



## 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. We work alongside the school to implement similar strategies to manage behaviour.

## Consequences for unacceptable behaviour

1. Warning and reminder of the expectations.
2. The child will be required to have a 5 minute cool down period where they will go and have a drink of water and come back to the care environment calmly.
3. If a child is spoken to a third time in a session about unacceptable behaviour, a behaviour report will be written and the parent will be notified.
4. Where necessary, the child's parent will be called to speak with the child about their behaviour (e.g. in the instance that they won't take the time to complete a 'cool down'). Where a child refuses to speak to the parent, or still refuses to follow the instructions of the educator, the child will need to be picked up immediately.
5. If a child continues to show persistent unacceptable behaviour and **receives 3 behaviour reports within an 8 week period**, a suspension warning will be issued and 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, at the Coordinator's discretion. This is to ensure the safety of the children as we have limited control of the environment offsite.
7. Where a suspension warning has been issued and the child receives a 4th behaviour report, a 2 day suspension will be issued.



8. Extreme, unacceptable behaviour (see table below) – immediate 2 day suspension
9. Extreme, unacceptable behaviour following 2 day suspension will attract a 5 day suspension
10. Extreme, unacceptable behaviour following the 5 day suspension will attract a 2 week suspension.
11. Extreme, unacceptable behaviour following the 2 week suspension will result in exclusion from the service.

**Behaviour Report:** All incidents such as the use of inappropriate language, intentionally hurting a child or deliberately 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. A child's parent will be called for an informal meeting once a child has received two behaviour reports. If a child's name is recorded in a behaviour report **three times within an 8 week period**, then the child will be placed on a **suspension warning** and a meeting will be called with the parents to discuss the issues and identify the next steps to improving behaviour through the development of a Behaviour Management Plan.

**Suspension warning:** If a child has been placed on a suspension warning, the parent will be contacted via phone and an email will be written and provided to the parent. The child will be removed from the suspension warning if they do not receive a behaviour report **for one month**.

**Suspension for unacceptable behaviour:** Where a child receives a **4th Behaviour Report** while they are on a suspension warning, they will be suspended from the service for **two school days**. 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 (without the need for behaviour reports) to allow time for the issues that have led to this action to be explored and resolved. The coordinator will take this time to work with the child's family on the behaviour management plan and determine what is/isn't working, and 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 may 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.

**Excursions:** Where children attend activities based outside of the service (i.e. vacation care excursions) and unacceptable behaviour occurs, parents will be called to pick up the child if feasible (e.g. location is nearby). If not, the child will remain with the educators for the duration of the excursion and will need to be picked up as soon as the group returns to school. Children who have been sent home as the result of unacceptable behaviour during an excursion will not be allowed to attend the next excursion that occurs within that vacation care period. If behaviour is extreme, suspension will occur.

## **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/Coordinator 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 Being deliberately late for OSHC Insolence – low level Non-compliance with instructions – minor issue	Consequences to be given on the spot. e.g. <ul style="list-style-type: none"> <li>● Expectation Reminder</li> <li>● 5 minute cool down</li> <li>● Withdrawal of privilege</li> <li>● Informal conversation with parents/text message</li> </ul> Where a child persists in this behaviour after being redirected up to 3 times, a behaviour report will be written and this will be classed as ‘Major Unacceptable Behaviour’ (see below).
Major Unacceptable Behaviour (Children are disrespecting or harming others)	Persistent minor unacceptable behaviour Deliberately attempting to harm others	<ul style="list-style-type: none"> <li>● Reminder of expectations</li> <li>● Child directed to have a ‘cool down’ period</li> <li>● Incident recorded in</li> </ul>

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	<p>Fighting Spitting at others 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>	<p>behaviour report</p> <ul style="list-style-type: none"> <li>● Parents notified</li> <li>● If necessary: suspension warning</li> </ul>
<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"> <li>● Incident recorded in behaviour report</li> <li>● Child removed from the environment, or other children removed from the environment, should there be a risk to safety</li> <li>● Coordinator to complete suspension letter and inform parent/parents</li> <li>● Advise parents that suspension is immediate</li> <li>● Suspend as appropriate</li> <li>● Email to parent regarding meeting with Coordinator to discuss behaviour management plan</li> <li>● Involve outside agencies if necessary</li> </ul>

## 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

<b>Version control created</b>	February 2024
<b>Reviewed</b>	August 2024 - included sections regarding suspension warning and behaviour on excursions
<b>Reviewed</b>	November 2024 - changes made based on parent and coordinator feedback e.g. 2 day suspension before 5 day