

## Socialisation Policy and Positive Behaviour Guidance Policy

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<b>Review Date</b>	<b>August 2022</b>
<b>Sources</b>	<p>Education and Care Services National Regulations, October 2020</p> <p>Education and Care Services National Law, February 2018</p> <p>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017</p> <p>Guide to the National Quality Framework, September 2020</p> <p>Belonging, Being &amp; Becoming: The Early Years Learning Framework for Australia</p> <p>My Time Our Place: Framework for School Age Care in Australia</p> <p>Parent Link (<i>Retrieved (8/6/10)</i>, <a href="http://www.parentlink.act.gov.au">www.parentlink.act.gov.au</a>)</p> <p>Code of Ethics (<i>Retrieved 8/6/10</i>), <a href="http://www.earlychildhoodaustralia.org.au/pdf/code_of_ethics">www.earlychildhoodaustralia.org.au/pdf/code_of_ethics</a></p>

### **Aim:**

In consultation with parents, and in accordance with the children's unique cultural backgrounds, encourage children's positive socialisation within each Educators Residence, or In-Venue Care by instilling a respect for individuals and providing positive management of children's behaviour.

### **Explanation:**

Socialisation is learning how to live, work and play with others in a constructive and harmonious way. Behaviour and guidance are two common terms associated with socialisation. This socialisation policy enables us to ensure that a consistent and trusting environment is developed within each Educators Residence or In-Venue Care, allowing children to develop a sense of safety, self worth, and positive relationships with others. Recognition that children's behaviour can be affected by their development, the environment, the time of day, actions of staff and other children, family experiences and the family's cultural background is essential in providing positive behaviour management. Child management techniques do not include physical, verbal, or emotional punishment, including, for example, punishment that humiliates, frightens or threatens the child. The child is not isolated for any reason other than illness or accident.

### **Responsibilities:**

#### **In relation to Co-ordination Unit Staff:**

- Be aware of their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the relevant National Quality Standard in relation to Socialisation (Positive Behaviour Guidance)
- Provide training/information for Educators and families on positive guidance of children's behaviour
- Support Educators and families to encourage positive behaviours
- Role model to Educators positive guidance of children's behaviour
- Liaise with Schools to ensure consistency with behaviour management in Before and After School Care programs
- Model positive, socially accepted behaviours and language
- Demonstrate appropriate reactions to children's exploratory behaviour

- Communicate information about children with relevant parties
- Treat each child with respect and without bias
- Participate in professional development

**In relation to Educators:**

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the relevant National Quality Standard in relation to Socialisation (Positive Behaviour Guidance)
- Participate in professional development on guiding children's behaviour, including how to support children who are biters
- Respect each child as an individual
- Use positive guidance strategies that promote accepted children's behaviour
- Be consistent in their approach to guiding children's behaviour
- Endeavour to understand why a child behaves a certain way
- Be pro-active and where possible anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour
- Be patient
- Model positive, socially accepted behaviour and language
- Provide an environment that supports the strategies of guiding behaviour
- Create opportunities for children to be independent and self-reliant
- Be objective and support children through periods of change and challenging behaviour
- Demonstrate appropriate reactions to children's exploratory behaviour
- Respect and value individual children and their differences to ensure they feel safe, secure and supported
- Set clear, realistic and age appropriate limits for behaviour
- Maintain adequate supervision at all times
- Discuss with children the consequences for their behaviour and the reasons why the behaviour was inappropriate
- Provide consequences for behaviour that relate to the observed behaviour. These can include:
  - Indirect guidance, direct guidance, verbal and emotional guidance;
  - Limits, which may be set with the child/ren
  - Redirection to another activity or area
  - Positive reinforcement and encouragement
  - Focusing on positive behaviour
- Respect children's individuality and use behaviour guidance methods suited to individual needs
- Encourage and monitor children to resolve potential conflicts for themselves, however be available to step in when needed
- Be consistent in the guidance of all children
- Respect cultural differences in children
- Acknowledge a child's good intentions (even when carried out inappropriately)
- Acknowledge that it is the behaviour that is inappropriate and not the child
- Make sure that children are not put in a position where they feel frightened, ashamed, embarrassed, insecure or isolated
- Help the children deal with their emotions in an appropriate manner
- Prompt and support children to remove themselves from a situation when they might be experiencing frustration, anger or fear

- Allow children to make decisions about themselves, when appropriate
- Allow children to assist in setting rules and expectations for the group
- Teach children to respect the rights and feelings of other children
- Access additional support from Inclusion Support Facilitator in region if required
- Share information with families regularly in a constructive and positive manner about children's behaviour
- Reach agreements with families and staff in response to children's challenging behaviour
- Discuss with children and families utilising the In-Venue Before and After School Care Program the service's Children's Code of Conduct

**In relation to Families:**

Families are encouraged to:

- Respond to their child/ren in a positive and consistent manner
- Discuss approaches and work with the Educator to guide children's behaviour
- Interact with all children in the Educator's Residence or In-Venue in an appropriate manner

**Continual Monitoring and Improvement:**

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Co-ordination Unit Staff accessing current relevant information
- Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

**Policy Review**

<b>Date Revised</b>	<b>Comments</b>
Jan 2012	Inclusion of In –Venue Care and School Codes and Rules
Feb 2012	Added relevant regulations and quality standards in relation to the new Education and Care Services National Regulations and National Quality Standard
January 2013	Added information for In Home Care
March 2013	Policy reviewed as per schedule, no changes made
September 2014	Scheduled Policy Review – added Educators Behaviour Management Strategy
March 2016	Scheduled Policy Review – No changes made
June 2018	Update sources
February 2021	Scheduled Policy Review – Updated source, added educator strategies into policy, not as a separate document