

Croydon Central Kindergarten Inc.

Behaviour Guidance Policy

1. Authorisation

This policy was adopted by the Croydon Central Kindergarten Inc. Committee of Management, at the Committee meeting on Wednesday 12th August 2009.

2. Review Date

This policy will be reviewed annually, or varied earlier if necessary, and the Committee will within 28 days of making any change, notify the parents/guardians of the children attending, of that change.

3. Scope

This policy applies to all staff, volunteers, parents/guardians, children and the Committee.

The only complaints dealt with by this policy are those relating to the unacceptable behaviour of a specific child or children and guidance of the behaviour by staff.

4. Background and Relevant Legislation

- The Children's Services Regulations 1998: This requires a Behaviour Management/Guidance policy be available for inspection at the Croydon Central Kindergarten Inc. at all times the Croydon Central Kindergarten Inc. is operating.
- The Children's Services Act 1996.
- The Federal Disability Discrimination Act 1992.
- The Victorian Equal Opportunity Act 1995.

5. Definitions

Normal challenging behaviour: Behaviour that disrupts others or causes disputes between children, but which is part of normal social development.

Unacceptable behaviour: Ongoing behaviour that has not responded to the strategies set out under Procedures in this policy. Ongoing behaviour that is placing the individual concerned, other children, staff or adults at risk.

CCK: Croydon Central Kindergarten Inc.

DHS: Department of Human Services

6. Policy Statement

Values

The CCK is committed to the safety and wellbeing of all children, staff and volunteers in attendance.

We believe:

- All children need a safe and secure environment, and positive interaction with adults and other children.
- In encouraging positive behaviour in all children and ensuring that all children are respected and valued as individuals.

- That setting limits for behaviour is important for the safety and protection of children, others and the environment.
- In helping children learn the consequences of their behaviour and thus develop an understanding of how their actions affect others.
- In involving parents/guardians in issues relating to the guidance of their child's behaviour.

Purpose

To achieve the above listed values by providing a developmentally appropriate behavioural guidance structure for all staff and others working with the children.

7. Procedures

7.1 Procedures for the guidance of normal challenging behaviour in young children

For all children, staff should:

- Understand the needs of individual children and those in the group and acknowledge that many factors could influence behaviour.
- Base their expectations on the child's individual level of development.
- Respect the cultural differences in children.
- Respond to children proactively, rather than reactively.
- Assist children to control their behaviour, and to understand the behaviour of others.
- Anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour.
- Reinforce children's positive behaviours and provide positive role models.
- Encourage children to resolve potential conflicts for themselves, but step in when needed.
- Acknowledge a child's good intentions, (even if they were carried out inappropriately).
- Acknowledge that it is the behaviour that is inappropriate and not the child.
- Allow choices in decision making and be prepared to accept the child's decision if appropriate.
- Be consistent in the guidance of all children.
- Work cooperatively with parents/guardians on issues relating to the guidance of their child's behaviour, keeping them informed of the techniques and methods used.
- Respect the confidentiality of both the parents/guardians and child when dealing with issues of behaviour guidance concerning an individual child.
- Make sure that children are not put in a position where they feel frightened, ashamed, embarrassed, insecure, or isolated.
- Provide a set of basic developmentally appropriate behavioural rules which:
 - Emphasise positive actions.
 - Give children reasons for the limits.
 - Are implemented in a consistent manner.
 - Are reinforced regularly.

Staff should seek assistance, or support, whenever necessary.

7.2 Procedures for the guidance of ongoing unacceptable behaviour

When dealing with unacceptable behaviour, the teacher should:

1. Consult and assess the availability of support

- Discuss with the parent/guardian:
 - The unacceptable behaviour shown by the child.
 - Possible strategies that could be implemented.
 - Resources available such as Preschool Field Officers, referral for specialist assessment, additional adult support. (*Consent from parents/guardians must be given before any intervention/assessment is obtained.*)
- Assess any training or support required for the staff or parent/guardian, which could include advice from the Preschool Field Officer.
- Consult with other professionals and agencies if appropriate.

2. Develop a behaviour guidance plan which is:

- Based on the consensus reached with the parent/guardian on the strategies to be used.
- Clear and easily followed by all staff, parent/guardian and/or volunteers working with the child.
- Discussed in detail with other staff.
- Reviewed as required.

3. Refer the situation to the Committee if:

- The teacher is concerned that the child's behaviour may put themselves, other children, staff or others at risk and the consultation with the parent and others and the behavioural guidance plan has not resolved the problem, or
- Additional resources are required.

4. The Committee should become involved when:

- Requested by staff.
- A parent/guardian lodges a complaint concerning another child's behaviour that is threatening the safety of other children.
- They have concerns about the unacceptable behaviour of a child and the effect of this on other children, staff etc.
- There is an occupational health and safety issue involved for staff or others at CCK.

The Committee will attempt to resolve the issue as soon as possible if the child's ongoing unacceptable behaviour is putting themselves and/or other children and adults in danger.

In the event that the Committee becomes involved, the teacher should:

- Not divulge confidential information provided by the parent/guardian without first obtaining their consent.
- Provide only relevant information to the sub-committee/Committee in order to assist with the resolution of the issue.

Process for resolution where the Committee Becomes Involved

Step One: Appointment of a Behavioural Guidance Sub-committee

The Committee delegate's authority to the President or in their absence the Vice President, to appoint a minimum of two Committee members (one of whom may be the President) and the teacher involved with the child, to a Behavioural Guidance Sub-committee. This Sub-committee is authorised to address matters raised under this policy, which includes consultation, investigation and seeking a resolution.

Step Two: Consultation and Investigation Phase

The Behavioural Guidance Sub-committee would be responsible for:

- Asking staff for their professional evaluation of the situation and what they believe needs to be done in relation to strategies to be implemented and resources needed.
- Interviewing the person lodging the complaints in relation to the unacceptable behaviour of child/children. When the complaint is directed at a specific person, that person would not participate in the interview of the complainant and would be excluded from the Sub-committee's decision making process.
- Meeting with the parent/guardian.
- Meeting with any support agencies involved with the child, if appropriate.
- Investigating the availability of extra assistance, financial support, or training, by contacting the regional Preschool Adviser and Specialist Children's Services Officers at the Department of Human Services

Step Three: Resolution phase

The Sub-committee, following consultation and investigation, will seek to put in place a behavioural guidance plan that is mutually acceptable to all parties and implemented by the teacher.

This mutually acceptable plan would include the teacher developing a behaviour guidance program for the child, which could involve:

- Obtaining advice from other professionals where appropriate.
- Establishing timelines.
- Ongoing consultation with parent/guardian.
- Evaluation process.
- Reporting process to the Committee.
- Maintaining confidentiality in relation to information gained about the child and their family.

The behavioural guidance plan could also include:

- A behavioural assessment of the child.
- A behavioural intervention program or obtaining specialist advice (i.e.: Preschool Field Officer).
- The parent/guardian remaining with the child for a predetermined period of time.
- A referral to a Parent Support program to obtain assistance or other support services for the family.
- Additional staffing assistance where available.
- In a situation where a child's behaviour may impact on the health and safety of themselves, other children, staff or others at CCK, consider adjusting the amount of time the child attends, as part of the behavioural guidance plan.

The Sub-committee will monitor, review and modify the behavioural guidance plan as necessary.

Where the Sub-committee is able to resolve the situation, it would inform the Committee at their next meeting of the successful resolution of the issue.

Step Four: Referral to the Committee

The matter will be referred to the Committee in the event that:

- Additional financial resources are required that need Committee approval, or
- The sub-committee is not able to establish a suitable and mutually agreeable behavioural guidance plan.

In situations where a suitable and mutually agreeable behavioural guidance plan has not been achieved, the Committee will seek appropriate advice, for example, from DHS, KPV, etc.

8. Key Responsibilities and Authorities

The Committee is responsible for:

- Ensuring that all parents/guardians and staff are aware of this policy and that it is implemented within the CCK.
- Approving any changes to the policy.
- Approving any additional expenditure or resources that impact on Committee finances.

The staff are responsible for the day-to-day implementation of this policy and where possible resolving any behavioural guidance issues directly with the parents/guardians and children concerned.

9. Resources and Support

Related documents at the Croydon Central Kindergarten Inc.

- The DHS preschool funding criteria (In relation to access and equity).
- The DHS *Children's Services Licensing Operational Guide* [Section 3.2].
- The CCK's policies on Complaints and Inclusion of Children with Additional Needs.
- A list of the contact numbers of individuals, agencies and organisations providing support and/or advice in relation to the behavioural guidance of children, for example the Preschool Field Officer, Children's Services Adviser and KPV.

Training

If considered appropriate, the Committee will:

- Consult with staff on their professional development needs in relation to the guidance of children's behaviour and on the availability of the range of support services available to families.
- Assess the interest of the parent/guardian group for an education session to be provided on the guidance of children's behaviour.

10. Evaluation

In order to assess whether the policy has achieved the values and purposes set out under '6 Policy Statement', the Committee will:

- Use a quality assessment tool, such as the *Preschool Quality Assessment Checklist*.
- Assess whether a satisfactory resolution has been achieved in relation to behavioural issues raised.
- If appropriate, conduct a survey in relation to this policy or incorporate relevant questions within the general parent/guardian survey.

- Take into account feedback from staff regarding the policy.
- Monitor complaints and incidents regarding the behaviour of the children attending the CCK.