

Policy 17

## **Behaviour Guidance Policy**

### **Policy Statement**

Wideview Outside School Hours Care Service believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons (My Time, Our Place Outcome 1).

Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to solve problems and manage their frustrations where appropriate. This can be achieved by exploring possible solutions and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place Outcome 3).

The service will ensure no child being cared for and educated for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances. The service will ensure that every reasonable precaution is taken to protect children being cared for or educated by the service from harm and any hazard likely to cause injury.

### **Links to Education and Care Services National Regulations and National Quality Standard**

| <b>QUALITY AREA</b> |                                        |                                                                                                                                                |
|---------------------|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| 2.1.1               | Wellbeing and comfort                  | Each child's health needs are supported                                                                                                        |
| 2.2.1               | Supervision                            | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury                                       |
| 3.1.1               | Fit for purpose                        | Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child     |
| 4.2.2               | Professional standards                 | Professional standards guide practice, interactions and relationships                                                                          |
| 5.1.1               | Positive educator to child interaction | Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included |
| 6.1.1               | Engagement with the service            | Families are supported from enrolment to be involved in the service and contribute to service decisions                                        |

| <b>EDUCATION AND CARE SERVICES NATIONAL REGULATIONS</b> |                                                              |
|---------------------------------------------------------|--------------------------------------------------------------|
| <b>162</b>                                              | Health information to be kept in enrolment record            |
| <b>168</b>                                              | Education and care service must have policies and procedures |

### **Procedure**

#### **1. Guidelines**

- 1.1 Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- 1.2 Educators will act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour.
- 1.3 Educators will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- 1.4 Whilst at the service, we expect that the children will comply with the following basic rules:
  - Respect each other.
  - Respect other people's property and that of the service.
  - Accept and respect individual needs and differences.

- Clean up after activities.
- Be polite to educators and to each other.
- Follow the instructions from educators.
- Play only in the allocated areas as directed by educators and not enter areas that educators have designated as “out of bounds” until the authorised person collecting them has signed them out.
- Not bully or engage in any form of aggressive behaviour.
- Always use appropriate language.

## 2. Guiding Children’s Behaviour:

### 2.1 Steps that educators take towards establishing good behaviour include:

- Establish positive relationships, which are the foundation for building children’s self-respect, self-worth and feelings of security.
- Always maintain supervision.
- Recognise that every child and every situation must be handled individually.
- Observing children to identify triggers for challenging behaviour. Paying attention to the child’s developmental level and any program issues that may be impacting on the behaviour.
- Using positive approaches to behaviour guidance, including positive acknowledgment, redirection, giving explanations, encouragement, giving help, collaborating to solve problems, and helping children to understand the consequences and impact of their behaviour.
- Supporting children by providing acceptable alternative behaviour when challenging behaviour occurs. Focus on the behaviour, not the child.
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits.
- Using other professionals when necessary to help with behaviour guidance, for example, Inclusion Support Agency.
- Identifying children’s strengths and building on them. Work together with the children on better solutions for future behaviour.
- Seeking support from other educators and management.
- Involving the family and the child in appropriate ways in addressing challenging behaviour.
- Educators discuss behaviour concerns and strategies at staff meetings to ensure all staff are aware and on the same page regarding behaviour and guidance strategies.

### 2.2 Children will:

- Have the opportunity to be responsible for their own behaviour.
- Be encouraged to seek support if needed and when necessary.
- Be encouraged to treat each other and carers with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships with educators, children, and other adults.
- Be encouraged to always use appropriate language.

- Be supported to know the rules and fulfil their responsibilities.
- Be given the opportunity to develop an understanding that behaviour results from choices made by the individual and that all behaviour has consequences.

### **3. Behaviour Correction Steps:**

3.1 When a child's behaviour is deemed inappropriate or if a child's behaviour is intrusive to another person's enjoyment, then educators will actively intervene and take steps to attempt to resolve the situation.

3.2 Inappropriate behaviour can include bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules. In these instances, the following steps will be taken:

- The educator will explain to the child that this type of behaviour is inappropriate.
- The educator will re-direct the child to a different activity within the room or outdoors.
- If aggressive or inappropriate behaviour continues, either at their own discretion or in the company of an educator, the child will sit away from the group in a supervised area to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child with respect to their actions, and then the child will return to play.
- A discussion will be held with the child's family when the child is collected.

### **4. Persistent or inappropriate behaviour:**

4.1 Behaviour cards may be used – these will be used with children after 3 verbal warnings for:

- Not following educator's direction.
- Not listening.
- Not showing respect to educators or other children and their families.
- Not respecting property (other children's or WOOSHC's).
- Going into out of bounds areas.
- Any behaviour listed on the behaviour card or deemed inappropriate by educators.

4.2 Behaviour cards may be used immediately for deliberate physical violence or offensive language.

4.3 Parents will be informed if a behaviour card has been recorded and completed with their child, parents will sign to acknowledge. These cards will be treated confidentially. If persistent, aggressive, or violent behaviour continues, and 3 behaviour cards are issued in a short space of time (within 1 month) then suspension of care may be considered.

4.4 If inappropriate behaviour continues, after 3 behaviour cards a meeting will be arranged to discuss the behaviour and the development of an action plan if needed. The meeting agenda will cover:

- Alternative approaches to behaviour guidance.
- Any problems that may be causing the behaviour.
- Strategies to be used in the environment

4.5 A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.

## 5. Persistent, aggressive, violent behaviour and termination of care

5.1 If a child displays violent, aggressive, or harmful behaviour towards themselves, other children, staff at the service or visitors:

- Staff will immediately intervene in the behaviour and attempt to stop the action before harm occurs.
- The child will be removed from the situation if it is deemed necessary. Staff are not to put their own safety at risk but also aim to protect all children at the service.
- If staff are unable to remove the child from the situation, all other children will be removed from the area by staff.
- If another child has been injured, a staff member will administer first aid.
- Staff will inform the Responsible Person on the premises of the child's behaviour.

5.2 Regarding violent, aggressive, persistent, or harmful behaviour, to protect other children and educators, if a child's behaviour is consistently inappropriate, the service may adopt a 1 strike rule for these children. The service reserves the right to exclude or terminate care of the child from the service; this may be a temporary or permanent measure. (In **Vacation Care** previous behaviour may be taken into consideration)

Exclusion will be considered after:

- The behaviour policy has been followed, and the parents have been notified of behaviours.
- Educators and management have carefully considered the issues surrounding the behaviours in the care environment.
- If the incident were of significant violence to themselves, other children, staff, or visitors to the centre then this may result in instant termination of care.

5.3 If the behaviour resulted in injuring another child, staff member or visitor to the centre which requires first aid treatment and the parents cannot collect the child within a 30-minute time frame, to ensure the child's safety and that of all others at the service, WOOSHC has the right to contact the local police for further assistance if deemed necessary by the Responsible Person.

5.4 Clear procedures will be established for the child to return to the service if temporary suspension is warranted. If repetitions of the inappropriate behaviours continue, further suspension periods or termination may be enforced.

5.5 The Nominated Supervisor reserves the right to miss any steps of this policy and terminate care immediately if behaviour is serious and considered to be endangering the safety and wellbeing of children and staff.

## 6. Behaviours of concern

6.1 Where a child demonstrates consistent behaviours of concern, such as age-inappropriate sexual knowledge or behaviour, avoidance, domination of activity or behaviour changes (out of character), excessive clinginess, anxiety or depression, educators and supervisors will:

- Record and use observations of children to try to understand why a child is behaving in a certain way. This will enable us to respond, and encourage more positive forms of behaviour, whilst encouraging the individuality and confidence of the child, without lowering their self-esteem.
- Record all incidents on an expression of concern form indicating what happened including time, date and who was involved and notify the Responsible Person.

- Develop a plan of action involving behaviour guidance in discussion with all staff, parents, school, and other professionals as required.

6.2 Educators will report any concerns to the management team and concerns will be documented. Should the need arise management will:

- Discuss observations and incidents with both children and their parents together.
- Parents may be advised to seek help.
- Behaviour will be referred to Family and Community Services.

## Sources

- Australian Children's Education & Care Quality Authority (2014).
- My Time, Our Place: Framework for School Age Care in Australia (2011).
- National Regulations: Regulations 155, 156, 168.
- UN Declaration of the Rights of the Child (1959).
- WOOSHC philosophy.

## Policy review information –

The Service encourages staff and parents to be actively involved in the annual review of each of its Policies and Procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and maintain the highest standards of child safety and practice.

| Review Date | Date completed           | By Whom          | Collaborated                  | Comment |
|-------------|--------------------------|------------------|-------------------------------|---------|
| July 2022   | July 2022                | Brandi (Manager) | Staff<br>Committee<br>Parents |         |
| July 2023   | July 2023                | Brandi (Manager) |                               |         |
| July 2024   | Aug 2024                 | Brandi (Manager) |                               |         |
| July 2025   | 29 <sup>th</sup> July 25 | Brandi (Manager) |                               |         |
| July 2026   | 28 <sup>th</sup> July 26 | Brandi (Manager) |                               |         |
|             |                          |                  |                               |         |
|             |                          |                  |                               |         |

## **BEHAVIOUR CARD**

### **EDUCATOR TO COMPLETE –**

Name of Educator/s completing form \_\_\_\_\_

Child's Name \_\_\_\_\_ Date \_\_\_\_\_

Incident details -

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Behaviour displayed by child-

#### **Inappropriate Behaviour**

- ☐ Teasing
- ☐ Bullying
- ☐ Interference in games
- ☐ Spitting
- ☐ Playing unsafe games
- ☐ Verbal abuse/swearing.
- ☐ Rudeness
- ☐ Disrespect to Centre Staff
- ☐ Disobedience
- ☐ other \_\_\_\_\_

#### **Suspendable Behaviour**

- ☐ retaliating with violence
- ☐ violence/fighting
- ☐ playing with unsafe objects
- ☐ deliberately hurting others
- ☐ threatening others
- ☐ out-of-bounds/leaving premises.
- ☐ damaging property
- ☐ stealing
- ☐ other \_\_\_\_\_

### **EDUCATOR AND CHILD TO COMPLETE**

**What was the problem?**

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**What would be a better choice next time?**

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I (Child Name) \_\_\_\_\_ acknowledge my behaviour and will try to show better behaviour in future.

**SUPERVISOR INFORMATION/COMMENT**

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Supervisor name: \_\_\_\_\_ Signature \_\_\_\_\_

## PARENT INFORMATION -

Dear Parents,

As part of our Behaviour Guidance Policy, we have implemented the Behaviour Card program. An integral part of this program is for children to work through a plan and discuss their behaviour not only with the educator but also with parents. The aim is for the students to take responsibility for their own behaviour and to develop more appropriate strategies to help them manage their own behaviour.

Your child \_\_\_\_\_ whilst attending WOOSHC has displayed inappropriate behaviour on \_\_\_\_\_

We would appreciate your support in discussing this problem with your child, please read the incident information regarding your child's behaviour.

Today's outcome -

- ☐ Discussion and recorded as \_\_\_\_\_ behaviour card issued. **(3 behaviour cards issued within a short period will warrant a behaviour plan being implemented and dependant on behaviour and management discretion may warrant suspension or termination of care)**
- ☐ **(BASC option only)** In House suspension – task list to be completed and discussion with staff before play for \_\_\_\_\_ sessions.
- ☐ Behaviour management plan due to the 3<sup>rd</sup> behaviour card being issued.
- ☐ Non-attendance Suspension due to suspendable behaviour/ or \_\_\_\_\_ behaviour cards being issued. **(a discussion should be held with the Service Manager or Assistant Manager to discuss a behaviour management plan for the child upon their return.)**

NB – as per policy point 5.2 - The service reserves the right to exclude or terminate care of the child from the service; this may be a temporary or permanent measure.

Parents/Guardians Comments

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Parents Name \_\_\_\_\_ Signature \_\_\_\_\_

Additional information/ Comments

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Name \_\_\_\_\_ Signature \_\_\_\_\_