

Supporting Children with Ongoing Complex or Challenging Behaviour Procedure

Procedure title:	Supporting Children with Ongoing Complex or Challenging Behaviour Procedure
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1 Purpose

Petit ELJ is committed to providing a learning environment that nurtures each child's identity, self-respect, self-worth, security, and sense of belonging. This is apparent through all our interactions with children.

Petit ELJ is guided by the Early Years Learning Framework (EYLF) that identifies secure, respectful, and reciprocal relationships with children as key principles of quality practice. Relationships are at the core of all interactions and behaviour guidance practices. Educators understand that the way they interact and respond to children, particularly in times of emotional need, has a significant impact on a child's social and emotional wellbeing.

This procedure supports the Relationships and Interactions with Children Policy for Petit ELJ when children have ongoing complex or challenging behaviours.

2 Responsibilities

All employees have a duty of care to:

- take every reasonable precaution to protect children from harm and hazard likely to cause injury, and;
- ensure all children are adequately supervised at all times;
- ensure all policies and their related procedures and forms are followed at all times

3 Procedure

Supporting children with ongoing complex or challenging behaviour

- Where educators identify that a child is exhibiting a pattern of inappropriate behaviour, they will:
 - Record and reflect on the behaviour using the Petit ELJ [Behaviour Guidance Plan](#).
 - Work collaboratively with the child, the family, and the Nominated Supervisor, including formal and informal meetings as required.
 - Acknowledge and understand they do not have all the answers to guide a child's behaviour. When needed, they will discuss with their Nominated Supervisor setting a formal meeting with the family and seek advice and support from their Operations Manager, Education & Practice Advisor, and Inclusion Support Professional.

Recording and Reflecting

- Educators will maintain written records of dates, times, circumstances, and possible causes of the incidents and regularly record event. The purpose of this to attempt to understand the behaviour and how to best meet the

needs of the child. Using the [Behaviour Guidance Plan](#) will enable Educators to observe and record events leading to the inappropriate behaviour (Antecedent), the behaviour (Behaviour), and the events immediately after the inappropriate behaviour (Consequence), to analyse why the behaviour may be occurring, and work on strategies to guide the child's behaviour.

Informal meeting with family

If a child consistently displays unacceptable behaviour, the Educator (in consultation with families) in the child's room will explore and document the following discussions:

- Are the expectations of the child's behaviour realistic and appropriate to their developmental level?
- If the child understands the expectations for behaviour.
- Aspects of the environment that might contribute to challenging behaviours
- Attachment theory and their individual relationships with the child
- Are the child's needs being met?
- Does the child have identified additional needs which may cause the challenging behaviour?
- Have events at the centre encouraged the behaviour.
- Do educator responses to the behaviour encourage it to persist.
- Are strategies consistently followed by all educators in contact with the child.
- Other influences on the child:
 - A medical condition/ additional needs
 - Lack of quality relationships with others
 - Being over stimulated or under stimulated in the environment
 - Struggling with transitions
 - Being in a large group
 - Lack of understanding of appropriate social skills
 - Lack of choices
 - Difficulty coping with change
 - Play is consistently interrupted
 - Lack of speech and language to express his/her needs and wants
 - Stressors from home/ family impacts

Severe and / or persistent inappropriate behaviour

In the case of severe and/or persistent inappropriate behaviour, the following procedure will be followed:

1. **Formal Meeting:** The Nominated Supervisor will request a formal meeting with the child's family to discuss the child's progress, including patterns of behaviour.
2. **Behaviour Guidance Plan:** During this meeting the Behaviour Guidance Plan will be updated. The child will be given reasonable time to respond positively to new strategies and the parent will be supported in this as far as possible.
3. **External Support:** The Nominated Supervisor may (with written parental consent):
 - a. Seek advice from an appropriate agency or professional if available, including Inclusion Support Services.
 - b. Recommend parents seek advice from a medical professional and/or therapist.

4. **Suspend or Modify Enrolment:** If after following the procedure for an agreed time period there is insufficient improvement in the child's behaviour, the Nominated Supervisor will notify their Operations Manager and Education & Practice Advisor and seek their support and approval to modify or suspend the child's enrolment. They will then advise the parent/ guardian in writing that the child's attendance will be suspended or modified. (For example, the child's attendance may be suspended for a period of two weeks, or the child's hours of attendance may be limited to shorter hours. The circumstances of the inappropriate behaviour will depend on the strategy implemented).
5. **Cancel Enrolment:** To ensure the ongoing safety and wellbeing of all children and educators as well as the ability to meet the needs of the child, the Nominated Supervisor may make the choice to cancel the child's placement at the Centre. This can only occur when:
 - a. All other strategies listed in this policy have been documented and exhausted.
 - b. Families, Inclusion Support Professionals (where appropriate and available) and educators have been consulted.
 - c. Professional consultation has occurred with the Operations Manager and the Education and Practice Advisor.

4 Information, training, and instruction

Training Requirements

- Nominated Supervisors / Centre Directors must ensure all educators complete the Education and Practice Induction which includes sections in relationships with children and guiding behaviour
- Nominated Supervisors / Centre Directors must ensure all educators are provided with professional development opportunities to support them in guiding challenging or complete behaviours

5 References and Suggested Reading

- ACECQA – [Encouragement vs praise](#)
- Dent, M. (2008). Real kids in an unreal world: Building resilience and self-esteem in today's children. Sydney, NSW: Pennington Publications
- Dolby, R. (2017). The Circle of Security: Roadmap to building supportive relationships.
- Golding, K. (2013). Observing children with attachment difficulties in preschool settings: A tool for identifying and supporting emotional and social difficulties.
- Kohn, A. (2005). Unconditional parenting: moving from rewards and punishments to love and reason.
- [Pennie Brownlee](#)
- [Louise Porter](#)
- Porter, L (2011) [Not in praise of praise](#)
- Porter, L. (2010). A guidance approach to discipline: Practitioner workbook. Brisbane, Qld: Small Poppies
- Porter, L. (2016). Young Children's Behaviour: Guidance approaches for Early Childhood Educators (4th Ed.). Australia: Taylor & Francis
- [United Nations High Commissioner for Human Rights \(1989\). Convention on the Rights of the Child.](#)