

# O-SAFE-4 Behaviour Guidance Policy

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## Policy commitments

Jabiru is committed to the safety and wellbeing of all children, young people, families, community members and staff attending its services and activities.

We will apply appropriate behaviour support and management strategies that:

- support children and young people to develop skills to self-regulate
- preserve and promote children and young people's self-esteem
- are in keeping with community standards
- play a vital role in providing a safe and happy environment
- proactively support Policy B-SAFE-3 – Promoting Protective Behaviours
- are consistent with the Jabiru Philosophy Statement (refer Policy B-GOV-1 –Philosophy Statement).

We recognise the wide range of age groups that access Jabiru services and activities and the differing developmental needs of individuals with a variety of strengths and backgrounds.

## Practice commitments

*All Jabiru staff are expected to ensure that the practice standards specified below are complied with at all times.*

- Jabiru staff are required to follow this behaviour guidance policy and associated good practice guidelines
- Jabiru staff will respond in an appropriate manner to the various developmental stages and differing ages of the children and young people who attend Jabiru
- Jabiru will provide training to support implementation of this policy
- The Senior Coordinator/Nominated Supervisor/Responsible Person in Charge and all Jabiru staff will ensure that caregivers understand that they are not permitted to approach other children or young people attending the service regarding behaviour incidents and/or issues.

## Principles of Jabiru Behaviour Support and Management

### Strengths

- We focus on the strengths of children, young people, caregivers and staff at all times, even when communicating about difficult issues or conflict.
- We acknowledge that people respond better to affirmation, support and guidance than they do to criticism and 'management'.
- We invite caregivers to share an understanding that focuses on the needs and strengths of the child or young person.
- All behaviour support policies are to be read with this strengths-based framework in mind.

### Community

- We think of each Jabiru service as a small community of children and adults, including staff (including school staff in Jabiru School Age Care) and caregivers.
- We recognise that being part of a community brings rights and responsibilities, which also provides opportunities for children and young people to learn important social and emotional skills and ways of living happily with others.

### Dialogue

- We engage in constructive dialogue with caregivers about ways that we can work collaboratively with them to meet the needs of their child.
- When discussing a child's behaviour with caregivers we never attempt to correct, criticise or advise a caregiver about parenting matters or the parenting that a child has received.
- We encourage caregivers to feel free to discuss ways that their child's behaviour is supported at home, or issues that may arise that could affect their child's experiences at Jabiru.

### Relationships

- We maintain a positive, open and supportive relationship with children, young people, community members, caregivers and other staff at all times so that most difficulties can be easily discussed and quickly resolved.

### Understanding

- We understand that:
  - all people regardless of age, are capable of momentary lapses of behaviour which may give offence, create risk, or cause harm to others
  - if people are reminded that their behaviour is causing offence, risk or harm they will usually agree to change their behaviour
  - children and young people live complex lives, like adults, and may have varying abilities to be aware of or modify their behaviour.

### Jabiru Staff Practices:

- We use our judgment and training to deal with some instances of negative, careless, naughty or over-exuberant behaviour within the everyday routine operation of the program. This behaviour is usually classified as extremely minor.
- When difficulties arise, we discuss with caregivers and their children ways to
  - improve relationships
  - positively develop coping skills
  - reinforce positive behaviours for the child or young person.
- We do not 'punish' children or young people, rather we encourage them to experience 'consequences' for any behaviour that affects the rights, safety or well-being of other children and young people or Jabiru staff.
- We respect the dignity and rights of children and young people at all times and any kind of demeaning punishment is forbidden.
- We never use any form of physical punishment such as
  - withholding food
  - hitting
  - smacking
  - washing a child's mouth out with soapy watereven though these may be considered by some parents as acceptable.

### Consequences

- We may impose consequences on a child or young person if they behave in a way that is contrary to the Jabiru Rules or disruptive to the program.
- We ensure that the consequences are always meaningful to the child or young person and directly relevant to the behaviour that has caused the problem.
- We ensure that consequences are never arbitrarily punitive or demeaning.
- We never 'punish' children or young people. A 'consequence' is NOT a punishment and a child or young person who is participating in a 'consequence' must never be treated as though they are being punished.
- Examples of consequences include:
  - a child who has deliberately tripped and pushed another child could be supported to have age-appropriate, reflective 'time out'. During this time the child could be given a specific task to think about what has happened, how it fits with the Jabiru Rules, what the consequence might be, and how different actions in the future could lead to different outcomes.
  - a child who has deliberately wasted food agrees to lead a small research project about countries where there is not enough food.
  - a child who has been found to be bullying another child spends time making a poster about how children feel when they have been bullied and what they should do about it.

### Privacy and Confidentiality

- We ensure that all discussions with children/young people and caregivers about behaviour is conducted in private. However, we may warn a child about their behaviour in public if there is a risk to health or safety.
- We do not discuss a child or young person's behaviour or any incident, in front of or in the hearing of other caregivers and children.
- We only discuss the behaviour or provide information about a child or young person with their caregivers. The only exception to this is where a caregiver wants to inform Jabiru staff about the behaviour of another child which is causing their own child harm.
- We never provide the contact details for a caregiver to any other caregiver.

## Guidelines

*All Jabiru staff are expected to follow the good practice guidelines below consistent with Regulations 155 and 156 and HSQS 4.1 and 4.2.*

Jabiru staff will only contact caregivers about their child's behaviour if it is a major incident as defined below.

If caregivers want a more active role in supporting their child or young person's behaviour, the Senior Coordinator/ Nominated Supervisor/Responsible Person in Charge or nominee will clarify the role the caregiver would like to have.

## Jabiru Rules

- Jabiru will involve children and caregivers in developing Jabiru Rules for the service.
  - This will begin with a “talking circle” with the children and young people at the start of each program to develop a shared understanding in the language of the children/young people of appropriate behaviour for the service
- The Jabiru Rules will be clear, child focused, easy to understand and in keeping with community standards.
- Jabiru will display the Jabiru Rules where everyone can see them.
- Jabiru staff will regularly discuss the Jabiru Rules with children and young people and reinforce its content and why it is required.

## Expectations of Jabiru Staff

- Jabiru staff will use positive language, gestures, facial expressions and tone of voice.
- Jabiru staff will monitor children and young people's play and other interactions to:
  - pre-empt potential conflicts or challenging situations
  - support children and young people to consider alternative behaviours.
- Jabiru staff will support children and young people to:
  - make sensible choices
  - accept challenges
  - manage change
  - cope with frustration
  - experience the consequences of their actions.
- Jabiru staff will encourage or reward children and young people when they make a positive choice in managing their own behaviour.
- Jabiru staff are not permitted at any time to use:
  - physical force, restraint or punishment
  - verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child or young person.
- Jabiru staff prompt and support children and young people who are experiencing anger, frustration or fear, to engage in another activity or move to a downtime/safe place.

## Minor incidents

Minor incidents include:

- incidents contrary to the Jabiru Rules which are entirely accidental, minor or of a lesser nature, or that are inconsistent with a child/young person's usual good behaviour, for example:
  - A child or young person playing soccer accidentally trips another child and the second child is not harmed
  - A child is over-excited and spills paint on the floor.
- incidents contrary to the Jabiru Rules that are persistent but are more annoying than dangerous or damaging, for example
  - A child or young person who often speaks to other children/young people while adults are giving instructions.
- incidents that are related to the child/young person's personality, situation and development but that are only concerning to that child/young person and do not cause harm to property or others, for example:
  - A child who often cries when their caregiver is late picking them up
  - A very young child who has difficulty concentrating on complex group instructions
  - A child/young person who has specific anxieties caused by the recent loss of frequent contact with a caregiver through divorce.
- a more serious accident contrary to the Jabiru Rules, that is judged to be caused entirely by non-malicious carelessness or impulse that is inconsistent with a child or young person's usual good behaviour, for example:
  - A child playing soccer accidentally trips another child who falls over and sustains a broken wrist
  - An older child or young person who has never previously done anything similar, pushes a younger child out of the way whilst forming a queue.

## Procedure

When a Minor Incident occurs Jabiru staff will:

- remind the child/young person of the Jabiru Rules and check for their understanding of it
- advise how the code applies to the incident and how their behaviour was contrary to the code
- invite the child/young person to act in a way that is consistent with the code in the future
- check with the child/young person as to whether there is any matter which is causing them to behave in a way that is inconsistent with the code
- attempt to deal with any arising matters as carefully and positively as possible
- impose a small consequence if required.

## Major incidents

Major Incidents include:

- an incident contrary to the Jabiru Rules which is deemed by the Senior Coordinator/ Nominated Supervisor/Responsible Person in Charge to have created a substantial risk to the child/young person, other children and young people, property or staff, for example:
  - A child hitting another child with a large stick
  - A child throwing a ball at a glass window
  - A child bullying another child or calling them a racist name.
- repeated minor incidents contrary to the Jabiru Rules that are a persistent or a major disruption to the good order and operation of the Jabiru, for example:
  - A child repeatedly not listening to safety instructions given by staff
  - A child leaving the school grounds.
- incidents contrary to the Jabiru Rules which show a repeated lack of understanding of the Jabiru Rules and a failure to attempt to understand it, for example:
  - A child repeatedly refusing to help clean up after activities
  - A child frequently using abusive language towards other children or staff.

## Procedure

When a MAJOR INCIDENT occurs Jabiru staff will:

- remind the child/young person in an age-appropriate manner about the Jabiru Rules
- check carefully that the child/young person understands how the Jabiru Rules applies to them and the current incident or repeated incidents. If they do not understand it, explain in an age-appropriate way.
- request that the child/young person remedies the outcome of the incident as far as possible through an apology or by making good the damage they have caused
- advise the child/young person that a 'consequence' will be decided upon, to reinforce the unacceptability of the behaviour
- ask the child what support they would like from others (including adults) in the Jabiru Communities community to help them avoid similar incidents
- reach agreement with the child/young person about how their behaviour will be different with a similar circumstance in the future
- complete an Incident, Injury, Illness and Trauma Record if any person has been harmed (see Policy O-HS-2 – Incident, Injury, Illness and Trauma).

The Senior Coordinator/Nominated Supervisor/Responsible Person in Charge will:

- ask the caregiver and child to speak to each other on the phone as a way of assisting the child to focus on behaviours that are expected in the Jabiru Rules. This is at the discretion of the Senior Coordinator/Nominated Supervisor/Responsible Person in Charge. The phone call can also occur if requested by the caregiver or child directly.
- always conduct a private face-to-face conversation with the caregiver about all matters associated with the incident and how it has been handled
- reach agreement from the caregiver to use a strengths-based approach to reinforce the messages Jabiru staff have been attempting to communicate.

## Exclusion from a program

The most likely causes for exclusion from a program include:

- an instance of major threat or risk to other children and young people or Jabiru staff
- any repeat of dangerous behaviour that causes a physical or emotional threat of harm to children, young people or Jabiru staff
- where it is clear that continuing a child or young person's attendance at a program places that child, Jabiru staff or other children, young people or adults in that community at risk
- where a child or young person repeats behaviours that are contrary to the Jabiru Rules.

In the above circumstances, the Senior Coordinator/Nominated Supervisor/Responsible Person in Charge (in consultation with relevant staff) may exclude a child/young person from a program (Policy O-SAFE-5 – Suspension and Exclusion). If a child/young person is excluded, the General Manager/Senior Manager will explain to the caregiver:

- the length of time for exclusion
- the time and circumstances under which the exclusion can be lifted.

Jabiru's primary responsibility is to the safety of ALL children and young people within its care and Jabiru staff and caregivers. This primary responsibility takes priority over the physical, emotional and development needs of the child or young person excluded or any threat to the employment of the caregiver.

## ABC Behaviour Analysis and Action Plans

If required, the Senior Coordinator/Nominated Supervisor/Responsible Person in Charge will collaborate with caregivers, the child or young person involved and other health/educational professionals as required to develop ABC Behaviour Analysis and Action Plans.

## Jabiru Practice Framework (Jabiru's unique shared practice framework)

TBC

## Relevant Laws and other Provisions

The laws and other provisions affecting this policy include [list here all the Standards, Regulations, Legislation and other related Frameworks that apply – examples include]:

- *HSQF Area: Standard 2 Service Access, Standard 3 Responding to Individual Need, Standard 4 Safety, Wellbeing and Rights, Standard 5 Feedback, Complaints and Appeals*
- *NQS Area: 1.1.5, 1.1.6; 2.1.1; 2.3; 4.1; 4.2.1; 5.1; 5.2; 6.1.1, 6.1.3; 6.2; 6.3.2, 6.3.3; 7.1.2, 7.1.4, 7.1.5; 7.2.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Education and Care Services National Law Act 2010 and Regulations 2011*
- *Family and Child Commission Act 2014*
- *'My Time, Our Place' Framework for School Age Care*
- *Duty of Care.*

## Other Internal Documents and Policies

- *Policies: B-GOV-1 –Philosophy Statement, B-SAFE-2 - Respect for Children and Young People, B-SAFE-3 – Promoting Protective Behaviours, O-ACC-3 – Communication with Families, O-HS-2 – Incident, Illness, Injury and Trauma, O-HS-9 – Food and Nutrition, O-MED-2 – Children and Young People with Medical Conditions, O-MGMT-6 – Complaints Handling, O-PRAC-1 – Qualified Employee’s Practice, O-PRAC-5 – Including Children/Young People with Special/Additional Needs, O-SAFE-1 – Qualified Staff Ratios, O-SAFE-5 – Suspension and Exclusion, JSAC-PRAC-6 – Observational Recording.*
- *Forms/Templates: Enrolment Forms, Incident, Injury, Illness and Trauma Record.*

## Document Control

Policy Number	O-SAFE-4	Document Title	Behaviour Guidance Policy	
Policy Owner	Chief Executive Officer	Approved By (Date)	Chief Executive Officer (August 2019)	
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