

Socialisation and Positive Behaviour Guidance

Policy Statement

This policy acts to ensure that:

- In consultation with parents, and in accordance with each child's unique cultural backgrounds, children's positive socialisation is encouraged 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 our services, 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, verbal and non-verbal actions of staff, other children or family members, 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.

Goals

- Provide clear expectations to support the wellbeing and inclusion of all children enrolled at the service
- Use the Children's Code of Conduct to create open and ongoing discussions with the children about the expectations of them while attending the service

Strategies

It is important that we offer a Service that supports all children's needs. If a child does not follow reasonable direction from staff, does not respect toys and equipment or becomes abusive or violent towards other children and /or staff, the following steps will be put into place:

- In the first instance parents will be contacted and the service will request the child is collected from the program immediately (parents working away will be required to arrange an emergency contact to collect their child). The child may then not be able to attend the Service until a time has been made with families to discuss strategies to ensure their child behaves safely and appropriately at the program

Policy Created
February 2016

Policy Last Updated
March 2025

Policy Review Date
February 2026

- Where a child continuously compromises the health and safety of other children and staff at the program by not following reasonable directions from staff, the child will not be allowed to attend the program until a satisfactory plan is in place to support their behaviour, commencing with a meeting with the child's parents, the school and any other relevant agency
- Where a child is recommencing care after a suspension, the child's parents or guardians will be required to provide assurance in writing from a professional agency where behaviour support has been accessed providing assurance that the child will be able to manage in the Service environment including following Service boundaries, rules and reasonable directions for staff at all times
- In situations where the Approved Provider accepts the assurance provided by the professional agency, the child will be able to commence care on a probationary arrangement. Once attending the Service if at any time another incident occurs that threatens the health and safety of the other children or staff, care at the Service will be terminated
- In situations where the assurances provided does not provide sufficient information to the Approved Provider that the other children enrolled at the service will be protected from harm or hazard care will not be resumed

Absconders

- If a child is identified as an absconder on their Enrolment Paperwork or Behaviour Support Plan, they will not be enrolled at the service due to the high risk this poses to the other children, Educators and service
- If a child enrolled at the service, but not identified as an absconder leaves the services premises at any time without an adult, their care with the service will be ended immediately due to the risk this poses to the other children, Educators and service
- If a child enrolled at the service continues to leave the services' supervised areas without an adult, their care will be suspended until appropriate supports can be put into place. If appropriate supports are not put into place, the child's care will be terminated due to the risk leaving the supervised areas poses to the other children, educators and service

Children Suspended from School

- Where a child has been suspended from school, they will also be suspended from attending the service and fees will still be payable
- A child suspended from school will be able to return to the service once the child has returned to school after the suspension period has been completed
- Where a child has an in-school suspension discussions will occur between the school, service and family as to whether it is appropriate for the child to attend the service

Country Kids Club Out of School Hours Care

- Support Educators, children and families to develop and implement CKC's Children's Code of Conduct
- Use the Children's Code of Conduct to create open and ongoing discussions with the children about the expectations of them while attending the service
- Discuss with families the service's Children's Code of Conduct

Roles and Responsibilities

Approved Provider & Coordinators

- Provide training and 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 the Out of School Hours Care and Family Day Care programs
- Liaise with external agencies including Inclusion Support to assist in maintaining a Strategic Inclusion Plan, and provide guidance and training to the service when required in supporting children with challenging behaviours in the Family Day Care and Out of School Hours Care services
- 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

Educators

- Participate in professional development on guiding children's behaviour
- 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
- Encourage conflict resolution and rule setting with children
- 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
 - Expectations/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 the service's Children's Code of Conduct

Families

- Upon enrolment it is important for families to disclose all of their child's diagnosed and undiagnosed conditions or additional needs. This information enables the service to work with you, your child and the school to ensure that we can cater for your child's needs
- Failure to provide the service with information about any behavioural conditions or additional needs may jeopardise your child's ongoing care with our service if we do not have the resources to support your child's needs
- Respond to their child/ren in a positive and consistent manner
- Discuss approaches and work with Educators to guide children's behaviour
- Interact with all children in the Service in an appropriate manner

LINKS TO:

- **Education & Care Services National Law**
Section 167
- **Education & Care Services National Regulations:**
73, 84, 85, 86, 87, 103
155, 156, 168, 170
- **National Quality Standards/Elements:**
1.2, 2.1, 2.2, 3.2.1, 4.1,
4.2, 5.1, 5.2, 6.12, 6.2,
7.1
- **Child Safe Standards**
1, 2, 3, 4, 5, 6, 7, 8, 9, 10

Continual Monitoring and Improvement

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Coordinators accessing current relevant information
- Approved Provider, Coordinators and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

SOURCES

- [Education and Care Services National Regulations](#)
- [Education and care Services National Law](#)
- [Guide to the Education and Care Services National Law and the Education and Care Services National Regulations](#)
- [Guide to the National Quality Standard](#)
- [Implementing the Child Safe Standards: A Guide for Early Education and Outside School Hours Care Services](#), NSW Department of Education
- [A Guide to the Child Safe Standards](#), NSW Office of the Children's Guardian
- [ACECQA – FDC Approved Provider compliance responsibilities](#)
- [Be You](#)
- My Time Our Place: Framework for School Age Care in Australia
- The Early Years Learning Framework
- ECA Code of Ethics
- United Nations Convention on the Rights of the Child

LINKS TO OTHER POLICIES:

- Child-Safe Environment
- Communication
- Curriculum
- Inclusion & Diversity
- Interactions with Children
- Supervision