



## Coowarra Out Of School Hours Care Service Inc

### Behaviour Management Policy

#### POLICY STATEMENT:

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

#### PROCEDURES:

- Clear guidelines of acceptable behaviour will be established through consultation with educators and children.
- Guidelines will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.
- All guidelines will be clearly expressed in a positive way and reinforced consistently.
- Educators, parents and children will be made aware of the guidelines.
- Children will have the consequences to breaking the rules explained.
- All consequences shall be relevant to the individual situation and not demeaning to the child.
- No child is to be subjected to, or threatened with, corporal punishment.
- No child is to have food or other basic needs withdrawn as part of a punishment.
- Educators will only use think time for short periods, where children are encouraged to sit and think. Educators will follow up all think time situations by discussing the situation with the child and working together on better solutions for future behaviour. A sensory area is provided for children to use when they need time to think or calm down.
- 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.
- Educators will have access to training and support in positive approaches to behaviour management.
- Educators, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.



## Coowarra Out Of School Hours Care Service Inc

- Educators and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.
- To assist in maintaining a positive, safe and caring environment Educators and children will have the following responsibilities;

#### Children will:

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- Treat each other with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between staff, children and other adults.
- Ensure that appropriate language is used at all times.
- Know and fulfil their responsibilities.
- 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.

#### Educators will:

- Accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- Treat children with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- When communicating with children, Educators 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.

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

- Initiate conversations with all children, and develop an understanding of the 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.



## Coowarra Out Of School Hours Care Service Inc

- 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.
- Ensure that appropriate language is used at all times.
- Never make them feel inadequate at any time.
- Will not threaten or verbally abuse the children in any way.

### Consistent Unacceptable Behaviour

#### Step 1. Where a child demonstrates consistent unacceptable behaviour:

- Staff will ensure the child is aware of what is unacceptable behaviour.
- Staff will 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 identify possible causes for the behaviour.
- The Nominated supervisor, coordinator or manager will discuss the child's behaviour with the parents, this can be a formal or informal meeting. This will provide an opportunity to discuss issues and possible solutions to rectifying the behaviour.
- Documented behaviour reflection forms will assist staff in highlighting the issues and strategies taken to rectify the challenging behaviour.
- Parents/guardians and children will be notified that if behaviour continues the child will be placed on a behaviour management plan, parents will be expected to attend a formal meeting to discuss the plan that will be put in place.

#### Step 2 If the child's unacceptable behaviour continues:

- The coordinator or manager will develop a plan of action involving behaviour management in consultation with staff, the child, parents, school and other professionals as required.
- Each plan should be developed with the individual child's strengths, needs, interests, age and developmental level in consideration.
- The plan should have clear and explicit guidelines for rewards and consequences, as well as the responsibilities of the child,
- A meeting will be set up with parents, child, management (and any other relevant professionals) so that all roles, responsibilities, consequences and expectations for all parties involved are made clear and agreed on. The meeting should be minuted.

- It will be made clear to families that we are willing to work with any psychologists, doctors, the child's school or any other professionals they think will help throughout the process, we will offer help to families to establish support networks, if needed.
- Record the plan of action ensuring all are aware of how to develop and implement an evaluation system, ensuring there is a review date.
- The behaviour management plan will clearly outline the individual consequences that will be carried out if the behaviour does not improve. Management, parents and child/ren will know exactly what is expected. This can include exclusion from the service.

V2 - November 2022

Coowarra OOSH - Behaviour management policy



## Coowarra Out Of School Hours Care Service Inc

- It is important that the child be involved in the process and have a say in rewards and consequences, as they will be more likely to follow a plan that they have agreed upon, and it also gives the child a voice and a measure of control over the situation.

- Parents/guardians should be updated on their child's progress throughout the implementation process, so they are informed of the plans progress and success.

#### Step 3 if the child's unacceptable behaviour continues after plan is in place: exclusion from the service may need to occur:

- Parents/guardian will receive written notice of unacceptable behaviour from the coordinator or manager outlining the child's behaviour and the warning of a period of exclusion if the behaviour continues, this will be in line with the child's individual behaviour management plan.
- The letter will clearly outline what behaviour has led to the warning and what improvements need to be made.
- Committee will be informed that we are at a warning stage for exclusion.

#### Step 4 Exclusion for unacceptable behaviour will be enforced if the child continues to display unacceptable behaviour.

- Parents/guardian will receive written notice from the Coordinator or Management of the exclusion period. Coordinator and management are to ensure that child's behaviour management plan has been followed and all steps have been followed. The exclusion period will be outlined with the dates of exclusion.
- Parents/guardians and child/ren will be expected to meet with a member of management to revise behaviour management plan, prior to returning to care. This way all parties involved are aware of expectations and consequences from the first day back in care. Consequences in the updated plan for not following service rules or improving behaviour will be that the child's place will be terminated.
- The plan should have clear and explicit guidelines for rewards and consequences, including the responsibilities of the child, staff and, etc.). The meeting should be minuted. Without an agreed revised

behaviour management plan in place the child will not be permitted to return to the service, regardless of what the return date on the exclusion letter states, this will be outlined in the letter provided to parents/guardians.

- Committee will be informed of the exclusion and revised plan and given regular updates throughout the process.

If we have to exclude a child from the service due to this process, families will be expected to pay fees to hold their child's place at the service.

#### Step 5 On return to the centre an acceptable level of behaviour is expected:

- As per condition of enrolment and this policy an acceptable level of behaviour will be expected and clear guidelines and expectations will be established for accepting the child back into the service (See step 4)
- The behaviour management plan will include a review date in which all parties involved will meet again to evaluate, reflect and discuss the level of success the plan has had on behaviour modification and if any changes need to be made.

V2 - November 2022

Coowarra OOSH - Behaviour management policy



## Coowarra Out Of School Hours Care Service Inc

- Behaviour reflection forms should still be completed and outline any concerning behaviour. Staff should also document any observations, in regards to improvements in the child's behaviour. These documents will assist when evaluating the success of the plan that has been implemented.
- Communication between the service and parents/guardians should be maintained, so parents/guardians are informed of the plans progress and success.

- As outlined in the revised behaviour management plan, if the unacceptable behaviour continues when the child returns to the service, they will be at risk of their place being terminated.

### Step 6 Termination of a child's place due to unacceptable behaviour.

- Parents/guardian will receive a written notice from the manager or committee outlining the child's continued behaviour and that child's place has been terminated, this will be in line with the agreed individual behaviour management plan.
- The letter will clearly outline what behaviour has led to the termination and what the service has done to attempt to correct the behaviour.
- The service will work with the parents/family throughout the entire process to ensure:

☐ Support is available.

☐ Early intervention of unacceptable behaviour should be followed up with the parent.

☐ Parents/guardians have been notified and given the opportunity to discuss their child's behaviour.

☐ Parents/guardians have been referred to other agencies, where necessary.

☐ Coordinator /Manager has given careful consideration to the issue, with consideration to the needs of both parties involved and the welfare of others at the service.

☐ Clear procedures have been established for accepting the child back into the service.

- If the child is physically violent (Deliberate hitting with intent to hurt) – where no serious injury has occurred (hitting with an object, like a bat/racquet etc., kicking, punching, biting etc., with the intent to hurt.)

\*\*\*\*Physical Violence of any kind will not be tolerated and has an automatic consequence of being excluded from the service for 2 days. No behaviour/attitude or event justifies being violent with another individual.

\*\*\*\*Children need to use their words, seek assistance and deal with frustrations in methods other than physical violence.

Process to follow when dealing with physical violence (where there is no serious injury): -

- Remove all children from the situation.
- Evaluate the need for medical attention
- Ensure the safety of others.



## Coowarra Out Of School Hours Care Service Inc

- Record the incident on the accident report form, indicating date, time, victim, injury, offender and staff who attended. Shift supervisor, coordinator and/or management to call parents/guardians at earliest time possible and inform them of the incident and that we will be investigating. Inform families that we require the child/ren to be picked up from the service immediately and they will be excluded from the service for the rest of the day's session and the next 2 day's their child is booked in. Physical Violence results in an immediate exclusion from the service for 2 days.

- Inform families that a meeting, in which parent/guardians and the coordinator/management meet to discuss what had occurred, and what were the events that lead to the incident happening. It will also outline expectations and goals that are required for child/ren to attend the service again. This will be an opportunity to discuss what happened and how we can resolve the issue.

- We will then work through the behaviour management steps as outlined

- Depending on the circumstances of the incident and the events leading up to it, the service management reserve the right to start at any step in the process. Each case will be dealt with on an individual basis, all reports, meeting minutes and reasons for decisions made will be documented and discussed with parents/guardians

- Inform committee of incident and steps taken to modify behaviour.

- Report of the incident to regulatory authority, and any other appropriate government and legal authorities must occur within 24 hours of the incident having taken place in line with ACI Reporting to the Regulatory Authority and ACI Child Protection Policy.

- Full fees will be required to keep their child's place at the service for any type of exclusion. Should the fees not be paid your child's place will no longer be available to you and you will be asked to seek alternative care.

- If at any point throughout this process the child's family refuses to work with the service to rectify consistent inappropriate behaviour the ACI committee and management have the right to terminate the child's place without having to work through any of the outlined steps in this policy. We will work with and support families, but cannot address matters of behaviour on our own, without the cooperation and partnership of families.

### Exclusion for Unacceptable Behaviour

- Should unacceptable behaviour continue and the above strategies are not working educators will inform the management committee.

- The management in consultation with educators 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. It will be considered only after:

- Adequate support has been provided by management and Educators.

- Parents have been notified and given the opportunity to discuss their child's behaviour.

- Parents have been referred to other agencies, where necessary.

- Careful consideration has been given to the problem by Educators and management.



## Coowarra Out Of School Hours Care Service Inc

Clear procedures have been established for accepting the child back into the centre.

### **Exclusion from excursions for unacceptable behaviour**

The co-ordinator, after having consulted both the child and the parent, has the authority to exclude a child from attendance at any excursion due to unacceptable behaviour during before and after school care or vacation care.

**This is for the safety of all children on excursions.**

### **CONSIDERATION:**

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation
	QA 5 Relationships with children	Network of Community Activities 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 Play - Rights and Responsibilities of children, staff and parents for a co-operative -

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