



BEHAVIOUR SUPPORT POLICY

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Responsible person	Nicole Crook	Scheduled review date	Feb 2020

INTRODUCTION

At Patersonia, the safety, welfare and wellbeing of the children is of paramount importance. We believe that all children have the right to learn in a happy, safe and supportive environment and to feel physically and psychologically safe. As such, the rights of children should be fully respected and reflected in our behaviour support policy.

PURPOSE

This policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Patersonia will ensure no child in our care for is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

Patersonia will ensure that every reasonable precaution is taken to protect children being cared for or educated by Patersonia from harm and any hazard likely to cause injury.

POLICY

Constant communication with families allows us to enlist the support of our families in this policy and children are given the opportunity to participate in decision making in regards to the development and maintenance of the policy.

Behaviour support at Patersonia should always emphasize positive approaches. We believe that if given the opportunity, children are capable of working out their own disagreements and accepting responsibility for their behaviour. The ability to do this is an essential lifelong skill which children benefit from learning at a young age. The code of conduct which the children will initially adhere to (Appendix A) has been written by the children of Peregrine School. This can be reviewed and adopted by the children of Patersonia.

Children at Patersonia agree to accept responsibility for their behaviour and take on and complete tasks in an appropriate manner. Children agree to respect each other and take responsibility for their behaviour in interactions with others.

We have high expectations of the behaviour of adults within our community. It is important to us that the educators and parents model the same respectful, responsible behaviour that we expect of the children. As such, adults who work with the children at Patersonia agree to;

- respect the children,
- listen sensitively to them,
- make decisions based on fairness and equity and
- recognise that their own viewpoints, beliefs and ideas may differ from those of the children and other adults.

It is of major importance to us that parents and carers who are dissatisfied with any aspect of our program, or any incidents that may occur, are able to talk constructively with the staff about the problem. Behaviour that we expect from the children needs to be modeled by the adults in the community.

Staff at Patersonia may occasionally hear of incidents that have taken place hours or days after they have occurred. It is important that parents and carers who hear of an incident inform the staff quickly as incidents that remain unresolved often become cumulative and less able to be appropriately resolved.

Children should never be ridiculed or humiliated by the parents, carers or staff. Staff at Patersonia are committed to providing behaviour support without shaming or punishment, instead staff with endeavor to use natural and logical consequences for unacceptable behaviours.

In responding to children's behaviour it is important to recognise that many children have been subject to incidences of trauma and distress. Any behaviour support policy, needs to take into account the past experiences of the child and be sensitive to these earlier experiences. Strategies that are employed at Patersonia try to take into account background issues and facilitate positive behaviour.

Staff at Patersonia will endeavor to preempt conflict and support children to avoid it. If conflict inevitably arises, we will support the children to try and work it out through listening to the viewpoint of the other child, identifying, acknowledging and empathizing with the emotions and needs of all involved children and reaching an acceptable compromise.

Basic rules will be established to support physical safety, feeling safe and compassion for each child, and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. Patersonia recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour. Patersonia promotes a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions. This will depend on the child's age and level of development.

Guidelines

Educators will

- ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied
- act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.

- have access to training and support in positive approaches to behaviour management.

This will be made available as part of the training budget.

Each student has the right to:

- feel safe
- be accepted
- expect personal property to be safe
- be shown courtesy, kindness and respect by everyone
- learn in an attractive, well prepared environment, and
- work without disturbance.

Each student has the responsibility to:

- express themselves truthfully and appropriately
- accept others as individuals
- respect the personal property of others
- show courtesy, kindness and respect to everyone
- cooperate and act in a friendly manner
- listen to others, and to allow them their thoughts and opinions, and
- contribute towards the wellbeing of the Patersonian community and environment
- work without disturbing others
- not participate in physical fighting, for example, spitting, throwing toys, stones or dangerous objects
- not bully or engage in any form of aggressive behaviour, and
- follow the instructions of stay educators when on excursion.

Guiding Children's Behaviour

Steps that educators take towards establishing good behaviour management include:

- Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security
- Observing children to identify triggers for challenging behaviours. Paying attention to the child's developmental level and any program issues that may be impacting on the behaviour.
- Using positive approaches to behaviour guidance. Some of these include positive acknowledgment, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour.
- Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs.
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are supported to behave within the limits.

- Involving the family and the child in appropriate ways in addressing challenging behaviour.
- Using other professionals when necessary to help with behaviour guidance.
- Identifying children's strengths and building on them.
- Seeking support from other educators and management.

Inappropriate behaviour

When a child's behaviour is deemed inappropriate to either themselves or others then educators will actively intervene and take steps to resolve the situation.

Patersonia recognises there are different levels of inappropriate behaviour which impact of the rights of each child. These can range from being annoying to causing serious harm to people or property.

Levels of inappropriate behaviour may include:

Level 1

Name calling, minor embarrassment, disrupting meetings, distracting others' learning, put-downs, non-cooperation

Level 2

Serious name calling, major embarrassment, defiance, low-level physical contact (e.g. pushing)

Level 3

Threatening others, serious physical violence (e.g. punching, kicking, intent to injure), high level swearing, graffiti or vandalism, sexual inappropriateness

In most instances, the following steps will be taken initially:

- The educator will explain to the child that this type of behaviour is inappropriate.
- The educator will re-direct the child to a different activity.

If aggressive or inappropriate behaviour continues, the child will be asked to move a little away from the group to calm down. Wherever possible an educator will sit with the child and allow them the opportunity to talk through their feelings, and how feelings can be expressed through acceptable actions. After this discussion the child will return to work or play.

A discussion will be held with the child's family when the child is collected.

Persistent inappropriate behaviour

If inappropriate behaviour continues over a period of time, a Behaviour Management Pathway will be initiated. Educators will consider the context of a child's inappropriate behaviour prior to engaging a Behaviour Management Pathway.

Patersonia cares for each student and each set of circumstances on their individual merits, and, in considering disciplinary matters, considers the student's past, personal circumstances, degree of understanding and awareness of the nature of the problem, efforts at restitution, and other mitigating or aggravating factors. We understand inappropriate behaviour always occurs within a context of timing, intensity, intention and outcome.

Steps to be taken by the educator

1. Request

Calmly describe the unwanted behaviour and make a request describing what is needed / wanted from the student, referring to an agreement at a meeting if relevant.

2. Remind

Ask if the student remembers and understood the request and remind them of their response.

3. Instruct

Instructed the student to stop the unwanted behaviour and help the student to consider the feelings and needs of the other child(ren) without shame or blame if possible

4. Remove

Remove the student from the situation and supervise away from the individual or group. An Educator will help the student to identify any feelings or unmet needs that may be informing the inappropriate behaviour.

5. Further investigation

Participants and witnesses may be interviewed and the Educator (in conjunction with the Chief Creative director) will decide on an appropriate response.

Other strategies which may be considered are:

- asking the student to create a factual and reflective account of the events or events
- raising the problem at a democratic meeting to find a solution
- having an educator sit in on the class to observe the student's behaviour, or
- meeting with the parents or carers, notified by phone, email or in person.

In addition a meeting between educators, child and family will be arranged. The meeting agenda will cover:

- Alternative approaches to behaviour guidance
- The child's life outside Patersonia
- Any problems that may be causing the behaviour

A mutual strategy for improving behaviour will be discussed and closely monitored by educators and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.

Otherwise, for Level 3 behaviours, it may be appropriate to develop a Personal Management Contract (PMC). Patersonia's board should be advised by the Principal if a PMC is established.

When dealing with a matter under this policy, staff should refrain from being involved where there may be a bias or perception of bias. They should request that the matter be dealt with by an alternative staff member or educator. eg. matters relating to family members

Procedures for suspension and expulsion

In extreme cases, to protect other children and educators, Patersonia reserves the right to exclude the child from Patersonia. This may be a temporary or permanent measure.

Exclusion will only be considered after:

- The child's family has been notified and given the opportunity to discuss their child's behaviour

- Management and the Board have given careful consideration to the problem
- Adequate support and counseling is sought and referrals given (if necessary)
- Clear procedures have been established for accepting the child back into Patersonia.

Suspension

Complete removal from the school community (suspension) may be appropriate for students who consistently interfere with the welfare or hinder the learning of others, break their Personal Management Contract, refuse to co-operate with discipline measures applied by educators or their whole school regulations, are caught using or in possession of alcohol, drugs or tobacco, bring dangerous or illegal weapons to school, or engage in behaviour endangering, humiliating, embarrassing, harassing, bullying, or otherwise tormenting others.

If suspended, the student may be removed from the community for a designated period, usually two days to a week depending on the severity of the issue, and parents and carers are contacted immediately by telephone. Police involvement may also be appropriate.

Post suspension procedure

Under most circumstances, the student may only return to school after suspension if accompanied at a meeting with the Principal by a parent or carer. At this meeting, a post-suspension agreement is to be negotiated with the student in a Personal Management Contract. This details the conditions upon which the student may return to the school. Non-negotiable conditions may include regular meetings with an agreed educator to discuss progress during this probationary period, agreeing to visit a professional counselor, taking prescribed medication, and refraining from the behaviour which led to the suspension.

After successfully negotiating the probation period, the student can come off the Personal Management Contract and resume school as normal.

Expulsion

Suspension should always precede expulsion, with a probation period in between.

Management and the Board will determine on a case-by-case basis whether the child's enrolment needs to cease, and if so, with referrals to other organisations.

This decision will be provided to parents in writing and delivered in person.

Appeals

Families and students can elect to appeal a decision by requesting that the decision is reviewed by an alternative member of the leadership team or Board.

Corporal punishment is not permitted at Patersonia at any time.

Grievances

At all times during this process students and families can enact the Grievance Policy which is available on the website or in hard copy if requested.

Procedural Fairness

This policy must be enacted with procedural fairness. This includes:

- clear and appropriate communication to ensure understanding by all parties
- ensuring the process is free from bias and the perception of bias
- appropriate investigation of disputed matters, and
- ensuring this policy is followed accurately.

Record keeping

All records of student wellbeing and disciplinary action will be kept on the in the Student Wellbeing section of Grade Xpert.

RESPONSIBILITIES

1. The Board will:

- Regularly review this policy in line with the Policy Review Schedule and any relevant change in legislation or standard practice.

2. The Business Manager and Principal will:

- Ensure that the induction process includes training in this policy.
- Oversee the performance of subordinate officers in these matters.
- Promote a culture of effective policy compliance across the organisation.

3. All staff and volunteers at all levels will:

- Ensure that they are aware of the organisation's policy and undertake actions consistent with it.
- Where appropriate, suggest ways in which practices, systems and procedures could be improved so as to improve the policy.

RELATED DOCUMENTS

Education and Care Services National Law 2010

Education and Care Services National Regulations 2010 and 2014 Update (r73, 74, 76, 155, 156, 157,168.)

National Quality Standards (1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3)

Privacy Confidentiality Policy

Enrolment Policy

Providing a Child Safe Environment Policy

Interactions with Children Policy

Incident, Injury and Trauma Policy

Child Protection Policy

Statement of Philosophy

Early Years Learning Framework

UN Convention on the Rights of the Child

Drug and Alcohol Policy

APPENDIX A – CHILDREN’S CODE OF CONDUCT

Children at Patersonia have the right to be happy, safe learners, as such we have adopted the following Code of Conduct developed by the students at Peregrine School. Patersonia's children will review this Code and adopt one of their own.

Happy

At Patersonia we need to be happy so we need to:

- Be a good friend
- Play nicely
- Talk nicely
- Be fair
- Share
- Listen
- Be kind
- Act with care

Safe

At Patersonia we need to be able to learn, so we need to:

- Talk to and listen to each other
- Play safely
- Ask for help when we need it

We think that walking away from certain situations will help to keep us safe as well.

Learning

At Patersonia we need to be able to learn so we need to:

- Allow others to learn without distraction,
- Share our ideas,
- Listen to others
- Encourage others
- Be a good problem solver

We also need to:

- Tell the truth
- Talk through problem
- Be a friendly person – Smile and Encourage
- Be co-operative and considerate