

D-21 Guiding Positive Behaviours

National Quality Standards (NQS)

2.2	Each child is protected.
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
2.2.3	Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
5.1	Respectful and equitable relationships are maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	The dignity and rights of every child are maintained.
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.

Education and Care Services National Regulations

Reg. 155	Interactions with children
Reg. 168	Education and care service must have policies and procedures
Reg. 181	Confidentiality of records kept by approved provider

My Time, Our Place

1.1	Children feel, safe, secure, and supported
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Policy Statement

At West Ryde BASC we aim to provide quality care and ensure the safety of all children, staff, and families. We encourage cooperation and positive interactions amongst all persons. A group agreement, located in the Centre, will be clearly established based on safety, respect, caring for others, order, and cleanliness. We encourage positive interactions and the development of self-discipline techniques.

At West Ryde BASC we aim to provide quality care and ensure the safety of all children, staff, and families. Our goal is to assist children in developing self-control and engaging in socially acceptable behaviours. Educators will model, coach, and encourage techniques of discipline that are fair, consistent and respectful of all children and their needs.

Related Policies

- Conditions of Employment Policy
- Interactions with Children Policy
- Privacy and Confidentiality Policy
- Relief Staff Policy
- Staff Child Ratios Policy
- Staff Orientation and Induction Policy
- Staff Professionalism and Code of Conduct Policy
- Staff Recruitment and Selection Policy
- Supervision Policy
- Volunteers / Students / Visitors Policy
- Absconding Policy
- Exclusion for Unacceptable Behaviour Policy

Procedure

The behaviour and guidance techniques used by Educators and staff at our Centre are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing boundaries as part of a loving and secure relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a team of competent staff members are taking care of them.

There are several aspects to guiding positive behaviour:

1. Building positive relationship with the children in our care and role modelling positive relationships when interacting with children, colleagues, and families.
2. Provide a learning environment that is positive and supportive, and provides developmentally appropriate experiences and resources
3. Building, developing, reflecting in our strategies that build the skills and strengthen positive behaviour based on age-appropriate behaviour expectations

Our Service will:

- Establish positive relationships with children.
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions.
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship.
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation.
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.
- Model appropriate behaviours.
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- Be understanding and supportive – acknowledge children's emotions.
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promote children's initiative and agency.
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate and interesting activities, experiences, and equipment for children to use and become engaged in as they challenge their development
- Providing opportunities for children to explore both in the indoor and outdoor environment.
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- Ensure there is sufficient materials and equipment.
- Implement a regular routine to support children's positive behaviour. Routines help to provide a sense of security, so children feel settled.

Sources

- Children and Young Persons (Care and Protection) Act 1998
- Children (Education and Care Services National Law Application) Act 2010
- Education and Care Services National Regulations 2011
- Framework for School Age Care in Australia – My Time, Our Place
- National Quality Standard – Australian Children’s Education and Care Quality Authority
- Network of Community Activities
- Privacy Act 1988
- United Nations Convention on the Rights of the Child – www.unicef.org.au

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Version Control			
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v.2.202206	- Updated MTOP	Staff	
v.2.202005	- No changes made		
v.2.201906	- Updated links to NQS, National Regulations and My Time, Our Place	Staff	