

Behaviour Exclusion Policy



BAYSWATER WEST PRIMARY
COMBINED OSHC

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behavior assists children to regulate their own behaviors in different social and emotional environments as well as when interacting with peers and adults.

National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships, which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other
5.2.2	Self-Regulation	Each child is supported to regulate their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
155	Interactions with children
156	Relationships in groups

PURPOSE

The Service has a Duty of Care to all children who attend and educators who work within, the Service. If a child exhibits inappropriate behavior or behavior which threatens the safety or wellbeing of any child or other persons in the service then it is in the coordinator's reasonable opinion that the behavior amounts, or may amount to a threat to the safety or wellbeing of any child or other person in the service. If the behavior presents such an immediate potential threat that could cause harm to others and the child behavior is inappropriate or has caused the threat to safety or wellbeing may be excluded from the Service temporarily or, in some cases permanently.

We aim to create positive relationships with children to make them feel safe, secure and supported while within our Service. As with our behavior Guidance policy we ensure that children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behavior is a primary goal for educators and families. This is embedded in fundamental documents including the Early Years Learning Framework (EYLF), The Education and Care Services National Regulations and the National Quality Standards (NQS).

SCOPE

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

IMPLEMENTATION

The behavior and guidance techniques used by staff and Educators at our Service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

We believe in providing boundaries as part of a loving and secure relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three aspects to promoting positive behavior:

1. A learning environment that is positive and supportive
2. Strategies for building skills and strengthening positive behavior
3. Strategies for decreasing undesired behaviors

Management/Educational Leader/Nominated Supervisor/Responsible Person will ensure:

- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and shared decision making skills.
- A partnership is developed with local schools and other professionals or support agencies that work with children who have diagnosed behavioral 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.
- Children are given 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.
- Children are being acknowledged when they make positive choices in managing their behavior.
- Positive strategies are being implemented to enable educators to encourage positive behavior in children in order to minimise adverse behavior. In addition, we will implement strategies educating children about developing behavior limits and the consequences of inappropriate behavior.

- Procedures are in place for managing excessive behavior and communicated to families, some procedures are listed below. There are many different types of behavior displayed and each matter will be assessed individually.

Disrespectful Behavior

- Educational Leader will assess the situation and documented at the time.
- Staff will discuss the incident with the child's parents/guardians when the child's behaviour has been unacceptable
- If the behaviour continues, the matter will be taken to the Principal and the School Council and the outcome will be discussed with parent/guardian to the appropriate course of action will be implemented, this could be apology letter, not able to attend a session or extreme action of ceasing attendance at the program.

Inappropriate Behavior -

- Alert the Educational Leader and the principal to the situation. Information will be recorded.
- Staff will discuss the incident with the child's parents/guardians when the child's behaviour has been unacceptable
- If the behaviour continues, the matter will be taken to the School Council and the outcome will be discussed with parent/guardian to the appropriate course of action will be implemented, this could be apology letter, not able to attend a session or extreme action of ceasing attendance at the program

Extremely Inappropriate -

- Alert the Educational Leader and the principal to the situation. Information will be recorded.
- Staff will discuss the incident with the child's parents/guardians when the child's behaviour has been unacceptable
- If the behaviour continues, the matter will be taken to the School Council and the outcome will be discussed with parent/guardian to the appropriate course of action will be implemented, this could be apology letter, not able to attend a session or extreme action of ceasing attendance at the program
- If a child's behaviour causes reasonable risk to other children, staff or their families, or any stakeholders or the child themselves, the parent of that child will be contacted immediately and asked to collect the child. the child will be excluded from the program effective immediately and the lifting of the exclusion will be in consultation with the School Council, Principal and Education Leader, staff, the child's family and will be at the discretion of the Education Leader.

Physical danger to child or others:

If a child's behavior causes or may reasonably cause physical danger to other children, educator or the child themselves, the parent/guardian of that child will be contacted immediately and asked to collect the child. Information will be recorded.

The child will be excluded from the program effective immediately and the lifting of the exclusion will be at the discretion of the Educational Leader and Management Committee.

Exclusion from school

For services located on a school site, if the Educational Leader becomes aware of any child, who usually attends the service, being excluded from the school, they will:

- Contact the school to confirm exclusion;
- Speak with the Principal to confirm if exclusion applies at the OSHC service;
- Contact the parent to confirm exclusion from the service (in accordance with Principal's direction).

Educators will:

- Encourage the individual social development in each child, striving to develop children's self-control and understanding the feelings of others
- Guide children's behavior, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behavior is and how to manage their emotions.
- Use positive guidance through redirection. In the instance of adverse behavior being persistently observed, role model appropriate behavior and language
- Consult with industry professionals to support the child within the Service and implement techniques within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behavior management.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places itself in a dangerous situation, for example, climbing a fence or hiding under furniture. Safety is a priority and this may mean using physical re-direction in which an Educator will actually remove the child from the harmful situation
- Complete a 'Behavior Incident Report' with each incident that occurs. Families are to be notified where they will be required to read and sign in an instance where a child or children's safety has been jeopardized.
- Communicate to families on children's behavior.
- Be sufficiently informed, trained and supervised to implement the behavior management plan created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioral or social difficulties.
- Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behavior with them.

Families will:

- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level, the child's family, the parent's approach, and any recent events, which may be influencing the child's behavior.

Children will:

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behavior.
- Be given positive guidance towards acceptable behavior so they learn what acceptable and unacceptable behavior is.
- Need to learn to be responsiveness of their actions and how their behavior impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts
- Build on strengthening their communication through intentional teaching moments which will include:
 - Greeting others when they arrive and depart from the Service
 - Sharing resources
 - Assisting when it is time to pack away the indoor and outdoor environment
 - Using manners such as please and thank-you
- Be encouraged to engage in cooperative and pro-social behavior and express their feelings and responses to others' behavior confidently and constructively, including challenging the behavior of other children when it is disrespectful or unfair.

Positive behavior strategies:

Guiding children's behavior is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

- Establish positive relationships with children
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits
- Model appropriate behaviors
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities
- Be understanding and supportive – acknowledge children's emotions
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others
- Promote children's initiative and agency
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate and interesting activities, experiences and equipment for children to use and become engaged in as they challenge their development
- Providing opportunities for children to explore both in the indoor and outdoor environment
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests

- Ensure there is sufficient materials and equipment
- Implementing a regular routine in order to support children’s positive behaviour. Routines help to provide a sense of security so children feel settled.

Source

- Australian Children’s Education & Care Quality Authority. (2014).
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015,
- ECA Code of Ethics.
- Guide to the National Quality Standard.
- <http://raisingchildren.net.au>
- www.napcan.org.au
- www.cyh.com
- www.acwa.asn.au
- www.community.nsw.gov.au
- www.kidsmatter.edu.au
- Louise Porter
Developing Responsible Behavior
- Revised National Quality Standards

Review

Policy Reviewed	Modifications	Next Review Date
May 2019	<ul style="list-style-type: none"> - Further research has been conducted, updating the rationale and terminology throughout the policy. - Have incorporated positive behavior strategies for Educators to use to assist in guiding children’s behavior 	May 2020
October 2018	Updated the references to comply with the revised National Quality Standard	May 2020