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| Behaviour Guidance Plan  |
| NQS Addressed | Quality area 5, Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships with other children and adults |
| Name of Child |  | Date of Birth: |  |
| Start Date of Plan | Click or tap here to enter text. | Completion date/ongoing |  |
| Responsibility for implementing plan | Name | Date and Sign  |
| Staff: Click or tap here to enter text. |  |
| Family:  |  |
| Key Workers:  |  |
| Letter to Parents re Inclusion - Has it been provided to the family? |
| Yes / No Comment: |
| Child’s Background and any relevant information about child and family. |
| Behaviour significantly escalating.Non-verbal, frustration, social engagement NDIS plan recently approved |
| Behaviour of Concern |
| Kate can become dysregulated and bite, hit, kick others, grab and scratch faces, or take their personal items. When upset Kate may throw herself on the ground and hit her head on the ground. Kate may attempt to get out of a yard or into a space that isn’t safe.Kate may use equipment in an unsafe manner, (throwing, climbing on etc) .Pushing or Body slamming peers, stepping on peers, falling on top of them before or after pushing them over.Eating non-food items – crayons, paint, sand, dirt, rocks, toys, playdough, soap, shaving foam. |
| Known Warning Signs/trigger situations for impending behaviours of concern |
| Possibilities- Entering play situationsMouthing itemsCryingDropping on the groundGrabbing at children or educators to take them to what she is wantingScreamingToiletingSensory triggers: cold, noise |
| Alternative behaviours – Short Term Goals  |
| 1. **For Kate to** - Have fewer incidents with peers during shared play situations and transitions – **This is a great goal because it is specific**

**Actions** - Shadowing Kate during busy interactions (seeing less incidents over the week and periods of times without any incidents) guiding Kate to manage sharing around the bikes, sandpit, slide, dining room and other areas that are busy.  **Actions** – ensure transitions are relaxed, progressive, and actively supervised by all staff members. Communicate clearly to Kate using visuals, schedules, timers and consistent language to help Kate to understand what is happening now and soon. **The actions are explicit including resources and directly relate to the goal.** 1. **For Kate to** – be redirected during heightened times or showing any signs of becoming over stimulated.

**Actions** - Redirection to sensory experiences or quiet area to read/look through books, play lego, use playdough guiding her to use ‘gentle hands’, ‘soft touch’- positive reinforming/language and role modelling. **Note the specificity of guidance and experiences for educators to implement. Connect to what the child responds positively to.**1. **For Kate to** – be supported to engage with peers appropriately, for Kateto respond in positive ways during social engagement

 **Actions** – providing small group play, extending on Kate’sinterests (intentional teaching), positive role  Modelling, promoting Kate’s awareness of communication options (visuals, PODD, gestures) **The actions are**  **explicit including resources and directly relate to the goal.**1. **For Kate to** – **Begin to** understand what the words “Stop” and “Not available” means in relation to communication with peers and kinder environments. **Note the use of the term “begin to” recognising that Kate is not expected to achieve this understanding fully.**

**Actions** - Kate **begins to** listen to peers’ and adults when they use these words -STOP – visual prompts, role modelling and social stories (books, pictures), continuing to assist with building language development and communication skills  |
| Long Term Goals |
| 1. **For Kate to**- Be able to socially engage in play and learning situations without regular challenging behaviours towards peers - Behaviours to cease

**Actions** – Through role modelling, positive interactions, communication skills/language development, accepting adult assistance to help self-regulation in times of frustration, excitement, and social engagement. 1. **For Kate to** – Engage positively in a shared play space **Framing language in positive light rather than from a deficit lens**

 Understanding of social engagement with peers Joining in play and learning with peers  **Actions** – Continued encouragement for positive interactions with peers, supporting behaviour guidance.  Through role modelling, communication, sensory options modelled for calm down tools, developing confidence to join in play and understand kinder expectations/routines.  |
| Strategies and techniques to support goals – providing a consistent approach to promote positive behaviour (if reduced hours of attendance would assist to provide a positive experience this should be documented in this section) |
| **Notice focus on educator role and response with specific language and resources to be implemented**1. **Educators to**- Reduce factors which increase the likelihood of Kate biting, hitting, grabbing etc

 **Actions** - Minimise under-stimulation (boredom, waiting), over-stimulation (crowding, loud noises, busy periods), confusion (Unsure of situation), constant movement (stimulated dancing times), (no chance to calm down after periods of excitement), competition for toys or equipment (turn taking or shared play), and problematic groupings of children (transition times are planned so that they are relaxed, and children are not rushed)1. **Educators to** - Assist Kate in beginning to develop self-regulation and accepting assistance from an adult to help use calming tools/body movement and quiet spaces.

 **Actions** – constant adult supervision and support, through visual prompts, redirection, modelling of self-regulation, and understanding how to join into play without any incidents with peers.1. **Educators to-** Build on Kate*’s* strengths and reinforce positive behaviours by using positive language, celebrations, and expression.

 **Actions-** Allowing Kate to lead and extend on her play to support her agency. 1. **Educators to-** Use positive approaches to behaviour guidance.

 **Actions -** Positive acknowledgement, redirection, giving explanations, encouragement, giving help, visuals to  help promote Kate’s communication (expressive and receptive), to solve problems and helping Kate to  understand the consequences and impact of her behaviour. “Ouch, “That hurts”. Similar language as used in her  home.  1. **Educators to -** Supporting Kate*’s* language development

 **Actions-** Conversations, songs, books, flash cards, play items. PODD book, PECS visuals and non-verbal cues, sign language (Help, Stop, Not available, Finish, Thank you) 1. **Educators to -** Ensure daily intentional teaching opportunities are provided to allow Kate times to feel empowered and supported in her ideas, interests, and strengths.

 **Actions –** Providing sensory play (sandpit, swings, tent, playdough, water play) Music and Movement (dancing and singing), while making sure that there are plenty of opportunities for outdoor play.1. **Educators to -** Building Kate*’s* self-resilience in dealing with situations that challenge her.

 **Actions-** Moving away from the situation (guided by educators), using words and non-verbal cues, selecting calming tools to use that help Kate to de-escalate her emotions. Offer headphones with music or noise cancelling headphones to help her when the situation is noisy. 1. **Educators to** – Guide Kate in engaging in group/shared play situations.

 **Actions-** Slowly engage Kate in slightly larger group situations to ensure she feels comfortable and is able to  understand appropriate play (more than 4 children). Close adult supervision and support to make this experience positive.  1. **Educators to -** Ensure effective and active supervision of Kate and all children are adhered to.

 **Actions-** Communicate with the greater team inside and outside to make them aware of the behaviours and strategies that are in place. Follow schedules of one-to-one rotational model of Kate’s supervision. These practices that promote children’s learning are: • Holistic approaches • Responsiveness to children, modelling • Learning through play • Intentional teaching • Learning environments • Continuity of learning and transitions • Assessment for learning. |
| Response and management during inappropriate behaviour |
| 1. **Educators to –** Limit verbal response to “stop”, “not available”,” gentle hands”, “ouch”, “that hurts” when Kate is grabbing, biting, hitting etc – reason behind this? - Limit immediate attention to Kate so that we don’t encourage more challenging behaviour as a way to gain attention (negative attention) or reinforce the behaviour. Give verbal and visual prompts to assist Kate’s communication and understanding. Move away from Kate or redirect her to another resource/space.
2. **Educators to -** Move peers to safe place away from the situation - respond and attend to the hurt child first and foremost – reason behind this? – to show reassurance and comfort to hurt child, but to also convey the message that they are valued and will be supported.
3. **Educators to -** Empower peers to use language and other forms of non-hurtful communication to communicate their emotions and feelings. Educators support each child to develop strategies to stop Kate’s challenging behaviors; Hitting, grabbing biting etc.

E.g., teaching children to say ‘stop, I don’t like it’, to a peer who may be trying to bite them.1. **Educators to -** As soon as possible following an incident, acknowledge Kate with any positive behaviour unrelated to the behaviour. Acknowledge and encourage all positive interaction with other peers. Acknowledge and encourage self-directed play.
2. **Educators to –** put themselves in between Kate and dangerous situations when needed in order to redirect her attention away from the unsafe behaviour or to prevent her causing further harm to peers or adults. If this does not work educators can use a safe touch hold for a brief time either lifting Kate up and moving her away from an unsafe situation (EG: climbing a fence or standing on a table) or holding her firmly but gently around her arms and chest and speaking to her in a calm manner until her peers move away or another educator can assist removing the danger. (EG: Kate is using equipment unsafely like throwing or hitting with an object and then the educator can remove the object and help redirect children to a safe distance.)
3. **Educators to-** Use visuals, gestures, positive language, music, songs, familiar language from home “booty change”, “Lets go!”, to help Kate to move to the bathroom for assistance with toileting. Educators will attempt to change Kate’s nappy while she is in a standing position as per her families’ instructions. If needed and it does not cause Kate distress, we have her family’s permission to carry her to the bathroom. Educators will need to feel okay about this and if not or if it is too distressing to Kate then we will contact Kate’s family and they will come and complete the bathroom hygiene routine for us allowing Kate to then continue with the kinder session.
4. **Educators to-** when the safety of the children/staff is at risk and we are unable to calm/ redirect Kate’s behaviour with the above strategies the parent will be called to collect

 Sourced : [When-Children-Bite.pdf (childaustralia.org.au)](https://www.childaustralia.org.au/wp-content/uploads/woocommerce_uploads/2017/05/When-Children-Bite.pdf) , [Newsletter (education.vic.gov.au)](https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesstratbehav-12-05-2015.pdf) , [Biting, Challenging child behaviour I Starting Blocks](https://www.startingblocks.gov.au/other-resources/factsheets/managing-children-s-challenging-behaviour-biting/#:~:text=A%20child%20who%20bites%20when%20overly%20excited%20in,opportunities%20for%20children%20may%20reduce%20incidents%20of%20biting.). Royal Childrens Hospital> Kids Health information> Challenging behaviour. Speech Pathology Australia>Augmentative and Alternative Communication.  |
| Support and Resources Internal |
| Human resources Shine Bright early years advisor Service policies and procedures – Interactions with Children QA5 – Behaviour Guidance PlanResources - documentation on challenging behaviour/strategies |
| Support External – Intereach, Preschool Field Officer (PSFO), KESO |
| ACECQA - QA 5 Supporting children to regulate their own behavioursVEYLDF:Outcome 1 Children have a strong sense of Identity –* establish and maintain respectful, trusting relationships with other children and educators
* demonstrate an increasing capacity for self-regulation

Outcome 2 Children Are Connected with And Contribute To Their World – * participate in reciprocal relationships.
* gradually learn to ‘read’ the behaviours of others and respond appropriately.

Website Sources : [When-Children-Bite.pdf (childaustralia.org.au)](https://www.childaustralia.org.au/wp-content/uploads/woocommerce_uploads/2017/05/When-Children-Bite.pdf) , [Newsletter (education.vic.gov.au)](https://www.education.vic.gov.au/Documents/childhood/providers/regulation/pracnotesstratbehav-12-05-2015.pdf) , [Biting, Challenging child behaviour I Starting Blocks](https://www.startingblocks.gov.au/other-resources/factsheets/managing-children-s-challenging-behaviour-biting/#:~:text=A%20child%20who%20bites%20when%20overly%20excited%20in,opportunities%20for%20children%20may%20reduce%20incidents%20of%20biting.) |
| Review Date: | *(review notes to be recorded in above boxes in a different colour text and dated)* |
| 2nd Review Date: | *(review notes to be recorded in above boxes in a different colour text and dated)* |
| Notes and Record of Progress |
| *Use this box to record all events and incidents (all incident reports are to be signed by families and forwarded to your Advisor), all contact with parents and other professionals, minutes of any meetings held and conversations held in person or over the phone. Make note here of where other relevant documents are recorded i.e observations, learning stories assessments, Incident Reports etc.*  |
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