



## POLICY AND PROCEDURE

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## BEHAVIOUR SUPPORT

### 1. POLICY STATEMENT AND/OR PURPOSE

Catholic Early Learning and Care is committed to providing a positive and engaging environment for all children and Educators at the Service. Our services recognise that group care offers challenges as children learn to interact in the environment. Promoting good communication, strategy development and behavioural guidance between Educators and families is ongoing as Educators and Parents/Guardians work collaboratively in supporting the children's best interests and development.

### 2. APPLICATION

This procedure applies to all Catholic Early Learning and Care Services in the Diocese of Cairns.

### 3. PROCEDURE

#### Relationships with Children:

- Catholic Early Learning and Care aims to provide for children a responsive and inclusive environment and ensure that educators relate to children in a warm and friendly manner. This is to be achieved through the relationships between educators and children, examples set by educator communications and in the way educators guide and support the behaviour of children.
- Educators will set a positive example to children when communicating with each other, parents/carers and children.
- Such communication will be positive and appropriate at all times and will respect the dignity and rights of each individual.
- The service will provide opportunities for children to express themselves and their opinions appropriately and respectfully, while providing experiences that foster the development of self-reliance, life skills and self-esteem.
- The family, cultural values, age, physical and intellectual development, and abilities are fostered for every individual.
- Educators are to demonstrate teamwork and a cooperative working relationship with one another, serving as a model of behaviour for children.
- Ensure that when attempting to solve problems that educators are at the child's level and to establish eye contact in a non-threatening way.

#### Children's Rights & Responsibilities:

##### Rights

- To a warm caring atmosphere where they will be seen as unique
- To have fun and feel comfortable in themselves and with others
- To be treated justly, fairly and sensitively
- To be praised for their efforts

- To be treated with courtesy and respect
- To be treated equitably by their educators

### **Responsibilities**

- To be courteous and respectful to other children, educators, parents/guardians and visitors to our service
- To participate in activities with an attitude aimed towards having fun
- To show care for belongings whether their own, others or belonging to the service
- To co-operate with educators and fellow students to further improve the quality of time-shared together
- To remember and respect service rules whilst attending care

### **Behaviour Guidance:**

- Children will be encouraged and supported in respecting other people's property and feelings, through courtesy and co-operation and by personal encouragement, thus developing healthy relationships.
- Corporal punishment, abusive language, ridicule or confinement, locking-up of a child, or deprivation of food or any other basic need is unacceptable.
- Provide an engaging and appropriate program.
- Observe children to identify triggers for challenging behaviours. Pay attention to the child's developmental level and any program issues that may be impacting on the behaviour
- Praise and encourage children by building on their accomplishments and strengths.
- Provide clear and reasonable expectations and boundaries for children.
- Wherever possible, align the Centre's behaviour processes with those of the school.
- Display the rules and expectations in a place where children can access them and refer to them as required or as directed by Nominated Supervisor/Responsible Person/Educators.
- Identify incidents of potentially challenging behaviour and provide appropriate supervision and guidance. This may include assisting children, redirecting behaviour, diverting attention and providing both verbal and physical assistance or alternative opportunities and experiences.
- Recognise that some behavioural issues could stem from trauma, neglect or abuse, emotional or psychological issues or from a parent with mental health issues or substance abuse.
- Assist children to learn how to deal with strong emotions by talking about them and assisting them to find appropriate outlets for expression.
- Document challenging behaviour confidentially and securely; ensure communication with parents/guardians and team members occurs as necessary. Time/date/notes/action plan/follow up meetings are recorded for further reference.

If a child's behaviour continues to be disruptive or dangerous and the educator has tried all appropriate methods to work with the child:

- The educator will speak to the Nominated Supervisor/Responsible Person
- Nominated Supervisor/Responsible Person will work with educators, child and parents/guardians to support more positive behaviours
- The Nominated Supervisor/Responsible Person/Educator will ensure that all documentation relevant to the child's inappropriate behaviour is accurate, up to date, maintained and available as required for meetings.
- In the event that a Behaviour Support Plan is required, it will be developed by the NS with the support of the Operations Manager. Parents will be advised that this process is taking place and encouraged to collaborate.

- If a child's behaviour threatens the wellbeing or safety of another child or staff member at the service (including the use of obscene or abusive language) their care may be suspended immediately. Ongoing unacceptable behaviour may also lead to a suspension of a child's care for a period of time or a permanent exclusion. The Operations Manager must be consulted in relation to a suspension of care or exclusion, with the final decision resting with the Director.
- Following a suspension of care, a re-entry meeting will be required, with parent/s, the child, the Nominated Supervisor and the Operations Manager. The child will not be allowed to return to the Centre until this interview has taken place.
- Parent support is encouraged in the development of a Behaviour Support. If this support is not forthcoming, the Centre reserves the right to continue with the development and implementation of the plan for the well-being of the child concerned and all other children and staff at the Centre.

## **Bullying**

*Children need a safe space to explore social emotional behaviours, learn what is acceptable and what is not, learn to read other peoples' boundaries and limits and develop confidence and resilience. Sometimes other people's feelings will get hurt during this learning phase. It is the responsibility of the carers in their lives to help them navigate this area of growth. If your child is upset by another's behaviour please consider the following questions:*

- *Is it deliberate?*
- *Is it repetitive?*
- *Is it targeted?*

*Bullying has no place within our community and as such will not be tolerated. (CELC Parent Code of Conduct)*

Bullying can take various forms and can be planned or unintentional. In most instances, children need adult assistance to deal with bullying. This includes adults who care for the children – parents, carers and Centre staff - taking responsibility to develop strategies for the prevention of bullying, and for dealing fairly and effectively with allegations of bullying. Educators are to be vigilant for signs of bullying, which may include:

- Unexplained cuts, bruises, scratches.
- Changes in behaviour, such as becoming moody, teary, depressed.
- Complaints of physical ailments such as headaches or stomach aches.
- Breakdown in friendships
- Does not want to attend care.
- Does not want to attend participate in activities with other children.

### **Procedure when a child discloses alleged bullying:**

- Educators are to listen to children's description of behaviours that might indicate bullying;
- Educators will empathise with the child and reassure them that it is not their fault;
- Educators will take steps to ensure that the child feels safe and ask the child what they feel they need to be safe;
- Educators will notify the Nominated Supervisor of the allegation;

- The Nominated Supervisor, with guidance from their Operations Manager, will investigate the incident;
- The Nominated supervisor will, confidentially, notify all parents involved of the allegation of bullying;
- Once the investigation is complete, advise the children, parents and Management of the outcome.
- Educators will not force a meeting or apology (written or verbal) between the children involved.
- Educators will encourage the child who reported being bullied to report any further occurrences to staff.

If a parent reports bullying, the steps indicated above in terms of investigation and communication will be followed.

Possible sanctions will be dependent on each case, but may include a warning, temporary exclusion or permanent exclusion from the service. Exclusion will be at the discretion of the CELC Director.

### **Suspension from School for Behavioural Reasons - Suspension**

- If a child is suspended from school for behavioural issues, this suspension applies to the OSHC service attended as well.
- The family is responsible for communicating the suspension and the time frame of the suspension to the OSHC service.
- Once notification has been received by the service, the child's care will be suspended at OSHC. Absent fees will still be charged as per the fee schedule.
- In the circumstance of a child being on an internal suspension, they can still attend OSHC. As in the case of an external suspension, the parent should advise the Service of the circumstances that lead to the internal suspension.

## **4. PROCEDURE – EARLY LEARNING AND KINDERGARTEN**

### **When a biting incident occurs:**

- Ascertain in conjunction with the Nominated Supervisor the severity of the incident.
- Ascertain whether parents/carers need to be informed immediately or whether this can wait until the child has been collected.
- Complete incident report in collaboration with the Nominated Supervisor.
- Meet with Nominated Supervisor and room educators to discuss biting incidents when they occur. In discussion, develop strategies to avoid and minimise future occurrences.
- Consult with Parents/Carers to gather information about biting incidents and to discuss ways of management.
- Communicate with Parents/Carers of a child who has been bitten. Provide information surrounding events and how the incident has been managed. Provide support to Parents/Carers giving information about how the child has been cared for and what preventative measures are being implemented.

## **5. CONFIDENTIALITY**

All management of incidents will be addressed in a confidential manner. This will include refraining from being negative or labelling children concerned and avoiding using children's names to ensure confidentiality is maintained.

## 6. BREACHES OF THIS POLICY

Appropriate disciplinary action will be taken against a person who is found to have breached the requirements contained within this document. Action taken will depend on the nature and circumstance of each breach and could include: an official warning and note on the individual's personnel file; a formal written and/or verbal apology; counselling; demotion; transfer; or suspension or dismissal for very serious matters.

## 7. ENQUIRIES

Catholic Early Learning and Care Executive Director - [admin@cclc.catholic.org.au](mailto:admin@cclc.catholic.org.au)

## 8. SEE ALSO

Legislation

- Education and Care Services National Regulations 2011
- Regulation 155,156
- Education and Care Services National Law Act Qld 2010
- The National Quality Standards for Education and Care Services 2013 (Quality Areas 5 and 6)
- Workplace Health and Safety 2011
- Queensland Government Department of Child Safety [website]
- Child Protection Act 1999
- NQS 1.1, 2.1.1, 2.1.3, 4.2, 5, 6, 7.1.2, 7.3.4, 7.3.5
- Behaviour Support Plan

## 9. APPROVAL



Alison Forster  
Director  
Catholic Early Learning and Care

**Date: 04/03/2025**