



# Behaviour Policy and Procedure Statement

Port Augusta West CSC is committed to the safety and wellbeing of all children, staff and volunteers in attendance. All children need a safe and secure environment and positive interactions with adults and other children.

Children face many challenges throughout their lives including learning acceptable behaviours and being able to regulate their own behaviours in different social and emotional environments, or when interacting with their peers or adults.

Staff at Port Augusta West CSC will use appropriate strategies to guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways.

Staff, we aim to influence the child's behaviour rather than to control it. The term 'behaviour guidance' is preferred over discipline (which is often associated with reward and punishment) because it includes all forms of behaviour and not just those behaviours labelled as 'negative'. There are more helpful methods to help children develop problem-solving skills, a sense of freedom to choose their own path and the self-esteem necessary to change a pattern of unhelpful behaviour. Port Augusta West CSC Staff aim to provide an environment, which supports children to learn self-regulation and manage their own behaviour.

## **Port Augusta West CSC Guidance Policy and Procedures:**

- Emphasises that children have the same rights as adults while acknowledging their different needs as developing young people; and
- Recognises values and celebrates the differences and similarities that exist in all persons.

### **Port Augusta West CSC is committed to a Behaviour Guidance Policy that:**

- Reflects the values, attitudes and current recommended strategies that promote positive play behaviours and patterns;
- Respects the importance of interactions and relationships between children, families and staff/carers;
- Understands why children behave in certain ways in specific circumstances;
- Promotes realistic play and behaviour limits that guide children's safety and security, rather than curb their play experiences, curiosity or creativity;
- Defines clear and transparent care-giving strategies that communicate how behaviour guidance is implemented by the service;
- Informs parents and staff about the procedures involved in behaviour guidance management plans; and
- Explains Port Augusta West CSC commitment to professional development and utilisation of external agencies, including DECD support services, Autism SA, Novita. A 'cool down' chair is available if a child needs some quiet time to understand their feelings.

Port Augusta West CSC has a duty of care to ensure that the working environment supports the emotional and mental wellbeing of its staff (The Occupational Health and Safety Act,1989). Staff who is implementing behaviour guidance strategies and/or plans for children that display inappropriate behaviours

(especially if the behaviour is aggressive towards other children or adults) need continued support and assistance. Staff can experience levels of stress or anxiety, which may lead to sickness or apathy in the workplace. Port Augusta West CSC aims to ensure that employees' mental and emotional wellbeing is considered, as well as the child's need for positive behaviour guidance strategies.

## **Policy Aim**

The purpose of the Behaviour Guidance Policy is to:

- Encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem; and
- Provide children with support, guidance and opportunities to manage their own behaviour.

**Port Augusta West CSC recognises and understands that a child's behaviour may be affected by:**

- Age and development, special or additional needs;
- General health, wellbeing and disability;
- Relationships with their family;
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Staff/carers' care-giving strategies and practices, which includes how those strategies are implemented;
- Relationships with other children, staff and visitors.
- External factors, such as family, home life, school or peer group experiences, or media.
- Coverage of traumatic events.

While staff are aware and respect individual children's and families' backgrounds and beliefs, it may be necessary to balance the individual's needs with staff knowledge of developmentally appropriate practices and current best practice recommendations from recognised authorities.

Policy 2016

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