

# Behaviour Guidance Policy

## Purpose

The purpose of this policy is to ensure children feel safe, secure, and supported, and to promote fair and consistent treatment. Our goal is to help children develop the skills and knowledge required to behave in socially and culturally appropriate ways. Supporting children to develop socially acceptable behaviour is a primary goal for educators and families, in line with My Time Our Place (MTO), the National Quality Standard, and the Education and Care Services National Regulations.

## National Quality Standard & National Laws & Regulations

This policy aligns with several Quality Areas of the NQS. Under Quality Area 2, children's wellbeing and comfort are prioritised, and reasonable precautions are taken to protect them from harm. Quality Area 5 focuses on positive relationships between educators and children, supporting self-regulation, collaborative learning, and the maintenance of dignity and rights. Quality Area 6 emphasises supportive partnerships with families, and Quality Area 7 highlights governance systems that manage risk and enable the effective operation of a quality service. Relevant National Regulations include 84, 155, 156, 168, 174, and 175.

## Scope

- This policy applies to all children, families, staff, management, and visitors of the OSHC Service.

## Positive Behaviour Guidance Strategies

- Children are encouraged to make decisions, experience consequences safely, and are acknowledged for positive choices. Strategies include visual cues, prompting, redirection, re-teaching, logical consequences, and conferencing. Educators regularly review programs, room setups, and supervision to identify triggers for adverse behaviours. Consistent routines support children's wellbeing and agency.

## Management Responsibilities

- The Nominated Supervisor/Responsible Person ensures no child is subjected to corporal punishment, protects children from harm, and builds connections with primary schools for consistent behaviour guidance. Behaviour guidance is respectful and inclusive, with information gathered from families to inform individual plans. Staff maintain positive relationships, promote self-expression, empathy, and fairness, and work with support agencies to develop Strategic Inclusion Plans (SIP) when required. Behaviour incidents are sensitively communicated with families, and the Service reserves the right to temporary or permanent exclusion in extreme cases after a clear warning process.

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## Educator Responsibilities

Educators actively support social and emotional development, self-regulation, and empathy. They role-model positive interactions, teach behavioural expectations, use visual cues, positive feedback, redirection, and logical consequences. They provide age-appropriate, engaging activities, ensure adequate resources, and maintain a safe and inclusive environment. Educators also use “time with” strategies to help children regain composure and reflect on their actions. Professional development ensures educators are informed and competent in implementing behaviour guidance and Strategic Inclusion Plans.

## Family Responsibilities

Families collaborate with educators and professional agencies to support behaviour guidance strategies. They provide consent for SIPs, Inclusion Support funding applications, and share relevant information about their child’s developmental level and circumstances influencing behaviour. Families work with educators to create consistency in guidance strategies between home and the Service.

## Exclusion Procedures

Exclusion is considered a last resort and is only implemented in extreme cases to protect the safety and wellbeing of other children and staff. The decision to exclude a child is made carefully, following documented steps and after all reasonable strategies have been applied. Exclusion may be temporary or permanent, depending on the severity and persistence of the child’s behaviour.

The following steps outline the structured approach for managing serious or persistent behavioural issues:

### 1. Warning 1 – Initial Intervention and Collaboration:

- The child’s parent(s)/guardian(s) are requested to attend a meeting with the Director and a representative of the P&C.
- The meeting discusses the observed behaviour, its impact on the child, other children, and staff, and identifies strategies to support behaviour improvement.
- Support may include engagement with the NSW/ACT Inclusion Support Agency (with parental consent), reduced hours, additional supervision, or targeted guidance strategies.
- Clear goals and expectations are communicated, and a plan of action is agreed upon to address the behaviour.

### 1. Warning 2 – Temporary Suspension:

- If the behaviour persists despite interventions, the child may be suspended from the Service for a set period (usually one week).
- During the suspension, the Service provides additional support and guidance for both the child and family to address the behaviour effectively.
- The child’s participation in Strategic Inclusion Plans (SIPs) or support from external professionals may be reviewed and adjusted.

# Behaviour Guidance Policy

## Exclusion Procedures

- Warning 3 – Exclusion:
  - If the behaviour continues after previous warnings and interventions, the child may be permanently excluded from the Service.
  - A formal letter outlining the reasons for exclusion, documentation of previous warnings, and support measures taken will be provided to the parent(s)/guardian(s).
  - Re-admittance may be considered only if there is demonstrable, sustained improvement in the child's behaviour, and after agreement on appropriate support strategies.

### Key Considerations During Exclusion:

- All decisions regarding exclusion are documented, including the behaviours observed, interventions implemented, and communications with families.
- Exclusion is never punitive but is aimed at ensuring the safety and wellbeing of all children and staff.
- Children who are excluded will continue to be treated respectfully, and families are encouraged to collaborate with the Service to implement strategies that may support re-entry.
- The Service ensures compliance with relevant legislation, the National Quality Standard, and the Education and Care Services National Regulations.
- Staff will continue to reflect on and adjust the Service environment, programs, and supervision to prevent similar incidents in the future.

### Support and Follow-Up:

- During temporary exclusion, the Service may provide guidance for families, resources for behaviour support, or referrals to professional agencies.
- Educators maintain documentation of any challenging behaviours, their responses, and the child's progress, ensuring continuity in support if the child returns.
- The focus remains on education, safety, and supporting children to develop self-regulation and social skills.

## Exclusion and Suspension Procedures

- In extreme cases, to protect the safety and wellbeing of other children and staff, the Service reserves the right to exclude a child temporarily or permanently. Exclusion is considered a last resort and is applied when a child's behaviour poses a risk to themselves, others, or staff, and other strategies have been unsuccessful.
- If a child is suspended from their primary school, either partially or fully, they are not permitted to attend the OSHC Service during the suspension period. Parents/guardians must inform the Service immediately of the school suspension. The child's bookings will be removed for the period of suspension, and families will not be charged for those days. This ensures consistency with school disciplinary actions and maintains a safe and supportive environment for other children.
- All decisions regarding exclusion or suspension are documented, including the reason, communications with families, and any support provided. The Service continues to provide guidance, resources, or referrals as appropriate to support the child and family. The focus remains on safety, wellbeing, and helping children develop self-regulation and positive social behaviours.

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## Child Safe Standards and Paramountcy Principle

- The Service is committed to upholding the National Principles for Child Safe Organisations and embedding a strong child safe culture across all practices. In accordance with the Paramountcy Principle, the safety, wellbeing and best interests of the child are the primary and overriding consideration in all decisions, actions and practices undertaken by the Service, including behaviour guidance and support strategies.
- This means that all behaviour guidance practices must prioritise the safety, wellbeing and rights of all children, ensuring that no child is subjected to harm, distress, humiliation or inappropriate discipline. Educators, staff and management are required to exercise professional judgement and take all reasonable precautions to protect children from harm and hazards, while supporting children to develop self-regulation, social skills and positive relationships in a safe and respectful environment.
- The Service will ensure that behaviour guidance is implemented in a calm, consistent and supportive manner, focusing on teaching, guidance and positive reinforcement rather than punishment. Strategies will be responsive to each child's individual needs, developmental stage and circumstances, and will promote inclusion, fairness and dignity.
- In situations where behaviours may impact the safety of the child or others, educators will respond promptly and appropriately, ensuring adequate supervision and implementing strategies that minimise risk and support all children involved. Decisions relating to behaviour support, including exclusion as a last resort, will always be guided by the need to protect the safety and wellbeing of all children.
- All behaviour guidance practices must prioritise children's rights, dignity and wellbeing, ensuring that every child feels safe, respected, supported and included at all times

# Behaviour Guidance Policy

## Bateau Bay OOSH – Behaviour Guidance Warning Form

Child's Name:

Date of Incident:

Educator(s) Involved:

Location/Activity:

### Incident Summary

*(Brief, factual description of what happened. Avoid judgmental language.)*

### Behaviour Observed

*(Describe the specific behaviour – e.g., running indoors, not following instructions, physical aggression, unsafe play, etc.)*

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## Educator Response

*(Positive behaviour guidance strategies used before issuing a warning. E.g., redirection, visual cues, calm discussion, re-teaching.)*

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## Child's Voice/Reflection

*(Record the child's explanation or feelings if they shared – supports MTOP and respectful practice.)*

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## Warning Issued

- ☐ Verbal Warning – Educator explained the behaviour and expected change.
- ☐ Written Warning – Documented as per policy after repeated or serious behaviour.

## Educator Notes (next steps/supports):

## Family Communication

*(How and when the family was informed – e.g., in person, phone call, email.)*

## Follow-Up Plan

*(Strategies to support the child's learning and positive choices moving forward – e.g., buddy system, behaviour plan, calm space, family meeting.)*

Educator Name & Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/Guardian Name & Signature: \_\_\_\_\_ Date: \_\_\_\_\_



# Behaviour Guidance Policy

## Review

| Date:      | Changes:                                                                                            | Reviewed by:     |
|------------|-----------------------------------------------------------------------------------------------------|------------------|
| 26/11/2021 | New policy (All updated)                                                                            | Charmayne Nathan |
| 04/07/22   | Warning system was introduced                                                                       | Charmayne Nathan |
| 10/09/2025 | Exclusion and suspension procedures were updated.                                                   | Charmayne Nathan |
| 23/04/2026 | Child Safe Standards & Paramountcy Principle was implemented in align with new laws and regulations | Charmayne Nathan |