

POSITIVE GUIDANCE & BEHAVIOUR MANAGEMENT POLICY

Applies to: All staff, Manager, clients, stakeholders, Management Committee and Volunteers/Students.
Specific responsibility: All staff, Manager, Management Committee

Version: 7
Date approved: 08-Jun-2022
Next review date: Jun-2025

Policy context: To support children to know and understand themselves, initiate, build and maintain relationships with others and meet the challenges that everyday life presents in a positive and confident way.	
Standards or other external requirements	<ul style="list-style-type: none"> - National Disability Insurance Scheme Guidelines (Quality Indicators)2018 - National Disability Insurance Scheme (Restrictive Practices and Behaviour Support) Rules 2018 - National Disability Insurance Scheme (Incident Management & Reportable Incidents) Rules 2018 - NSW FACS Restrictive Practice Authorisation - 1 July 2018
Legislation or other requirements	<ul style="list-style-type: none"> - NDIS Terms of Business for Registered Providers - National Disability Insurance Scheme Act 2013 - NDIS Quality and Safeguards Framework, 2016 - United Nations Convention on the Rights of Persons with Disabilities (CRPD) - Children and Young Person (Care and Protection) Act 1998 (State) - Work Health & Safety Act 2011 (State) - Work Health & Safety Regulations 2011 (State)
Contractual obligations	<ul style="list-style-type: none"> - Employment Agreements - Client Service Agreements and Schedule of Supports - NDIS Service Registered Service Provider obligations - DoE (Sector Capacity Building project contract) Funding Terms and Conditions (Funding Agreement)

DEFINITIONS {from NDIS (Restrictive Practices and Behaviour Support) Rules 2018}

Behaviour Support Plan:

- a) An interim behaviour support plan; or
- b) A comprehensive behaviour support plan

NDIS Behaviour Support Practitioner: a staff member who the Safeguards Commission deems suitable to undertake behaviour support assessments (including functional behavioural assessments) and to develop behaviour support plans that may contain the use of restrictive practices. Progression Pathways for Behaviour Support Practitioners as per levels in Positive Behaviour Support Capability Framework, June 2019- 1. Core, 2. Proficient, 3. Advanced and 4. Specialist.

Functional Behaviour Assessment: the process of determining and understanding the function or purpose behind a child’s behaviour. This may involve the collection of data, observations and information to develop an understanding of the relationship of events and circumstances that trigger and maintain behaviour.

Regulated Restrictive Practice:

A restrictive practice is a **regulated restrictive practice** if it is or involves any of the following:

- (a) **seclusion**, which is the sole confinement of a person with disability in a room or a physical space at any hour of the day or night where voluntary exit is prevented, or not facilitated, or it is implied that voluntary exit is not permitted.

- (b) **chemical restraint**, which is the use of medication or chemical substance for the primary purpose of influencing a person's behaviour. It does not include the use of medication prescribed by a medical practitioner for the treatment of, or to enable treatment of, a diagnosed mental disorder, a physical illness or a physical condition.
- (c) **mechanical restraint**, which is the use of a device to prevent, restrict, or subdue a person's movement for the primary purpose of influencing a person's behaviour but does not include the use of devices for therapeutic or non-behavioural purposes.
- (d) **physical restraint**, which is the use or action of physical force to prevent, restrict or subdue movement of a person's body, or part of their body, for the primary purpose of influencing their behaviour. Physical restraint does not include the use of a hands-on technique in a reflexive way to guide or redirect a person away from potential harm/injury, consistent with what could reasonably be considered the exercise of care towards a person.
- (e) **environmental restraint**, which restrict a person's free access to all parts of their environment, including items or activities.

POLICY STATEMENT:

The service staff will provide a safe, secure, caring and stimulating environment which encourages children to positively interact with peers, staff, their family and others. Early Connections- MGL staff aim to create individualised strategies for children with a disability (or significantly delayed development) that are responsive to their needs. These strategies will be used with carers/parents in building their capacity in developing their child's development. Staff aim to engage with all children, families and community members in a positive and professional manner. Our team around the child approach incorporates valuing developing goals, pathways and strategies that will most effectively support children in their natural settings where possible.

The organisation supports and advocates for the reduction and where possible elimination of the use of Regulated Restrictive Practices. Current practice DOES NOT support the use of restrictive practices as a way of responding to challenging behaviours and all staff will be educated on and agree to comply to these principles.

Restrictive Practices involve the use of interventions and practices that have the effect of restricting the rights or freedom of movement of a person with disability, who display challenging behaviours, where the purpose of that practice is to protect that person or others from harm. These, as above in definitions, can include restraint (chemical, mechanical, environmental, or physical) and seclusion (keeping someone in isolation).

the NDIS Quality and Safeguards Commission regulate behaviour support for NDIS registered service providers, including restrictive practices. Restrictive Practices Authorisation is required by the NDIS Safeguards Commission. The decision to authorise use of restrictive practices will be based on supporting information including a Behaviour Support Plan (BSP) informed by a functional assessment of behaviour.

Early Connections- MGL staff will aim use and model positive and inclusive strategies. We aim to provide strategies, education and modelling for parents, carers, other educators and community members in eliminating restrictive practices and will promote behaviour management strategies that build on children's strengths, self-identity and an understanding of themselves as significant and respected.

PROCEDURE:

Staff at Early Connections - Manning and Great Lakes aim to use appropriate strategies to guide children to recognize, manage and reflect on their actions and behaviours and to express their emotions in positive, developmentally appropriate ways. All children will be supported to develop self-regulation skills in a safe and empowering environment.

Families will be supported and where appropriate coached by staff in developing strategies for use in the home and community settings in relation to positive behaviour management. Training and support within our service will be offered, such as Stepping-Stones Triple P, Circle of Security and other community supports will be arranged with family agreement.

EC-MGL staff will monitor risks through risk assessment reviews and develop, if needed Risk Assessment Plan and if needed Behaviour Support Plan in collaboration with family.

Where the child is working with an external Behaviour Support Practitioner, EC-MGL staff will work collaboratively with this team and will seek and Behaviour Support Plans available for use in all settings. Where regulated restrictive practices have been approved, these will only be used under the plan and guidance of an external behaviour support practitioner.

NDIS Behaviour Supports:

Early Connections – MGL **no longer provides Behaviour Supports** (Capacity Building Relationships funding) and is no longer registered for this support category.

Where specialist Behaviour Supports are required, staff will support family in advocating for this funding support through contact with NDIS Planner. Where CB Relationships funding is available, families will be supported by their Plan Manager and/or Coordinator of Supports in sourcing available registered Behaviour Supports practitioners.

Behaviour Supports practitioners may be expected to support families with:

- Functional Behaviour Assessment,
- the development of a Behaviour Support Plan,
- implementation of BS plan and behaviour management supports,
- lodging of any restrictive practice with the Safeguards Commission,
- evaluation of Behaviour Plan and summary provided for plan review.

STAFF will:

- Ensure children feel safe, secure and supported at all times.
- Have due regard to appropriate age, developmental expectations and individual temperaments and will always remain positive and supportive.
- Consider the interests, needs and abilities of each individual child.
- Use language that is positive, clear and developmentally appropriate for each individual child.
- Be consistent with behaviour expectations.
- Provide clear expectations and limits, presenting these via a range of formats eg using visuals.
- Ensure that the physical environment supports children's awareness of expectations and limits.
- Empower children to make choices and problem solve to meet their needs, circumstances and a range of environments.
- Actively encourage appropriate behaviours through positive modelling.
- Work in partnership with parents in the child's community in guiding children's behaviour.
- Develop and implement in collaboration with parents/carers and professionals a positive behaviour management plan, where no other support plan is in place.
- Guide children to make choices which lead to positive outcomes and support children to understand the implications of their choices.
- Gain support from other relevant staff members/therapists within our service or through other community sources.
- Motivate and encourage families to use consistent, appropriate behaviour management strategies in all environments.
- Support and assist childcare staff and other community members with strategies to make each child's inclusion in all activities positive and worthwhile.
- Always use an appropriate tone of voice and language when interacting with children and their families.
- Promote and guide children to develop self-regulation strategies so that they can develop skills in managing or partially manage their own behaviours. Offer strategies and visual representations of calming alternatives.

THE SERVICE PROVIDER - Early Connections - Manning and Great Lakes will ensure that all staff:

- are always familiar with and abiding by the Positive Guidance and Behaviour Management Policy and the National Disability Insurance Scheme (Restrictive Practices and Behaviour Support) Rules 2018.
- are appropriately supported through training opportunities and staff development days. Guidance and mentoring will be offered to new staff and ongoing internal staff support will be offered to discuss and share strategies and ideas
- are aware of the service's expectations regarding positive, respectful, and appropriate behaviour and acceptable responses and reactions when working with young children and their families
- are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- have regard to the cultural and family values, age and developmental stage of each child and their social and emotional needs
- have procedures in place for effective communication with families and carers in regard to their challenging behaviours
- use positive and respectful strategies and respond to conflict and the behaviour of others.

THE USE OF PHYSICAL FORCE, EMBARRASSMENT OR SARCASM IS NEVER PRACTISED.

If behaviour becomes significantly challenging staff will:

- Observe record and identify triggers that lead to significantly challenging behaviour.
- Risk assessment and Risk Management Plan developed, supporting the safety of children, adults and community members.
- Observe and record behaviours to assist with the development of a written behaviour management plan. Note: for those with CB Relationships funding a BS Plan is required, including an Interim Plan at 1 month and a Comprehensive plan at 6 months, as developed by external Behaviour Support Practitioner.
- Collaborate with parents, staff, professionals and the children's community to develop a coordinated plan that can be implemented by staff when the child is attending and with modification by parents/carers and others at home for each setting.
- Routines Based Interview will be used to assist in determining specific challenging periods throughout the day and determine possible strategies.
- Implement the plan/strategies consistently across all staff members.
- Meet regularly to discuss and evaluate child's progress and review of any Risk Management Plans and behaviour management plan (internal or in collaboration with BS Practitioner). Use of COPMS measurement scales may assist in evaluating progress of plan.
- Risk of harm monitored and where deemed necessary, Mandatory Reporting process followed.
- Supporting families to source additional supports such as psychology, BS Practitioner, GP/Paediatrician/psychiatrist etc.

Behaviour Management Plan

When developing a collaborative behaviour management plan the following points should be considered:

- The plan should only implement positive behaviour management strategies.
- The plan involves collaboration between teacher, parent and other involved professionals. Where available a Behaviour Support Practitioner is consulted.
- The plan should be able to be adapted to be implemented in a range of environments eg: home, childcare, community setting.
- The Workplace Health and Safety of staff members implementing any Risk and Behaviour plans must be considered.
- Restrictive practices are discouraged and where they are current the NDIS Safeguards Commission is notified and appropriate monitoring and attempts to eliminate this practice are encouraged.

Any concerns of inappropriate management of a child's behaviour should be discussed with the Manager.

NOTE: The lodgement of Restrictive Practices to the NDIS Commission DOES NOT replace existing obligations on staff to report incidents to other relevant authorities, including child protection agencies or police. See Child Protection Policy and Reportable Incidents Policy.

DOCUMENTATION

Documents related to this policy	
Related policies	<ul style="list-style-type: none"> - Interaction with Children Policy - Case Management Service Plan Policy - Managing Complaints Policy & Procedures - Child Protection Policy - Reportable Incidents Policy
Forms, record keeping or other organisational documents	<ul style="list-style-type: none"> - Service Agreement + Schedule - Service Plan documentation - Routines Based Interview documentation - Behaviour Management Plan documentation - Risk Assessment + Risk Management Plan - Echidna file

Reviewing and approving this policy		
Frequency	Person responsible	Approval
Three yearly	Manager and Management Committee	Management Committee

Policy reviews and version tracking			
Review	Date Approved	Approved by	Next Review Due
1	October 2014	Management Committee	Oct 2015
2	26 th Aug 2015	Management Committee	Oct 2016
3	July 2016	Management Committee	July 2017
4	17 th Feb 2017	Management Committee	Feb 2018
5	18 th Apr 2019	Management Committee	Apr 2020
6	28 th Aug 2020	Management Committee	Aug 2023
7	8 th June 2022	Management Committee	Jun 2025

**Management Committee:
June 2022**

Signed:



Name: Michelle Richardson

Date: 08-Jun-2022