

Behaviour Management

Policy Statement

South Turramurra OOSH (OOSH/service) is committed to providing a safe and nurturing environment where children can engage in positive learning experiences. A key aspect of achieving this goal is the implementation of an effective *Behaviour Management Policy*. This policy outlines the rights, responsibilities, and collaborative efforts of children, parents/guardians, and educators to ensure a harmonious and respectful OOSH environment.

South Turramurra OOSH acknowledges the importance of collaboration with Turramurra Primary School. We aim to promote our core messages of respect, responsibility, and safe play. We will work alongside the school to align our behaviour management strategies, ensuring consistency and a seamless transition for children moving between school and OOSH environments.

South Turramurra OOSH will ensure that no child being educated and cared for is subject to any form of corporal punishment or circumstantially unreasonable discipline.

Legislative Requirements

- Education and Care Services National Law Act 2010: 162A, 166
- Education and Care Services National Regulations 2011: 84, 155, 156, 168, 170, 171, 172
- Children and Young Persons (Care and Protection) Act 1998
- Children Guardians Act 2019
- Children Guardians Regulation 2022

Definitions

Bullying

- Bullying is an act of aggression, causing embarrassment, pain or discomfort to another, and can take many forms: physical, verbal, gestures, extortion and exclusion. Bullying is an abuse of power and can be planned and organised or may be unintentional; individuals or groups may be involved.

Challenging Behaviour

- Challenging behaviour is any behaviour that disrupts others, often testing limits or causing disputes between children. Often this is normal social development.

Discipline

- The term discipline is often associated with punishment and may suggest inappropriate, unacceptable and damaging methods of attempting to control children's behaviour. Discipline can be understood as an action taken by adults towards children to stop or change behaviour that is inappropriate or not desired.

Inappropriate Discipline

- Approved Providers, Nominated Supervisors, Educators and Volunteers must ensure that no child being educated and cared for by the education and care service is subject to any form of corporal punishment, or any discipline that is unreasonable or inappropriate.

Warning

- An official warning may be issued to a child displaying unacceptable behaviour, accompanying a Behaviour Report. In the case of a warning, parents will meet with the Nominated Supervisor to discuss the displayed behaviour(s). Three official warnings in a 12 week period may result in suspension from OOSH and require a Behaviour Support Plan to be implemented or reviewed.

Implementation Strategies – how will it be done?

The Approved Provider/Nominated Supervisor will:

- provide a **safe, positive and stimulating environment** that encourages responsible and constructive behaviour.
- **provide children with support, guidance and opportunities to manage their own behaviour.**
- enable **staff to provide appropriate guidance to children** when presented with challenging behaviour.
- support educators to **continuously enhance their skills and knowledge** in guiding children's behaviour.
- **gather information from families about their children's social skills**, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support them to develop and practice their social and decision-making skills.
- **promote the rights and responsibilities of the staff, children and visitors to OOSH.**
- **develop strategies that will encourage the dealing with and reporting of bullying** incidents so that appropriate action can be taken.
- Work with educators to **identify triggers** or warnings that are contributing to the inappropriate behaviour. This will be recorded on the Behaviour Report.
- **Communicate with the family** to arrange a suitable time to discuss the child's behaviour and develop in conjunction with the family, a Behaviour Support Plan.
- **Communicate with all staff and educators, the details of the Behaviour Support Plan** and any strategies identified within the support plan.
- Ensure **Behaviour Support Plans are implemented in daily routines** with children and all staff and educators understand their responsibilities.
- **Review plans as per review dates noted in the Behaviour Support Plan** and make any changes as necessary. If new strategies have been identified whether through daily observations or on advice of the child's medical specialist, a new plan must be developed in conjunction with the child's family.
- If at any time the child presents physical danger to staff or other children, the child will be removed from the area and the Nominated Supervisor/Coordinator will arrange for the child to be collected.
- **Temporary suspension can be enforced until a Behaviour Support Plan is developed.** Temporary suspension will be at the discretion of the Nominated Supervisor/Coordinator and Management.

- **Develop partnerships with Turramurra Primary School and other professionals or support agencies** that work with children who have been diagnosed with behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.

The Educators and Staff will:

- **give children the opportunity to make choices** and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- **acknowledge when children make positive choices** in managing their behaviour.
- **implement strategies to encourage positive behaviour** in children.
- **implement strategies educating children about behaviour limits and the consequences of** inappropriate behaviour.
- if an unacceptable behaviour has been identified, report to the Nominated Supervisor/Coordinator, **observe the child and document in the ABC book.**
- **read and understand any Behaviour Support Plans** and follow any identified strategies as outlined in the plan.
- encourage and **support each child's social and emotional development**, striving to **develop children's self-regulation and an understanding of the feelings of others.**
- support children in **positive ways to express their needs, resolving conflict, and respond to the behaviour of others.**
- **use positive guidance through redirection.**
- **role model appropriate behaviour and language.**
- **take into consideration the child's past experiences** as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- **participate in planned and spontaneous conversations with children** about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
- **provide children with the language and vocabulary needed to express their emotions** and feelings and verbalise their concerns.
- **encourage children to listen to other people's ideas** and collaborate and negotiate in problem solving situations.
- **listen empathetically to children** when they communicate their emotions and reassure the child it is normal to experience positive and negative emotions.
- **guide children to remove themselves from situations where they are experiencing frustration, anger, or fear.**
- **support children to negotiate their rights and the rights of others** and mediate when children experience difficulty in resolving conflict.
- **work with individual families and professional agencies** to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- **use positive language, gestures, facial expressions, and tone of voice** when redirecting or discussing children's behaviour with them.
- **remain calm, respectful and tolerant** as they encourage children who are strongly expressing distress, frustration or anger.
- guide children's behaviour with a **focus on promoting children's self-esteem** as they learn to self-regulate their behaviour.

Procedures

Behaviour Guidance Principles

At our core, South Turrumurra OOSH is committed to fostering a positive and inclusive environment and aims to provide these several guiding principles.

1. **Respect and Inclusion:** We believe in the inherent value of diversity, promoting an inclusive space where every child is respected and treated with dignity. Our programs and interactions reflect a commitment to understanding and celebrating the unique qualities each child brings.
2. **Positive Reinforcement:** Encouragement and positive reinforcement stand as the cornerstones of our approach to behaviour management. We strive to cultivate an atmosphere where children are motivated by positive interactions, fostering a sense of achievement and self-worth.
3. **Clear Expectations:** We recognise the importance of setting clear and age-appropriate behavioural expectations. Through transparent communication, we aim to create a shared understanding among children, educators, and parents/guardians, promoting a cohesive community.
4. **Collaboration:** Collaboration forms the basis of our philosophy, emphasising a partnership among educators, parents/guardians, children and the broader school community. By working together, we address behavioural concerns collectively, finding constructive solutions that contribute to the overall well-being of children and the OOSH community.
5. **Consistency:** By applying behaviour management strategies, consistency is key. Our commitment to fairness and predictability ensures a stable environment where children can thrive, knowing what to expect from our programs.

Rights and Responsibilities

Children, educators, and parents/guardians have both rights and responsibilities to ensure the effectiveness of this policy. A collaborative partnership is established among parents/guardians, educators and OOSH, based on shared responsibility and mutual respect. This cooperation creates a safe and nurturing environment for children to engage in play. Educators aim to build a strong partnerships with both parents/guardians and children, consistently and positively promoting acceptable behaviour. If concerns arise, educators, parents/guardians, and children will communicate openly, working together to support children in making positive changes. Specific incidents may be documented through behaviour reports when necessary.

Parents/guardians

Rights

- The right to be informed about their child's behavior and progress.
- The right to collaborate with educators in addressing behavioural challenges.
- The right to expect a safe and supportive OOSH environment.

Responsibilities

- To support the OOSH *Behavior Management policy*.
- To communicate with educators about any relevant information or concerns regarding their child's behaviors (including medical conditions, trauma, diagnoses behavioural conditions, social or emotional conditions or any other circumstances which may affect their child whilst in our care.
- Provide appropriate documentation and strategies for any child with a diagnosed condition.

- To collaborate with educators in addressing challenging behaviors.
- Shape their child's understanding and attitudes around acceptable behavior.

Educators

Rights

- The right to a cooperative partnership with parents/guardians and children.
- The right to a safe working environment.
- To be spoken to in a courteous manner by children, parents/guardians and other educators.
- To be treated with respect by children, parents/guardians and other educators.
- To be supported by management so that they can undertake their responsibilities.

Responsibilities

- To foster a positive and inclusive atmosphere.
- To communicate and reinforce behavior expectations.
- To address behavioural concerns promptly and constructively.
- To promote and work within the responsible behaviour guidance practices outlined in this policy.

Management

Rights

- The right to a safe and cooperative working environment.
- The right to expect cooperation and support from all stakeholders.
- The right to implement and enforce the *Behavior Management policy*.

Responsibilities

- To provide training and support to educators on effective behavior management techniques.
- To maintain open communication with parents/guardians regarding their children's behavior.
- To consistently apply behavior management strategies.

Children

Rights

- The right to a safe and inclusive environment.
- To be treated with respect and dignity.
- To express thoughts and concerns openly.
- To have their property respected.
- The right to play.

Responsibilities

- To follow established guidelines for behavior.
- To communicate openly about concerns or difficulties.
- To treat others with respect.

OOSH Rules

The following rules are developed in collaboration with the children of South Turramurra OOSH and endorsed by management and staff.

- Stay in bounds
- Respect educators and each other
- Respect the environment and animals
- Respect peoples' and OOSH's property
- Don't cause harm to others
- Only leave OOSH from the parent area with parents
- Clean up after yourself

Responsible Behavior Guidance Practices

At South Turramurra OOSH we are committed to employing responsive behaviour guidance practices that promote a positive, safe and nurturing environment for every child. These practices include:

1. **Positive Role Modeling:** Educators will actively embody positive behaviour, serving as role models for children to emulate.
2. **Proactive teaching:** Educators will engage in proactive teaching, actively promoting and reinforcing positive behaviour through discussions, activities, and real-life examples.
3. **Redirection and distraction:** In instances of low-level behaviours and challenging behaviours, Educators will utilize redirection and distraction techniques to guide children towards a more positive activity.
4. **Encouragement and positive feedback:** Children will receive praise and positive feedback for displaying appropriate behaviour, fostering a positive and supportive atmosphere.
5. **Clear communication:** Educators will maintain clear and age-appropriate communication when discussing behaviour expectations with children. This ensures that children understand the reasons behind the guidelines and feel a sense of ownership in their behaviour.
6. **Consistent consequences:** Consistent consequences for inappropriate behaviour will be applied, with a primary focus on teaching and guiding rather than punitive measures. This approach aims to instil a sense of responsibility and accountability.
7. **Individualised support:** Educators recognise that each child is unique and aim to provide individualised support and guidance to address specific behavioural needs. This tailored approach not only acknowledges and respects diversity within our environment, but also creates clear communication between educators, children, and parents/guardians. Individual support may include Behaviour Support Plans and/or Child Profiles.

Behaviour Documentation

South Turramurra OOSH will adopt a range of documentation processes in our *Behavior Management policy* to help us support individualised needs and foster effective communication with parents whilst ensuring compliance with regulatory standards.

ABCs (antecedent, behavioural chart)

When changes in children's behaviours are observed by educators but not deemed harmful to themselves or others, educators will document these in the ABC book. These documents are used to follow and record behaviour patterns and to determine the environmental factors surrounding the behaviour.

ABCs will be employed as a proactive tool to analyse and understand the antecedent, behaviour and consequences related to specific events and incidents. These documents are used to follow and record behaviour patterns and to determine the environmental factors surrounding the behaviour. This analysis will inform tailored interventions to address underlying issues.

As per regulations 74 and 76 of the Children's Education and Care Services National Regulations, parents may request access to an ABC document pertaining to their child's developmental, wellbeing, development, and learning. It is up to the discretion of Nominated Supervisor/Responsible Person to address any behaviour concerns with parents.

Noted Occurrences

When changes in children's behaviours are observed by educators which cause concern and are of a more personal nature, educators will use the Noted Occurrence book to document these observations. This allows educators to track these observations in a confidential manner.

The Noted Occurrence book is also used to document any observations or disclosures that relate to child protection concerns in partnership with MRGs and any other documenting procedures outlined in our *Child Protection Policy*.

The Noted Occurrence book will be kept in a locked cupboard in the office when not in use and entries will be made in a locked office to ensure confidentiality.

Behaviour Reports

Behaviour report documentation is an important process in OOSH's behaviour management strategy. The report serves as a documented account of a child's behaviour, enabling the educators to effectively facilitate communication with parents/guardians and early identification of concerns. By keeping parents/guardians informed, the report encourages their active involvement in addressing behavioural concerns at home, promoting consistency between the OOSH setting and the child's home environments. The report may also provide an opportunity for individualised support plans to be created in consultation with all stakeholders.

Parents/guardians must be informed of a behaviour report being written for their child and this is to be communicated via the Management team – Management, Senior Educators and Responsible Person in charge. Behaviour reports can be written without assigning a warning. For any report that has an official warning attached, these warnings stand for a minimum of 12 weeks. Behaviour Reports and necessary consequences still apply even if the parent/guardian chooses not to sign them.

At any of the concerned party's request, a meeting between parents/guardians and Management may be arranged to discuss options and strategies to improve the child's behaviour.

If a child exceeds 3 warnings within a 12 week period, the Nominated Supervisor will contact the parent/guardian directly and the child may be suspended from South Turrumurra OOSH.

Behaviour Support Plans

A Behaviour Support Plan (BSP) is a tailored, strategic approach aimed at improving challenging behaviours and enhancing the overall well-being of individuals, particularly those with developmental, emotional, or behavioural difficulties. BSPs create valuable opportunities for educators, families, and external providers to collaborate in assessing a child's behaviour and support needs. These plans identify triggers, areas of concern, and proactive strategies to facilitate the child's inclusion in the program. The primary goal of BSPs is to equip educators with clear guidelines to manage and address these concerns, thereby contributing to a structured and consistent environment.

Parents/guardians of children who have a behavioural diagnosis are encouraged to sit down with management and create a Behavior Support plan that is tailored to their child's unique needs and challenges.

Child Profiles

Child profiles are created by our Inclusion team, for any child who would benefit from additional support. These profiles aim to provide an overview of each child's unique characteristics, preferences, developmental milestones and any specific needs or considerations. This allows educators to cater to each child's strengths, challenges and foster an environment that promotes holistic development.

Managing Low Level and Unacceptable Behaviours

Behaviour can be described as low level or unacceptable when it interferes with the rights of others, causes harm or risk to the child, other children, adults or living things, damages the physical environment, equipment or materials or interferes with the child's play, learning and relationships with others. When low level or unacceptable behaviour is observed by an educator, every effort will be made to redirect children before the behaviour escalates. We recognise that behaviour is often communication for a want, desire or need not being met. Most times where low level behaviour occurs, staff can employ simple redirection strategies to correct these disruptive behaviours.

Unacceptable behaviours that cause harm or distress to others will not be tolerated by South Turrumurra OOSH.

If a child acts irresponsibly, or in an unsafe way, the following steps will be followed:

1. Communicate and Redirect. Redirection steps may include:
 - **Verbal reminders:** Educators will discuss appropriate behaviours with the child and explain why certain behaviours are inappropriate.
 - **Meeting Needs:** Talk to the child to determine if a need is not being met and facilitate that need if possible.
 - **Limiting Play Areas:** Restrict where the child can play as a form of redirection and reducing the risk of compromised supervision.
 - **Quiet time:** Provide the child with time in a quiet place for a short period to encourage reflection and discussion with an educator about strategies to manage emotions.
 - **ABC records:** Document the behaviour with the child using the ABC chart as a tool to discuss and reflect on what happened.
2. If low level behaviours continue or are deemed unacceptable as stated in this policy, a Behaviour Report will be written under the advisement of management. This is to be discussed with the child and signed by a parent/guardian on collection or within the next reasonable time a parent/guardian collects the

child. A warning may be issued at this time and documented on the Behaviour Report.

3. If any child receives 3 written warnings within a 12 week period, the child's parents/guardians will be notified and possible consequences including potential suspensions will be delivered at the discretion of management.
4. A Behaviour Support plan may be developed in consultation with the child's family to best support the child's needs at OOSH (and return to OOSH if a suspension has been served) and provide educators with consistent strategies.

Unacceptable behaviours include the following:

- Intentional and/or forceful harm including hitting, punching, kicking, tackling, pushing, choking, spitting.
- Intentionally throwing of toys, sticks, stones, or other dangerous objects towards others.
- Bullying or engaging in any form of aggressive behaviour towards others, including siblings.
- Repeated teasing or swearing at others after an educator's intervention.
- Prejudice remarks and or comments towards others with malicious intent.
- Repeated answering back or disrespectful attitude towards educators.
- Repeated defiant behaviour/not following reasonable instructions from an educator.
- Deliberate misuse of equipment or damaging OOSH/School property.
- Deliberately playing out of bounds or leaving OOSH Areas/School grounds.
- Verbal or physical abuse directed at an educator.
- The deliberate possession of, use and supply of alcohol, tobacco, e-cigarettes, illegal drugs, and weapons on school grounds.

Bullying

Bullying is an ongoing and deliberate misuse of power in relationships through verbal, physical and/or social behaviour that intends to cause physical, social and/or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over other person(s) who feel unable to stop it from happening. It can be obvious or discreet. Bullying behaviour is repeated, or has the potential to be repeated, over time. Bullying of any form or for any reason can cause immediate and long-term harm to those involved, including bystanders. One-off incidents and conflicts between equals are not defined as bullying. Children who have been bullied are more likely to experience depression, anxiety, loneliness, and low self-esteem.

- South Turramurra OOSH does not tolerate bullying of any form.
- OOSH will work closely with children, families and Turramurra Primary School to monitor and minimise incidents of bullying whenever they arise.
- Educators will role model behaviours and work with children to create an OOSH culture that deters bullying.
- South Turramurra OOSH recognises that not all children will feel comfortable disclosing that they have been bullied. If an educator suspects bullying is occurring, they will discuss their concerns with the Nominated Supervisor/Responsible Person. The Nominated Supervisor/Responsible Person may then choose to discuss the issue with the child's teacher and/or parents/guardians. Changes in behaviour or suspected instances of bullying will be documented in the ABC Book.
- We recognise as well that parents/guardians will at times, hear about incidents of bullying before we do. We encourage parents and guardians to reach out to us if their child mentions any incidents of bullying involving themselves or others.

- The child(ren) being bullied, and child(ren) bullying will then be placed on the inclusion list and discussed at daily staff meetings. This will ensure that all educators are aware and can pay closer attention to prevent further bullying.

Suspension

Suspension is the exclusion of a child from South Turramurra OOSH for a period of OOSH bookings. Normal paid absent fees may apply during this period. Parents/guardians will be notified in person or over the phone and will need to sign any behaviour reports issued. Suspension decisions will be made by the Nominated Supervisor and communicated to parents/guardians, accompanied by a clear plan for reintegration to the service, ensuring a supportive and positive return for the child.

Three suspensions may result in a ban from OOSH. This decision will be made by the Nominated Supervisor and Parent Management Committee.

References and Related Policies and Procedures

References

- ACECQA Inappropriate Discipline factsheet <https://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf>
- ACECQA My Time, Our Place <https://www.acecqa.gov.au/sites/default/files/2023-01/MTOP-V2.0.pdf> Turramurra OOSH Philosophy
- UN Convention on the Rights of the Child <https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-child>
- NSW Department of Education – Bullying of Students – Prevention and Response Policy <https://education.nsw.gov.au/policy-library/policies/pd-2010-0415>
- ACECQA Supporting Children to Regulate their own Behaviour https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf

Related Policies and Procedures

- Providing a Child Safe Environment
- Interactions with Children
- Inclusion
- Play
- Staffing
- Dealing with Complaints

Approval and Revision History

Review Date	Reviewed By	Approved By	Next Review
20.06.2024	Kathleen Carmichael	Scott Everard	July 2024
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