
		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

		EASTWOOD HEIGHTS OOSH POLICY		
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 8	
Written By Nominated Supervisor	Reviewed By EHOOSH COMMITTEE	Approved By EHOOSH COMMITTEE	Supersedes Version 2.2	Effective Date November 2021

Eastwood Heights OOSH

Behaviour Guidance Policy



		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

Table of Contents

Table of Contents	2
1. POLICY STATEMENT	3
2. PROCEDURE.....	7
2.1 Setting Expectations and Consequences	7
2.2 Educator’s Guidance	7
2.3 Educator’s Interactions	7
2.4 Behaviour Incidents.....	8
2.5 Dealing with Non-negotiable behaviour.....	8
2.5.1 Procedure for when children leave boundaries	9
2.5.2 Procedure for Physical Conflict Between Children	9
2.6 Children may not be able to attend EHOOSH if repeated non-negotiable behaviour occurs	9
3. REFERENCES	10
3.1 Statutory authority	10
3.2 Service policies.....	10
3.3 National frameworks.....	10

Revision Chronology:		
Version Number	Date	Reason for Change
1.0	June 2018	Endorsed by OOSH executive committee
2.0	August 2021	Fundamental changes in line with philosophy
2.1	September 2021	Review and evaluation Leah notes accepted
2.2	October 2021	Edited and reviewed
2.3	November 2021	Endorsed by OOSH executive committee

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

1. POLICY STATEMENT

The rights of the child form a sound basis for the development of principles that underpin the operations of the care we provide at Eastwood Heights OOSH (the Service). We promote the “Child’s Right to Play” in a creative environment that encourages co-operation, mutual respect, and productive thoughtful behaviour. We recognise that the Service has a duty of care to provide a safe and caring environment for all those attending or involved in the Service, whether they be children, educators, parents, or members of the community.

A sensitive and understanding approach to guiding behaviour builds children’s confidence and self-esteem. Exploring and learning to manage feelings and behaviour, as well as developing an awareness of individual rights and responsibilities is a complex process. Educators will take a positive approach to guiding children’s behaviour that is ultimately aimed at empowering children to regulate their own behaviour and to develop the skills to negotiate and resolve conflicts or disagreements with others.

Constructive everyday interactions and shared learning opportunities form the basis of the relationships that educators and staff build with each child. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively with others.

When children participate collaboratively in everyday routines, events and experiences and have opportunities to contribute to decisions, they learn to live interdependently and make informed choices about their behaviours. Educators will assist children to develop these skills by implementing positive and respectful strategies for guiding children’s behaviour, and mediate and assist children to negotiate their rights in relation to the rights of others.


School age care educators actively support the inclusion of all children in play, help children to recognise when play is unfair and offer constructive ways to build a caring, fair and inclusive learning community (*National Quality Framework for School Age Care*).

EHOOSH will implement a Trauma Informed approach to the delivery of all services. Trauma involves experiences that overwhelm a child’s ability to cope. It is often a result of adverse childhood experiences (ACEs), which are defined as perceived negative events that are outside the control of the child, which may hinder normal development, cause harm or the potential for harm, and are accompanied by stress and suffering. The long-term outcome of trauma and adversity include changes in the child’s stress system and hormones, which can affect their developing brain structure and functioning. This can lead to problems with internalising and externalising problems, such as emotion regulation, relationship insecurity, poor socialisation, hyperactivity, disruptive behaviour, and poor impulse control. Educators need to understand their role when working with children with a history of trauma. The Educational Leader will guide practice to support children and educators which involves addressing children’s individual needs and building trusting relationships with them.

The program offered by the Service will be exciting, varied, and challenging; it will endeavour to meet the needs, abilities and interests of all children. Resources will be sufficient in variety and number to meet the range of interests, ages, and abilities of children in attendance and minimise disputes over resources, materials and equipment.


The service will schedule and structure its activities so as to avoid overcrowding and ensure that children do not have to wait for long periods to participate. We will always strive to maintain an environment that is welcoming, and comfortable, where children feel safe. A varied, nutritious, and generous breakfast and afternoon tea will be provided; food will never be used as a reward or punishment.

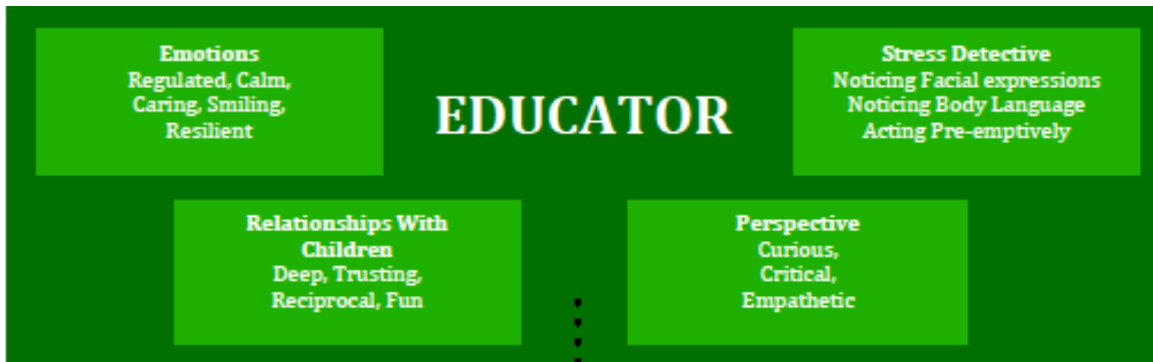
Educators will develop guidance strategies that demonstrate respect and understanding of individual children as they strive to recognise and understand why each child may behave in a certain way, or why behaviour occurs in particular circumstances or at specific times of the day.

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

Educators will manage and deal with situations as soon as they occur. Under no circumstance should a behaviour incident be dealt with by a visitor, volunteer, or parent. An incident file is to be kept of all notable incidents occurring at the Service.

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

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10



Clear Expectations for Activity/ Area
 Simple, clear, direct expectations and consequences
 Demonstrated and explained multiple times - get children to repeat it back
 Using humour and positive descriptions (what we want them to do)
 Consequences are natural and non-punitive - time in, not out

BEHAVIOUR INCIDENT

Is it Stress - Related?
 Child cannot act rationally
 Emotionally overwhelmed or triggered

Is it Misbehaviour?
 Child had the capacity to make another decision

Emotionally disregulated
Child is overwhelmed by emotions

Go for a walk / water / breathing exercises etc.

Emotion Coach / Validate

Once calm - Cognitive training

"The emotion is OK - the response wasn't."

Meltdown
Child is in survival mode - fight, flight, flop

Keep other children and yourself safe from harm

Clear surrounding area

Soothe and Wait out Meltdown

Walk/ Breathing Exercises/ etc.

Emotion Coach / Validate Emotions

Communicate with Parents

Non Negotiable behaviour
Can be triggered by meltdown or be a misbehaviour

Keep other children and yourself safe from harm

RPIC called for assistance

RPIC and other educators clear surrounding area

Do not negotiate boundaries or discuss with child

3 step system with clear, meaningful consequence outlined

If child still needs support parent contacted - child to be collected

If behaviour is repeated, support meeting with Director, Educator and Family. Child may be asked not to attend until behaviour plan is in place.


Minor Misbehaviour
e.g. flooding the bathroom sink

3 STEP SYSTEM

Reminder of expectation

Second Reminder, consequences outlined

Consequence - must be followed through

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

What are our non-negotiables?

Before making the decision that a behaviour is a 'non-negotiable misbehaviour' educators will use their critical thinking skills to consider other possibilities. For example, a child may slap another on the back to initiate a game of tip, or throw a breakable toy as part of a game. Educators are trauma-informed, driven by empathy and assume the best intentions of the children in their care.

Swearing/ using slurs to intentionally hurt another child or educator

Intentionally physically harming a child, educator or animal

Knowingly entering dangerous area

Trying to leave school grounds


Harassing or Bullying behaviour (as defined in bullying policy)

Deliberate/ Malicious damage of school or other child's equipment / property

Repeated, Ongoing Danger to themselves or others

At EHOOSH we believe that nothing helps children heal and grow more than spending time playing freely with others. To disconnect a child who interacts inappropriately is to take away their opportunity to learn new skills. It is always a last resort to ask a child not to attend for any length of time.

- **Support meeting with family, Nominated Supervisor, and an educator. In this meeting we will:**
 - Create a support plan to put strategies in place.
 - Refer families to resources and other agencies that can provide assistance
 - A representative from the school's wellbeing team may be asked to be in attendance
- **A follow up meeting takes place to assess the success or challenges of the support plan.**

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

2. PROCEDURE

The EHOOSH Procedure for guiding behaviour is articulated in Diagram 1. The Procedure recognises the unique needs and circumstances of all children enrolled in the Service and seeks to respond appropriately to individual needs whilst maintaining a safe setting for all students, staff and visitors.

2.1 Setting Expectations and Consequences

Simple, clear and direct expectations will be set with children for all parts of the program.

If expectations are not met and an incident occurs, educators will need to ascertain if the behaviour incident is a “stress behaviour” or a “misbehaviour” and follow the chart below to manage the incident appropriately.

Stress Behaviour

When a child becomes emotionally overwhelmed, they cannot act rationally and this often leads to a stress related behaviour incident.

Misbehaviour

When a child is not emotionally overwhelmed, they the capacity to think rationally and make decisions about their behaviour.

2.2 Educator’s Guidance


While at the Service, educators will guide all children to:

- accept and value every child and adult regardless of gender, race, cultural background, religion, or ability
- treat each other with care, respect, courtesy and understanding
- be encouraged to maintain positive communication and relationships between educators, children, and other adults
- ensure that appropriate language is used
- settle their differences in a peaceful manner, and to use communication to resolve difficulties
- develop self-regulation skills through positive example and direction
- develop an appreciation for their own emotions, feelings and opinions while understanding that they chose how they respond

2.3 Educator’s Interactions

In general interactions, educators will:

- develop an understanding of the child and their interests
- focus on fostering children’s self-esteem, self-awareness, and emotional regulation
- try to give children one-on-one time
- treat all children the same and not “play favourites”
- acknowledge children when they make positive choices in managing their own behaviour
- teach communication skills
- always be patient, gentle, calm, and reassuring, even when children strongly express distress, frustration or anger
- listen empathetically to children when they express their emotions
- model appropriate behaviour
- ensure consistency when approaching situations
- introduce children to simple conflict resolution skills
- encourage children to listen to other children’s ideas, consider alternative behaviours and solve problems
- help children to appreciate and care for each other and their surroundings

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

2.4 Behaviour Incidents

When dealing with behaviour incidents educators will:

- pre-empt and monitor emotions, potential conflicts, or challenging behaviours through close observation
- look at behaviour as an expression of needs, what are the deeper causes and triggers for behaviour
- think about the child holistically
- avoid shouting
- assess the situation before intervening, and if the children involved possess negotiating skills (and no-one is being hurt), allow them the opportunity to find a solution themselves)
- support children in negotiating their rights in relation to the rights of others and intervene sensitively when children experience difficulty in resolving a disagreement
- if needed, provide children with a safe place or safe person
- use emotion coaching to help the child calm down before discussions
- position themselves at the child's eye level
- never threaten or verbally abuse children in any way
- never single out children or make them feel inadequate or embarrassed at any time
- use redirection for small problems, especially for younger children and when children are restless
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them

2.5 Dealing with Non-negotiable behaviour

Non-negotiable behaviours are those that

- cause harm or place others at risk
- cause harm to themselves or place themselves at risk
- interferes with learning
- interferes with the rights of others
- causes harm to other living things
- damages property

Where a child demonstrates non-negotiable behaviour, educators will:


- ensure that the child understands the expectations when at EHOOSH
- endeavour to understand and have a good connection with the child
- look for and assess possible causes for the behaviour
- Use the 3-step system (reminder of expectation, second reminder with consequences outlined, consequence must be followed through)
- record all incidents that occur in relation to non-negotiable behaviours, making note of the events leading up to the incident, the date and time, who was involved and how the incident was handled

Where a child demonstrates non-negotiable behaviour, but is unregulated educators will:

- Keep other children and educators safe from harm
- Call the RPIC for assistance
- The RPIC and other educators will clear surrounding area
- Educators will not negotiate boundaries or discuss with child
- Use the 3-step system (reminder of expectation, second reminder with consequences outlined, consequence must be followed through)
- Call Parent or Guardian for the child to be collected.

The Educational Leader and other Key educators will:

- discuss the incident/s with the child's family
- devote time to observe, understand and create environments within EHOOSH to support the child
- develop a support plan for the child which includes a plan for regular discussions with all educators, children's families, school professionals etc and a time to review the support plan's effectiveness and progression.
- use other professionals when necessary to help with behaviour guidance, for example, the Inclusion Support Facilitator (ISF)

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

2.5.1 Procedure for when children leave boundaries

In the event of a child running away from educators to an unsupervised area or leaving the school boundaries, educators should:

- keep calm
- keep the child in sight at all times
- alert the Responsible Person In Charge who will call the parent
- make sure you have another educator with you
- only restrain the child if they are at risk
- try to calm the child down; stay with them till a parent arrives or the child is sufficiently calm to return to the service
- depending on the number of children and educators at the service a stay in place or normal lockdown may be called to reduce supervision restraints

The leaving of school boundaries reflects non-negotiable behaviour, and the child may be asked (effective immediately) not to attend EHOOSH for a length of time (to be determined by the Nominated Supervisor and/or the EHOOSH Committee) if educators, the child, and other children are put at risk. This will allow for the service to put Risk Minimisation Plans in place, including advising the EHPS Principal/Wellbeing Team.

2.5.2 Procedure for Physical Conflict Between Children


- keep calm
- as best you can keep other children and yourself safe from harm
- promptly alert the responsible person in charge and other educators to assist
- ask the children involved in the conflict to walk away from each other, separate children
- ask other children (who are not involved) to move away from the conflict
- if the situation escalates a stay in place or normal lockdown may be called to reduce supervision restraints
- after the conflict ensure any children or educators involved have not been hurt and apply first aid if required
- wait till children are in an emotional regulated state before discussing the incident with them
- record the details of the incident, including date, time, people involved, people injured, and the action taken
- ensure that parents of all children involved in the incident are notified as soon as practicable

The use of physical conflict reflects non-negotiable behaviour, and the child may be asked (effective immediately) not to attend EHOOSH for a length of time, (determined by the Nominated Supervisor and/or the EHOOSH Committee) if educators, the child and other children are put at risk. This will allow for the service to put Risk Minimisation Plans in place, including advising the EHPS Principal/Wellbeing Team.

2.6 Children may not be able to attend EHOOSH if repeated non-negotiable behaviour occurs

The service will endeavour to support children with challenging behaviour and their families as best they can. However, EHOOSH has a duty of care to provide a safe environment for all children and educators. In the case of any behaviour that causes harm or ongoing acute stress to other children or educators, when a child leaves the school boundaries and/or when there is physical conflict between children, a Support Meeting must be held with the child's family to decide if it is appropriate for the child to continue attending EHOOSH.

A Support Meeting will involve the family, the Nominated Supervisor (and/or another suitable educator). Children will not be included in the Support Meeting. Representatives from the EHOOSH committee and school may be in attendance. The meeting will provide an opportunity to discuss the child's behaviour and strategies for creating change and an individual support plan will be created. Referrals to other agencies will be suggested where necessary. Minutes of this meeting will be recorded. The length of time that the child will be unable to attend EHOOSH will be dependent on the circumstances and will be decided on by the Nominated Supervisor and/or the Parent Management Committee.

		EHOOSH POLICY	
POLICY NUMBER QA5/2	REVISION 2.3	TITLE Behaviour Guidance Policy	PAGE Page 1 of 10

If families have taken steps to seek support from other agencies and it has been decided by the Nominated Supervisor and EHOOSH parent Management Committee that it is practical for the child to return to EHOOSH, a Risk Management Plan must be prepared.

Before the child returns to EHOOSH a follow up meeting must be held with the Nominated Supervisor, (and/or another suitable educator) the child and their family. This meeting is to ensure that the child feels secure to return, and for the expectations of behaviour at EHOOSH to be agreed upon, consistent with the Support and Risk Management Plans. The EHPS Principal/Wellbeing Team will be advised of the child's return to EHOOSH and associated plans.

If long term exclusion is contemplated as necessary, this will be decided on by the Parent Management Committee and will only be implemented after careful consideration.

3. REFERENCES

3.1 Statutory authority

- Education and Care Services National Law Act 2010 (Regulation 74, 155, 156, 166)
- National Quality Standard (Standard 5)
- Children's and Young Persons (Care and Protection) Act 1998

3.2 Service policies

- Educational Programming Policy
- Bullying Policy
- Interactions with children Policy
- Embracing Cultural Diversity Policy
- Enrolment and Orientation Policy
- Maintenance of Safe Environment Policy

3.3 National frameworks

- Framework for School Age Care in Australia, "My Time, Our Place" http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/my_time_our_place_framework_for_school_age_care_in_australia.pdf

4.4 Further references

- Emerging Minds <https://emergingminds.com.au/>
- Australian Childhood Foundation <https://www.childhood.org.au/>
- Be you <https://beyou.edu.au/>
- Phoenix Support for Educators [www.phoenix support.com.au](http://www.phoenixsupport.com.au)