



Behaviour Support and Guidance Policy

National Quality Standards:

Area 2 - Children's Health and Safety

Standard 2.1 - Health

Elements:

2.1.1 Wellbeing and comfort

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Standard 2.2 - Safety

Elements:

2.2.1 Supervision

At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

2.2.3 Child protection

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.

Area 5 - Relationships with Children

Standard 5.1 - Relationships between educators and children

Elements:

5.1.1 Positive educator to child interactions

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.1.2 Dignity and rights of the child

The dignity and rights of every child are maintained.

Standard 5.1 - Relationships between children

5.2.2 Self regulation

Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.



Children (Education and Care Services) National Regulations (2011 SI 653):

Reg. 84	Awareness of child protection law
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 174	Time to notify certain circumstances to Regulatory Authority
Reg. 175	Prescribed information to be notified to Regulatory Authority

Related policies:

- Child protection
- Excursions
- Interactions with children
- Providing a child safe environment

Policy Statement:

Adventure OSHC strives to ensure the safety and wellbeing of all children within our services. Our aim is to guide families, carers and staff to use appropriate strategies to assist children with recognising and managing their behaviour in positive and productive ways. We are aware that a number of factors can contribute to the way a child may act while attending our service, including age and development, health and wellbeing, relationships with families, other children and stakeholders, and the environment, and we take all of these factors into consideration when supporting children with their behaviour.

Purpose:

- Encourage acceptable forms of behaviour
- Educate children and families on different behavioural strategies
- Support children and families to manage children's behaviour in a positive manner
- Promote the collaboration on appropriate approaches to behaviour management with those who are part of the child's community



Strategies and Practices

Respect

The development of positive relationships within our service relies heavily on respect. Mutual respect is expected among all relationships that occur within our service - between children and Educators, children and other children, Educators and families.

Our Educators will strive to model respectful relationships and interactions at all times.

Consistency + Positive Reinforcement

- It is important to be consistent with expectations regarding behaviour.
- Expectations in all scenarios and environments should be defined.
- Ensure children and families are aware of consequences to unacceptable behaviour.
- Parents should be familiar with the consequences of different behaviours at our service and understand that further reinforcement can take place in the child's home environment
- Focus on the behaviour, not the child.
- Be consistent with positive rewards, placing the focus on positive behaviours rather than negative behaviours.
- Ensure students complete consequences.
- Be consistent with other staff in managing behaviour in the service.

OSHC Expectations

Each of our services has a set of expectations that are created by the children with assistance from Educators. These expectations are displayed at the service at all times and are referred back to by educators when discussing behaviour with the children. Some expectations include:

- Keeping hands and feet to yourself



- Respecting other children, Educators and resources
- Using appropriate language
- Listening to Educators when they are speaking, and following their directions

Positive reinforcement

At our services, our preferred method of behaviour management is positive reinforcement. Children will receive praise, encouragement and rewards for actively demonstrating our OSHC Expectations.

Consequences for unacceptable behaviour

1. Warning and reminder of the expectations.
2. Consequences given or withdrawal of privilege. Parents will be advised.
 - 1st incident: 5 mins reflection time or withdrawal of privilege
 - 2nd incident: 10 mins reflection time or withdrawal of privilege
3. If the child refuses to complete the consequence, the parent will be contacted to speak with their child over the phone. If the child refuses to speak with the parent, the child will need to be picked up immediately.
4. If the child still refuses to complete the consequence after speaking with his/her parent then the parent will be contacted to come and collect the child for the rest of that session.
5. If a child continues to show persistent unacceptable behaviour, a compulsory meeting will be arranged with the child's parent to discuss an individual behaviour management plan.
6. Children currently on a behaviour management plan may not be able to attend any offsite activities such as excursions. This is to ensure the safety of the children as we have limited control of the environment offsite.
7. Extreme, unacceptable behaviour (see table below) – immediate 5 days suspension
8. Extreme, unacceptable behaviour following 5 day suspension will attract a two week suspension
9. Extreme, unacceptable behaviour following the two week suspension will result in full exclusion from the centre.



Behaviour Report: All incidents such as the use of inappropriate language, intentionally hurting a child or being out-of-bounds will be noted in a behaviour report. Parents will be notified each time their child's name is recorded in a behaviour report. Notification could be verbal or in writing. If a child's name is recorded in a behaviour report three times, then a meeting will be called with the parents to discuss the issues and identify the next steps to improving behaviour.

Suspension for unacceptable behaviour: In the event that a child is displaying violent and/or threatening behaviour, or has displayed extreme unacceptable behaviour that may put the safety of themselves, other children and/or staff at risk of harm, the child may be suspended effective immediately to allow time for the issues that have led to this action to be explored and resolved. In this circumstance, a meeting with the parents will be called to discuss the matter and to plan appropriate support to the child to assist with a successful and safe return to the centre. The child cannot return unless a meeting with the parents has been conducted.

Absconding children: Should a child leave the service or the service's boundaries without permission and refuse educator requests to return to the centre, the child's parents will be contacted. Every effort will be made by educators to locate and escort the child back to the service. Educator to child ratios must not be compromised and educators must ensure that the remaining children are appropriately supervised during this time.

The child will be suspended effective immediately to allow time for the issues that have led to this action to be explored and resolved. Should the child abscond a second time, the above procedures will be adopted and the child's place at the centre will be terminated. Educators will ensure the Nominated supervisor, or the Responsible Person on Duty is aware of all the details relating to the child leaving the service and follow procedures documenting the incident.



Exclusion for Unacceptable Behaviour

Exclusion from our service will only be considered after:

- The steps of the guidance and discipline procedure have taken place
- Parents/guardians have been notified and given the opportunity to discuss their child’s behaviour
- Careful consideration by staff and the management team has occurred

Note: The Nominated Supervisor does not have to follow these consequences in numerical sequences for extreme, unacceptable behaviour. If staff or children are at risk due to the behaviour of a child, the parent will be called to come and collect the child. The parent must attend the service as soon as possible to remove their child. If staff and children are in immediate danger, the police may be called if the parent does not collect their child within a reasonable time period. If a parent refuses to collect their child from our service, the centre has a right to terminate the family’s enrolment.

Categories of Misbehaviour	Examples	Consequences
Minor Unacceptable Behaviour (Children are not harming others)	Running inside Littering Not wearing a hat Being deliberately late for OSHC Insolence – low level Bad manners – low level Non-compliance – minor issue	Consequences to be given on the spot. e.g. <ul style="list-style-type: none"> ● Warning ● Expectation Reminder ● 5 minutes reflection time ● Withdrawal of privilege ● Incident recorded in Behaviour Report
Major Unacceptable Behaviour (Children are disrespecting or harming others)	Persistent minor unacceptable behaviour Deliberately attempting to harm others Fighting Spitting at others	<ul style="list-style-type: none"> ● Incident recorded in Behaviour Report ● Child is given 10 min reflection time ● Withdrawal of privileges

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	<p>Use of inappropriate, abusive, offensive words or gestures towards others. Theft – minor Bullying, harassment and verbal abuse of other students. Vandalism – minor Insolence – major Deliberate non-compliance – major issue Any other behaviour/act that is deliberately carried out to disrupt the good order and running of OSHC.</p>	<ul style="list-style-type: none"> ● Reminder of expectation ● If incident occurs outside, Child is NOT to return to outside play for rest of session ● Suspension warning letter provided ● Parent Informed
<p>Extreme Unacceptable Behaviour (Children are a danger to others and/or may have complete disregard for rules and expectations)</p>	<p>Persistent disregard for rules Violence Verbal abuse of staff Harassment of OSHC Staff Physical assault of staff or children Vandalism – major Theft – major Absconding Intentional dangerous behaviour Any other behaviour/act that is deliberately carried out to grossly disrupt the good order and running of OSHC</p>	<ul style="list-style-type: none"> ● Incident recorded in behaviour report ● Child removed from the environment, or other children removed from the environment, should there be a risk to safety ● Coordinator to complete suspension letter and inform parent/parents ● Advise parents that suspension is immediate ● Suspend as appropriate ● Letter to parent regarding meeting with Nominated Supervisor ● Involve outside agencies if necessary



Responsibilities

The Children will:

- Accept every child and adult regardless of race, cultural background, religion, sex or ability.
- Treat each other with respect
- Ensure that appropriate language is used at all times.
- Know the expectations of their behaviour at the service
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.
- Develop self-discipline skills through positive example and direction.
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.

The parents/carers will:

- Work with educators to encourage and maintain positive communication and relationships between educators, children and other adults.
- Not use corporal punishment whilst on the service's premises.
- Not use unacceptable language in front of others or on the service's premises.
- Role model accepted behaviour towards educators, other parents and children.
- Arrange to meet with our Educators to develop a behaviour management plan if any unacceptable behaviour persists. Be understanding of the fact that all Behaviour Management Plans need to be signed off by both educators and parents prior to further care being provided. Support the outcomes of any Behavioural Management Plan meeting.
- Families should recognise that some behaviour guidance strategies or practices established in the home cannot be enforced in the OSHC centre environment.



The Educators will:

- Accept and value every child and adult regardless of race, family and or cultural values, religion, gender, appearance, physical and intellectual development and ability.
- Treat all individual children, educators, families and community members with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- Maintain the dignity and the rights of all children
- Recognise and understand that children may not have developed the appropriate strategies to express emotions due to their age and or stage of development and their life experience to date. As such educators will work with children in recognising feelings / triggers and guide children in their development of coping mechanisms and their ability to express themselves appropriately.
- When communicating with children educators will ensure that they are understood and communicate at the child's eye level in a friendly manner.
- Give each child positive guidance and encouragement towards acceptable behaviour
- Use voice intonations, facial expressions, and explanations as methods of discipline.
- Educators should monitor the level of their own voice and each other's to ensure that the children cannot interpret what is being said as abusive or negative. Shouting is an unacceptable form of maintaining group control.

Sources:

- Education and Care Services National Regulations (2011 SI 653)
- National Quality Standards
- Raisingchildren.net.au

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