

[H3.6]

## Behaviour Guidance

**Applies to:** OOSH Administrator/Nominated Supervisor, OOSH Responsible Persons, OOSH Staff, children utilising OOSH service.

**Specific responsibility:** OOSH Administrator/Nominated Supervisor, OOSH Responsible Persons

**Version:** 2

**Date approved:** September 2020

**Next review date:** August 2021

**Policy context:** To enable each child to develop a positive self-concept, staff will use positive child behaviour guidance strategies at all times. Positive behaviour guidance must consider children's self-esteem, dignity and rights and individual levels of development and understanding.

### Links to Regulations and Law

- Children (Education and Care Services) National Law (NSW) No 104a
  - Section 51 Conditions on service approval (1)a ensures the safety, health and wellbeing of the children being education and cared for by the service
  - Section 166 Offence to use inappropriate discipline
  - Section 167 Offence relating to protection of children from harm and hazards
- Education and Care Services National Regulations [NSW]
  - Regulation 155 Interactions with children
  - Regulation 156 Relationships in groups
- Regulation 168 Education and care services must have policies and procedures

### Links to National Quality Standards

- Quality Area 1: Educational program and practice
  - 1.1.2 Each child's current knowledge, strength
  - 1.2.1 Educators are deliberate, purposeful and thoughtful in their decisions and actions
- Quality Area 2: Children's health and safety
  - 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
  - 2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented
  - 2.2.3 Management, educators and staff are aware of their roles

	<p>and responsibilities to identify and respond to every child at risk of abuse or neglect.</p> <ul style="list-style-type: none"> <li>• Quality Area 5: Relationships with Children <ul style="list-style-type: none"> <li>○ 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</li> <li>○ 5.1.2 The dignity and rights of every child are maintained</li> <li>○ 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.</li> </ul> </li> <li>• Quality Area 6: Collaborative partnerships with families and communities <ul style="list-style-type: none"> <li>○ 6.2.2 Effective partnerships support children’s access, inclusion, and participation in the program</li> </ul> </li> </ul>
<p>Linked to My Time, Our Place</p>	<ul style="list-style-type: none"> <li>• Principle 1 <ul style="list-style-type: none"> <li>○ Secure, respectful &amp; reciprocal relationships</li> </ul> </li> <li>• Principle 2 <ul style="list-style-type: none"> <li>○ Partnerships</li> </ul> </li> <li>• Practice 7 <ul style="list-style-type: none"> <li>○ Continuity and transitions</li> </ul> </li> <li>• Outcome 1.1 <ul style="list-style-type: none"> <li>○ Children feel safe, secure and supported</li> </ul> </li> <li>• Outcome 2.1 <ul style="list-style-type: none"> <li>○ Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation</li> </ul> </li> <li>• Outcome 2.3 <ul style="list-style-type: none"> <li>○ Children become aware of fairness</li> </ul> </li> <li>• Outcome 2.4 <ul style="list-style-type: none"> <li>○ Children become socially responsible &amp; show respect for the environment</li> </ul> </li> <li>• Outcome 3.1 <ul style="list-style-type: none"> <li>○ Children become strong in their social &amp; emotional wellbeing</li> </ul> </li> <li>• Outcome 3.2 <ul style="list-style-type: none"> <li>○ Children take increasing responsibility for their own health &amp; physical wellbeing</li> </ul> </li> </ul>

## **Policy Statement**

Kariong Out of School Hours Care 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.

This behaviour management policy is based on guidance, redirection and positive reinforcement. Educators will aim to guide rather than control the behaviour of the children in our care.

Basic guidelines will be established based on the regard of safety, respect for others, routines and cleanliness and will be communicated to all families, children and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour. Our service promotes a positive approach to managing the behaviour of all children. Children will be encouraged to problem solve 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.

The service will ensure no child being cared 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.

## **HOW POLICY WILL BE IMPLEMENTED**

The OOSH Administrator/Nominated Supervisor will meet with parents/carers to discuss any behavioural issues of concern. They will regularly exchange information about children's behaviour and encourage parents to provide relevant information, which may assist in understanding their child's behaviour. Where appropriate and in consultation with families, they will involve other agencies, such as KU Inclusion Support Agency, to support staff and families in the effective management of their children's behaviour.

### **The Behaviour Guidance Policy will be guided by the following practices:**

#### **a) Guidelines**

- Educators will ensure that expectations relating to children's behaviour are clear and consequences for inappropriate behaviour are consistently applied.
- Educators will act as a positive role model for and encourage acceptable behaviour.
- 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.
- 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
- ✓ Use appropriate language at all times.

**b) Guiding Children’s Behaviour:**

Steps that educators take towards establishing good behaviour management include:

- ✓ Establishing positive relationships, which are the foundation for building children’s self-respect, self-worth and feelings of security
- ✓ Observing children to identify triggers for challenging behaviours. 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. Some of these include 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 behaviours when challenging behaviour occurs
- ✓ Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
- ✓ Involving the family and the child in appropriate ways in addressing challenging behaviour
- ✓ Using other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)
- ✓ Identifying children’s strengths and building on them
- ✓ Seeking support from other educators and management.

**c) Correction Steps:**

- 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.
- Inappropriate behaviour can include:
  - ✓ bullying and/or teasing
  - ✓ being uncooperative
  - ✓ not listening to reasonable requests from educators
  - ✓ consistently disregarding the basic rules
  - ✓ inappropriate language such as, racial comments, swearing, malice, inappropriate references or gestures
  - ✓ Misuse use of electronic devices

In these instances, the following steps will be taken:

1. Verbal Reminder/Warning: The educator will explain to the child that this type of behaviour is inappropriate.
2. Redirection: The educator will re-direct the child to a different activity within the room (or outdoors).
3. Reflection Time: If aggressive or inappropriate behaviour continues, the child will sit away from the group in a supervised area using the reflection chair, 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.
4. Documentation and discussion with parent/s: If behaviour repeats after steps 1-3, child will repeat reflection time and an incident report will be written. A discussion will be held with the child's family when the child is collected and Incident Report will be signed by parent.

**d) Persistent inappropriate behaviour:**

- If inappropriate behaviour continues over a period of time, a meeting between educators, OOSH Administrator/Nominated Supervisor, child and family will be arranged. The meeting agenda will cover:
  - ✓ Alternative approaches to behaviour guidance
  - ✓ The child's life outside the service
  - ✓ Any problems that may be causing the behaviour
- A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the OOSH Administrator/Nominated Supervisor and the child's family. This will be documented on an Individual Behaviour Support Plan. 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.
- In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure. Exclusion will only be considered after:
  - ✓ The child's family has been notified and given the opportunity to discuss their child's behaviour
  - ✓ Educators, OOSH Administrator/Nominated Supervisor have considered the problem.
  - ✓ Adequate support and counselling is sought (if necessary)
  - ✓ Clear procedures have been established for the child to return to the service through a reentry interview with child and parent.

**Staff shall seek to manage Inappropriate Behaviour through the use of strategies such as:**

- Distraction (changing the focus of the activity or behaviour) and a reminder of rule and responsibilities.
- Redirection (substitute a negative activity for a positive activity).
- Planned ignoring (for behaviour that is attention seeking) while maintaining a safe environment for all children.
- Active listening, discussion and observation with natural consequences (to determine underlying cause of behaviour)

**Unacceptable Behaviour**

When a child's behaviour is deemed unacceptable or if a child's behaviour is dangerous themselves or to another person, then educators will actively intervene and take steps to attempt to resolve the situation.

- Unacceptable behaviour can include:
  - ✓ Persistent inappropriate behaviour
  - ✓ Absconding from the service, whether that be the Neighbourhood Centre premises, on an excursion or whilst we are transitioning between school and the service.
  - ✓ Physical violence and fighting eg: retaliating with violence, hitting, punching, kicking.
  - ✓ Unsafe play: being out of bounds, inappropriate use of equipment, actions potentially harmful to others
  - ✓ Damaging property
  - ✓ Theft from service, staff, volunteers or other children

In the case of Unacceptable Behaviour the child may be suspended at the terms of the **Suspension Policy and Re-Entry After Suspension Procedure** will apply.

**The OOSH Administrator/Nominated Supervisor reserves the right to skip any step if behaviour is extreme & becomes an immediate risk to the safety of others.**

### **Suspension for Behavioural /Reasons**

**If a child with an Individual Behaviour Support Plan (IBSP) continues to display inappropriate behaviour after the IBSP has been implemented the following action will be taken.**

- Parent/guardian called to collect child from the service immediately
- Continued unacceptable behaviour will result in suspension of care –  
See Suspension Policy & Re-Entry after Suspension Procedure

**IN ALLCASES OF VIOLENT OR AGGRESSIVE BEHAVIOUR THE PARENT/CARER WILL BE CALLED & REQUESTED TO COLLECT THE CHILD IMMEDIATELY**

### **What We Want the Children to Learn at Kariong OOSH**

- Responsibility for their own actions
- Respect for their surroundings, others and themselves
- To develop the skills to make positive and safe choices in life
- To learn social skills & conflict resolution

**Behaviour guidance management strategies shall not include any form of physical, verbal, emotional or corporal punishment, including punishment that humiliates, frightens or threatens a child.**

Kariong OOSH Behaviour Guidance steps	
Step 1: Verbal reminder / Warning	Identify guideline not followed. Discuss problem solving strategies. Assist child to resolve issue
Step 2: Redirection	Redirect child to another activity
Step 3: Reflection Time	<p>If behaviour continues, the child will sit away from the group in a supervised area using the reflection chair, 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.</p> <p>When things go wrong children are encouraged to ask:</p> <ul style="list-style-type: none"> <li>• What happened?</li> <li>• What were you thinking at the time?</li> <li>• What have you thought about since?</li> <li>• Who has been affected by your behaviour?</li> <li>• What do you need to do to make things right?</li> </ul> <p>Reminder of OOSH guidelines.</p> <p>If more than one child involved, both children will be spoken to individually &amp; Incident Reports completed</p>
Step 4: Documentation and discussion with parent/s	<p>If behaviour repeats after steps 1-3, child will repeat reflection time and an incident report will be written. A discussion will be held with the child's family when the child is collected and Incident Report will be signed by parent.</p> <p><b>In the case of violent or aggressive behaviour the parent/carer will be called &amp; requested to collect the child from the service immediately</b></p> <p><b>The Nominated Supervisor reserves the right to skip any step if behaviour is extreme &amp; becomes an immediate risk to the safety of others</b></p>
Step 5: Suspension from OOSH	In extreme cases, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary or permanent measure
<i>Refer to Suspension Policy &amp; Re-Entry after Suspension Procedure.</i>	

## Record of Review

Version Effective Date	Review Date	Lead by	People consulted	Review Approved
Version 1 October 2018	October 2019	OOSH Administrator/ Nominated Supervisor  Jacqui Pearson	Management & Workers Management Committee	Management Committee  October 2018
Version 2 September 2020	August 2020	OOSH Administrator/ Nominated Supervisor  Jacqui Pearson	Responsible Persons OOSH Staff	Gail Ransley: Chair of Governance Sub Committee  7 <sup>th</sup> September 2020