

D-23 Child Management / Behaviour Guidance / Exclusion

Epping Heights OSHC.

NQS

QA. 1.1.1	Approved learning framework.
QA. 1.1.3	Program learning opportunities.
QA. 1.2.3	Child directed learning.
QA. 2.2	Safety.
QA. 2.2.1	Supervision.
QA. 4.1	Staffing arrangements.
QA. 4.2	Professionalism.
QA. 4.2.1	Professional collaboration.
QA. 4.2.2	Professional standards.
QA. 5.1	Relationships between educators and children.
QA. 5.1.1	Positive educator to child interactions.
QA. 5.1.2	Dignity and rights of the child.
QA. 5.2	Relationships between children.
QA. 5.2.1	Collaborative learning.
QA. 5.2.2	Self-regulation.
QA. 6.1	Supportive relationships with families.
QA. 6.1.1	Engagement with the service.
QA. 6.2	Collaborative partnerships.
QA. 7.1.1	Service philosophy and purpose.
QA. 7.1.2	Management systems.
QA. 7.2	Leadership.
QA. 7.2.1	Continuous improvement.

National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 171	Policies and procedures to be kept available

My Time, Our Place

LO. 1	Children and young people have a strong sense of identity
	Children and young people feel safe, secure, and supported

	Children and young people develop their autonomy, inter-dependence, resilience and sense of agency
	Children and young people learn to interact in relation to others with care, empathy and respect
LO. 2	Children and young people develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary as active and informed citizens
	Children and young people respond to diversity with respect
	Children and young people become aware of fairness
LO. 3	Children and young people have a strong sense of wellbeing
	Children and young people become strong in their social, emotional and mental wellbeing
LO. 4	Children and young people develop a range of learning and thinking skills and processes such as problem solving, inquiry, experimentation, hypothesising, researching and investigating
	Children and young people transfer and adapt what they have learned from one context to another
LO. 5	Children and young people are effective communicators

POLICY STATEMENT

We aim to provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order and cleanliness, which helps create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

Where a child displays consistent unacceptable behaviour, or presents a threat to others, reasonable steps will be taken to ensure the safety and wellbeing of others within the Centre. The Management Committee and Nominated Supervisor will work together with parents to establish and implement a Behaviour Management Plan. If unacceptable behaviour continues, temporary or long-term exclusion may be enforced at the discretion of the Management Committee

RELATED POLICIES

- Epping Heights OSHC Policy A-3: Philosophy
- Epping Heights OSHC Policy A-22: Code of Conduct
- Epping Heights OSHC Policy C-12: Communication
- Epping Heights OSHC Policy C-13: Interactions with Children
- Epping Heights OSHC Policy D-24: Exclusion for Unacceptable Behaviour
- Epping Heights OSHC Policy D-25: Harassment, Bullying and Violence
- Epping Heights OSHC Policy D-30: Supervision
- Epping Heights OSHC Policy E-3: Gender Equity and Inclusion
- Epping Heights OSHC Policy E-4: Cultural Relevance / Anti-Bias

PROCEDURE

Basic agreements and clear guidelines of acceptable behaviour will be established through consultation with staff and children. Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, and cleanliness. All rules will be clearly expressed in a positive way and reinforced consistently. Rules will be displayed within the centre, and regular reminders of these will be given.

Age and ability appropriate programs will be run so children can learn what to do if they feel sad, angry or concerned.

Any OSHC or school property which is damaged or lost by a child during their time at OSHC is to be repaired or replaced at the parent's cost at the discretion of the Coordinator.

Children will be made aware of the consequences which will occur when rules are broken. All consequences will be relevant to the individual situation and not demeaning to the child.

No child will ever be subjected to, or threatened with, corporal punishment.

No child will ever have food, or other basic needs, withheld as a form of punishment.

Staff will only use 'time out' for short periods, where children are encouraged to sit and think. Staff will follow up all 'time out' situations by discussing the situation with the child and working together on better solutions for future behaviour.

Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem-solving skills.

Children will be encouraged to seek support when necessary.

Staff will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.

Staff, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.

Staff and parents will raise concerns as they arise and discuss ways of working together to assist children to making changes to inappropriate behaviour.

At any stage parents may be notified if a pattern of continual misbehaviour is developing.

THE STAFF WILL:

Be tolerant to all members of the school community.

Treat children, parents and other staff with courtesy and consideration.

When communicating with children staff will ensure that they are understood and communicate at the child's level in a friendly positive and courteous manner.

Use voice intonations, facial expressions, and explanations as methods of discipline. Shouting at children should be avoided.

To encourage children to take responsibility for their actions, staff will:

initiate conversations with all children and develop an understanding of each child and their interests.

form friendly and warm relationships with the children in their care and be supportive and encouraging.

ensure that expectations, relating to the children's behaviour is explicit and clear and consequences are consistently applied.

act as a role model for acceptable behaviour

encourage and reward acceptable behaviour.

focus on the behaviour, not the child.

give praise and positive feedback to the children as often as possible.

provide an environment, which will foster the child's self-esteem.

help children develop self-discipline skills through positive example and direction.

introduce older children to simple conflict resolution skills.

help children to appreciate and care for each other and their surroundings.

ensure that appropriate language is used at all times.

never single out any children or make them feel inadequate at any time.

CONSISTENT UNACCEPTABLE BEHAVIOUR.

Where a child demonstrates consistent unacceptable behaviour, the staff will:

- ensure the child is aware of the limits and what is appropriate behaviour.
- ensure the expectations are appropriate for the child's level of development and understanding.
- review the consequences to ensure they are not inadvertently encouraging the behaviour.
- look for and assess possible causes for the behaviour.
- discuss the issue with the parents and the child.
- record all incidents, indicating what happened before and after the incident, time, date and who was involved.
- develop a plan of action involving behaviour management in discussion with all staff, parents, school, and other professionals as required.

- record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

Where the unacceptable behaviour is violent, threatening or injures other children and/or staff, the "Exclusion for Unacceptable Behaviour" procedure may be implemented immediately.

If the child physically hurts other children or adults, the staff will:

- remove the child from the situation.
- ensure the hurt person is all right and given proper attention and care.
- record the incident, indicating date, time, victim, injury, offender and attendant.
- ensure that the parents of all the children involved are notified of the incident, as soon as possible, but no later than 24 hours following the incident. Such incidents will be immediately referred to the Management Committee.

Repeated incidents of physically injuring or threatening injury to other children and/or adults at the centre may result in a temporary suspension of a child's enrolment. The "Exclusion for Unacceptable Behaviour" procedure will be followed in such an instance.

EXCLUSION FOR UNACCEPTABLE BEHAVIOUR

Should unacceptable behaviour continue and the above strategies are not working the staff will inform the Management Committee and the School Principal.

The Management in consultation with the Nominated Supervisor and staff will discuss the issue.

Where, in the interest of the child and other children at the Centre, exclusion is seen as the only step to be taken, this will be decided by the Management Committee. Exclusion may be a temporary arrangement whilst strategies for dealing with the behaviour are discussed with all involved parties.

The Management reserve the right, following serious behaviour incidents, to temporarily exclude the child, effective immediately. Where a long-term Exclusion is decided upon by the Management Committee, it will be considered only after:

- Adequate support and counselling.
- Parents have been notified and given the opportunity to discuss their child's behaviour and have input into a behaviour management plan for their child.
- Parents have been referred to other agencies, where necessary.
- Careful consideration has been given to the problem by staff and Management.
- Clear procedures have been established for accepting the child back into the Centre, including proof of a change in behaviour.

The Management Committee reserves the right to refuse re-enrolment of a child if the situation requires such an action. Consideration for re-enrolment will be at the discretion of Nominated Supervisor and Management Committee and is conditional on development and compliance with the devised behaviour management plan.

The Centre reserves the right to initiate behaviour management strategies to best suit the OSHC environment, taking into consideration the safety, wellbeing and best interests of the

other children and staff. These strategies may not be in alignment with suggested strategies of parents, the school or other professionals. The Centre Coordinator will take these suggestions into consideration, but an understanding of the OSHC environment will need to be considered as a priority in order to achieve strategies best suited to the Centre.

An outline of any specific strategies created for individual children deviating from parental or professional requests/suggestions will be outlined in writing to the parents, and the school principal clearly illustrating the requirement to reassess the suggested strategies.

SOURCES

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia – V2.0
- Education and Care Services National Law Act 2010
- Children’s and Young Persons (Care and Protection) Act 1998
- Voluntary Code of Practice, Section 12 (Exclusion for unacceptable behaviour)
- United Nations Convention on the Rights of the Child
- Network of Community Activities Factsheet – ‘Excluding Children’
- Network of Community Activities Factsheet – ‘Play- Rights and responsibilities of children, staff and parents for a co-operative OOSH environment’

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