

2.6 Positive Behaviour Support Practices

Policy Statement

MPOSHC is committed to ensuring all educators' practice and skills are consistent with positive guidance and encouragement towards acceptable behaviour when interacting and supporting children. The service will ensure educators are supported to respond to behaviour with strategies and techniques that promote secure, reciprocal relationships, build a strong sense of wellbeing and upholds a child's dignity and rights.

The service recognises social and self-regulation (emotional) skills are learned. Learning takes place when children have warm confiding relationships with adults who care for them, when children understand which behaviours are acceptable, when feedback and positive-reinforcement for acceptable behaviour is consistent, and where children are immersed in engaging learning activities.

The Approved Provider also recognises their duty to comply with *Education and Care Services National Law section 166 & Education and Care Services National Regulations 155-156*.

Related Policies

- 2.1 Interactions and Relationships with Children
- 8.9.1 Code of Conduct
- 2.7 Supporting Complex Behaviours

Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none">• Ensure that the principles and expectations for responding to and supporting children's behaviour are established and communicated effectively.• Ensure the established practices are consistent with legislation and regulations.• Provide opportunities to support the practices and capacity of educators to respond to children's behaviours.
Nominated Supervisor	<ul style="list-style-type: none">• Provide supervision and direct support to educators.• Liaise with families to address concerns and relay incidents.• Role-model and guide effective positive behaviour support practices.• Ensure the program is achieving the identified aims and is effective in supporting the behaviour of children.
All Staff	<ul style="list-style-type: none">• Ensure their practices are consistent with the principles of the service's policies and code of conduct in responding to children's behaviour.• Access learning and developmental opportunities to enhance the care and support provided to children.• Communicate with the Nominated Supervisor or Approved Provider where additional support for children is emerging as a need.• Collaborate in delivering and developing the service's program to meet the needs of children.

Procedures

Educators will receive suitable instruction, support and training to understand how they are best to respond to support children's development and individual needs. In responding to children's behaviour and needs, educator's interactions, behaviour support and guidance practices will be consistent with the Philosophy Statement, the service's Code of Conduct, and Education and Care Services legislation at all times (see 2.1 – *Interactions and Relationships with Children*).

Program

The service recognises the relationship between the design of, and engagement in, the service's program and the behaviour of children of the program. The service is committed to develop a quality and considered program to meet the needs of children and families. All children will be provided with opportunities to guide the development of the program and the Educational Leader will work collaboratively to ensure it aims to meet the needs of all children attending the service.

The service's program will support children behaviour through:

- Promoting routines that are relaxed and comfortable, children should not be rushed to transition abruptly or wait for unreasonable timeframes.
- Designing for flexibility in routines to maximise choices and child-initiated experiences
- Being engaging, diverse, challenging and stimulating to cater for the wide developmental needs of children, including:
 - social (group) and independent (solitary) play, and
 - robust and quiet play.

Service Expectations

The service has developed a set of expectations (outlined below) to teach and promote high standards of responsible behaviour:

- O: Only stay where Educators can see you
- S: Show respect to Educators, Children and Visitors
- H: Hands and Feet to ourselves
- C: Care for the Environment and the Equipment

Middle Park Outside School Hours Care also utilises the language of Middle Park State School's 3 school rules: Be Safe, Be Caring, Be a Learner to assist children in consistency in achieving high standards of responsible behaviour.

Positive Guidance Strategies

The relationship and interaction between educators and children is critical to effectively supporting and guiding behaviour. The following principles will be used by educators to establish an environment and culture in which the behaviour of children is best supported:

- Role model behaviour that demonstrates the service's expectations to children.
- Build secure, reciprocal relationships with children through listening with warmth and being available and responsive to needs.
- Communicate with the child to enable them to express their needs, and help you to talk about the service's expectations.
- Use positive reinforcement and praise to communicate to children when they behaving in ways that meet expectations.
- Create a calm, fun and safe environment to reduce anxiety and stress for children and educators.

Educators will respond to children's behaviour with support, care and teaching. Educators should use positive guidance strategies that include but are not limited to:

Caring gesture/ hurdle help	<ul style="list-style-type: none">• Encouragement, support, and/or assistance offered by an educator to prevent a child becoming frustrated or disengaged with a task or activity. The help can take many forms such as— asking for other children to support, supplying additional materials or information, providing alternative equipment, or assisting with completing some of the initial tasks.• A caring gesture could also include warm attention to help coping with a stressful or difficult situation. Strategic use can help a child whose own self-control is deteriorating to support in gaining composure.• A caring gesture may include using humour to reduce immediate tension and allow a child to avoid a power struggle.
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Changing the environment and proximity	<ul style="list-style-type: none"> • Educators should identify the impact on the environmental factors on children's behaviours (space, noise, routines, level of engagement, social influence). • Identify the factors and issues that could prevent, reduce or modify the situation, to help reduce problematic behaviour. • Likewise, the physical distance between an educator and children can impact on behaviour. Controlling the distance between educators and children can provide be an inconspicuous influence. An educator might approach a child when they are using inappropriate behaviour with the aim of cuing them to use more appropriate behaviour.
Prompting	<ul style="list-style-type: none"> • Reminding a child of the service's expectations or encouraging the child to use a skill or certain behaviour. • Prompting is effective when a child is having difficulty with responding to an instruction or cue. • Prompts can be verbal (directions or suggestions), visual (pictures or photos), a gesture (pointing to objects or a direction), modelling (teaching the skill).
Emotional validation	<ul style="list-style-type: none"> • Engaging the child in conversation to support them to understanding of their behaviour and communication. • The educator should be present and engaged with the child. Central to emotional validation is accurate reflection e.g.: <ul style="list-style-type: none"> ○ <i>"...it looks[or seems] like you are (insert emotion) because I can see (trigger/rationale/observation)"</i> ○ <i>"I hear what you are saying, you seem angry because... let's see what we can do to help"</i> • Recognising the child's emotions are normal in the circumstances - that they are understood, can drain off emotions to allow constructive dialogue to be facilitated. • The conversation may explore the trigger, problem or concern for the child identifying the motivation and drive (interpret events).
Redirection	<ul style="list-style-type: none"> • Redirection can involve distracting a child when a trigger or behaviour occurs. It's intention is to guide a child's behaviour from inappropriate to appropriate. • An easy way to alleviate a child's inappropriate behaviour is to provide something else to engage them with. The substitution could be anything from a learning resource, a toy, a pen and paper for drawing, or it could an educator's attention until the child is ready to transition to something independently.
Behaviour specific praise (reinforcing desired behaviour)	<ul style="list-style-type: none"> • Appealing to cognitive behaviour influences to space thoughts, feeling and behaviours. • Social reinforcement (authentic praise) is a powerful reward. Aligning this feedback to include the specific positive aspects of the behaviour increases the effectiveness e.g. <ul style="list-style-type: none"> ○ <i>"(child's name), I really like the way you are sitting quieting and waiting"</i> ○ <i>"That was great you helped pack up without being asked, (child's name)"</i> • Identify those behaviours you wish to promote, prepare children with information about this, identify children displaying the behaviour, describe behaviour in the form of praise

Conflict Resolution

The service recognises the significant opportunity group activities play in encouraging learning and the development of social skills. The service's program will seek to include many opportunities for shared experiences for children that promote cooperation and collaboration between children. The service recognises that children will, at times, require support to navigate collaborative play. The role of the service's educators is to mediate, role-model and guide children to understand the meaning of their interaction to learn life-long skills for positive social interaction.

Supporting Positive Interactions and Relationships

Mediate	<ul style="list-style-type: none"> Facilitate shared understanding through supporting children to express their perspectives. Create an environment where children can communicate constructively.
Role-model	<ul style="list-style-type: none"> Demonstrate social interactions that are warm, respectful, secure and reciprocal. Interactions with children and colleagues demonstrates active listening, self-regulation and collaborative partnerships.
Guide	<ul style="list-style-type: none"> Prompt children to support their understanding and salience of the service's expectations and their own coping strategies in managing conflict. Proactively support children by teaching using intentionality to support the development of interpersonal skills.

Additional Support

Where a child's behaviour poses a significant risk to safety of themselves or others and every reasonable attempt to deescalate has been ineffective, the child's parents or emergency contact will be called to collect the child from the service. Procedures outlined in *2.7 Supporting Complex Behaviours* will then be followed.

Educators will complete recording and reporting procedures outlined in *4.5 Incident, Illness, Injury or Trauma* when a child has been prematurely collected from the service due to their behaviour.

Prohibited Actions

Educators are not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child. Discipline must be reasonable in the circumstances. Additionally, corporal punishment must never be used as a disciplinary measure.

Relevant Laws and Provisions

- Education and Care Services National Law Act, 2010 and Regulations 2011*
- Working with Children (Risk Management and Screening) Act 2000*
- National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children's health and safety; 4 - Staffing arrangements; 5 - Relationships with children; and 6 - Collaborative partnerships with families and communities*

E&CS Legislation Compliance

- Education and Care Services National Law section 166*
- Education and Care Services National Regulations 155-156*

Policy Controls			
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