied. These are limited to:

- *Violent actions (kicking, hitting, punching, and so on);*
- *Swearing;*
- *Being blatantly rude or disrespectful to staff.*

The service will ensure that all children are aware of this rule before it is applied. As with all other behaviour guidance, this approach is designed to ensure that children exhibit appropriate behaviour. The zero tolerance policy on these specific behaviours ensures that the School's Children's Services are a safe and happy place for everyone.

### **'Thinking Time'**

'Thinking Time' is considered to be a last resort in dealing with difficult behaviours, and may be employed either in a circumstance where continual or severe breaches of the behavioural guidelines occur, *or* in a circumstance where the removal of a child from their immediate situation is necessary in order to de-escalate a conflict. In these circumstances, children may be asked to spend some 'thinking time', in order to calm down and think about their behaviour. While not all children will spend this time considering the consequences of their actions, they will at least be removed from a potentially volatile situation, and encouraged to calm down. This also allows time for the staff member dealing with the situation to consider appropriate resolutions, and attend to any other children involved in the situation. Usually the matter will be resolved through discussion between staff and the child or children involved. The child will then be diverted to another activity, and parents will be informed about the incident upon arrival.

If the disruptive or negative behaviour continues, the Director may consider calling the parent of the child or children involved, and request that they come and collect the child. At this time, or at a mutually convenient time, the Director will discuss with the parent options to address the issue. If a solution cannot be found, it may be necessary, for the good of the children of the service, for the child to be removed from care for a period of time. Serious behavioural issues may be referred to the head of the Hutchins School ELC and Junior School.

## **6. Supporting Procedures / Guidelines**

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### [CSG-103: Behaviour Guidance – Staff Guidelines](#)

*This document contains the three-step framework used in Behaviour Guidance within the Hutchins School's Children's Services.*

### [The Hutchins School: Kindness Policy](#)



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### 7. Legislative Documentation and Standards

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*National Quality Standard for Early Childhood Education and Care and School Aged Care, Canberra, ACT, 2009.*

#### Quality Area 1: Educational Program and Practice

- **Standard 1.1: An approved learning framework informs the development of a curriculum that enhances each child's learning and development**
  - Element 1.1.5: *Every child is supported to participate in the program*
  - Element 1.1.6: *Each child's agency is promoted, enabling them to make choices and decisions, and to influence events and their world.*
- **Standard 1.2: Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.**

#### Quality Area 4: Staffing Arrangements

- **Standard 4.2: Educators, co-ordinators and staff members are respectful and ethical.**
  - Element 4.2.1: *Professional standards guide practice, interactions and relationships*

#### Quality Area 5: Relationships with Children

- **Standard 5.1: Respectful and equitable relationships are developed and maintained with each child.**
  - Element 5.1.1: *Interactions with each child are warm, responsive, and build trusting relationships.*
  - Element 5.1.2: *Every child is able to engage in meaningful, open interactions that support the acquisition of skills for live and learning.*
- **Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**
  - Element 5.2.2: *Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.*

*Belonging, Being and Becoming: The Early Years Learning Framework, Canberra, ACT, 2009.*

*My Time, Our Place: The Framework for School Age Care in Australia.*

*Education and Care Services National Law Act 2010.*

*Education and Care Services National Regulations 2011: Regulation 99; 168, 168(2)(h).*



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### 8. Referenced External Documentation

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Joshi, A. "Conflict Resolution between Friends During Middle Childhood". The Journal of Genetic Psychology. Vol 169(2), pp 133-148. Heldref Publications: 2008

Kennedy, A. & Stonehouse, A. Shared Visions for Outside School Hours Care. Melbourne: Newtowne Press, 2004.

Kennedy, A. & Stonehouse, A. Fact Sheet 1: Working with Mixed Age Groups. Shared Visions for Outside School Hours Care. Melbourne: Newtowne Press, 2004.

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Kennedy, A. & Stonehouse, A. Fact Sheet 6: Supervising Children. Shared Visions for Outside School Hours Care. Melbourne: Newtowne Press, 2004.

Kennedy, A. & Stonehouse, A. Fact Sheet 7: Supervising Excursions. Shared Visions for Outside School Hours Care. Melbourne: Newtowne Press, 2004.

Kennedy, A. & Stonehouse, A. Fact Sheet 8: Guiding Children Towards Positive and Responsible Behaviour. Shared Visions for Outside School Hours Care. Melbourne: Newtowne Press, 2004.



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### 9. Record Keeping

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This policy is to be kept for three (3) years until review, unless there is a significant legislative or organisational change requiring earlier review.

The master copy is kept on Sharepoint (Policies) and is read-only in PDF form. All printed copies are uncontrolled.

### 10. Policy Owner

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The Hutchins School Headmaster

### 11. Policy Review Details

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<i>Date</i>	<i>Changes made under review</i>
1/9/2013	Policy placed in new (2013) template. Minor changes made to terms contained within the document to preserve continuity with the NQF and EYLF (e.g. "staff" becomes "educators" and so on). No major changes to procedures.
31/10/2013	Minor textual changes for clarity and consistency.
21/02/2014	Reference added to CSG:103 – Behaviour Guidance: Staff Guidelines