

Values	Inside	Outside	Minor Behaviour	Escalating Behaviour	Severe Behaviour
I am Safe	<ul style="list-style-type: none"> I ask before moving between areas. I use my walking feet. I keep my hands and feet to myself. I follow Educators instructions. 	<ul style="list-style-type: none"> I wear my hat, sunscreen and shoes. I stay in supervised spaces and ask before moving. I follow Educators instructions. I keep my hands and feet to myself. 	<ul style="list-style-type: none"> Running inside / on concrete Not wearing a hat outside Not wearing sunscreen Rough play (minor) Leaving an area without asking an Educator Not using listening ears when being spoken to by peers / educators 	<ul style="list-style-type: none"> Not following Educators instructions Going out of bounds intentionally Physical harm towards others Engaging in games / activities result in injury to self or others 	<ul style="list-style-type: none"> Intentional dangerous behaviour Continual refusal to follow educators' instructions Severe behaviour endangering self or others
I am Respectful	<ul style="list-style-type: none"> I use my listening ears when others are talking. I put my belongings and bag away neatly. I use toys respectfully. I use friendly words and voice when talking. 	<ul style="list-style-type: none"> I use my listening ears when others are talking. I only touch others belongings when I have been given permission. I use toys respectfully. I use friendly words and voice when talking. 	<ul style="list-style-type: none"> Incorrect use of equipment Putting toys away incorrectly at pack up / leaving areas messy Using toys without sharing / asking Not using manners when talking to peers / staff 	<ul style="list-style-type: none"> Verbal intimidation / harassment of others Rude Behaviour towards peers or Educators (tone of voice / language) Persistent disregard for rules / instructions Repeated incorrect use of equipment causing damage Taking others belonging without asking 	<ul style="list-style-type: none"> Severe abuse of staff or ongoing refusal to follow instructions Sever verbal intimidation / physical harm / harassment Deliberate extensive destruction of property Theft of others personal property or Helping Hands equipment
I am Inclusive	<ul style="list-style-type: none"> I am responsible for my own behaviour. I make positive relationships with educators and peers. I take turns while playing. I help others. 	<ul style="list-style-type: none"> I am responsible for my own behaviour. I take turns while playing. I encourage everyone to get involved. I help others. I am kind 	<ul style="list-style-type: none"> Minor conflict over rules of a game Not showing good sportsman-ship when playing with others Making others feel left out of activities 	<ul style="list-style-type: none"> Continued interruption to OSHC activities Repeated conflicts causing disruption to learning or games Excluding others from play / games 	<ul style="list-style-type: none"> Ongoing disruptive behaviour causing distress Repeated exclusion of children leading to Bullying behaviour of others
CONSEQUENCES					
Frequent Green behaviours will result to yellow zone →			Frequent Yellow behaviours will result in Orange Zone →		



We Belong Education

C.A.R.E

Program



COGNITION

Active Listening.

**ACTUALISATION /
AWARENESS**

Aha Moments

RE-COGNITION

Re-Considering

**EMPOWERED
EXECUTION**

New-Actions

2.6 Behaviour Support and Management

WOSHC recognises the wide range of age groups that access the service, as well as the differing developmental needs of individual children and their diverse family backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, staff and children all have roles to play, as detailed in this Policy. Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour (Zones of Regulation);
- Respecting each individual child, preserving and promoting their self-esteem (UN Convention of the Rights of the Child);
- Encouraging positive behaviour using praise and effective C.A.R.E Conversations;
- WOSHC Behaviour Matrix; and
- Having regard to the other principles set out in the Philosophy of the service.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- Education and Care Services National Law Act, 2011 and Regulations 2019
- Family and Child Commission Act 2014
- Zones of Regulations
- Working with Children (Risk Management and Screening) Act 2000 and Regulations 2011
- Child Protection Act 1999 and Regulations 2011
- Work Health and Safety Act 2011
- Early Childhood Resource Hub. Policies in Practice: Interactions with Children - <https://www.echr.edu.au/resources/detail/index/policies-in-practice-interactions-with-children>
- Early Childhood Resource Hub. Planning and Strategies to Promote Positive Behaviour: Self-guided Learning Package - [https://www.echr.edu.au/resources/detail/index/planning-and-strategies-to-promote-positive-behaviour-\(5-12-years\)-self-guided-learning-package](https://www.echr.edu.au/resources/detail/index/planning-and-strategies-to-promote-positive-behaviour-(5-12-years)-self-guided-learning-package)
- Human Rights Guide 2020
- National Quality Standards 2018
 - *Quality Areas – 1.2, 1.2.1, 1.3, 2.1.1, 2.2, 2.2.1, 2.2.2, 4.1, 4.1.1, 4.1.2, 4.2, 4.2.1, 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2, 6.1, 6.1.1, 6.2, 6.2.2, 7.1.1, 7.1.2 and 7.1.3*
- Wondall Outside School Hours Care Policy and Procedures
 - *Policies: 1.1 – Service Philosophy, 2.1 - Respect for Children, 2.3 – Educator Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

Procedures

Educators are trained to respond to various developmental stages, they will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy of the Service, Zones of Regulation and WOSHC Behaviour Matrix (Appendix 1).

Educators will involve the children as much as reasonably possible in developing agreements for behaviour expectations for the Service.

These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the Service. This information will be provided to educators upon induction or when updated/reviewed and it will be displayed at the sign in area for the families.

Families upon enrolment interview sign and acknowledge WOSHC Behaviour Matrix.

Educators regularly reflect on behaviour expectations with colleagues on a regular basis during Staff Meetings and Staff Forums, reinforcing why they are necessary and reflect on their current interactions. Educators will continually discuss the expectations with children upon enrolment, at both Before and After School Care and Vacation Care.

Educators are required to:

- *Regularly check in with the children to support their needs of regulating their emotions, aligning with the values of the WOSHC Behaviour Matrix (I am Safe, I am Respectful, I am Inclusive);*
- *Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;*
- *Educators are required to follow and action any documentation from C.A.R.E Conversations (See Appendix 2);*
- *Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviour;*
- *Constantly and consistently use positive guidance strategies when reinforcing the service behaviour expectations;*
- *Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;*
- *Acknowledge children through encouragement or reward when they make a positive choice in managing their own behaviour.*

Educators are not permitted to use physical force/restraint (unless it becomes a 'duty of care' in regard to safety with the child or any other person), verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child. For more information of restrictive practices, see policy 2.23 Interactions with Children. The restrictive practices policy has been created in conjunction and communication with Wondall Heights State School procedures.

Behaviour support plans or risk assessments will be implemented if needed by the Coordinator, or in their absences, the Responsible Person. These documents will be developed collaboratively with the Coordinator, Responsible Person, parent/guardian, child and other health/educational professionals as required. Behaviour guidance is in conjunction with the Wondall Heights State School Behaviour Management Plan (Zones of Regulation). Regular consultation with the Principal, Coordinator, family and other professionals will collaboratively reinforce implemented procedures.

Parents/guardians are not permitted to approach other children attending the service regarding behavior incidents and/or issues.

Date of Development	Date Amended	Date of Review
14/11/2015	31/05/2021	31/05/2022

2.7 Exclusion for Behavioural Reasons

WOSHC has a Duty of Care to all children who attend and educators who work within the Service. If:

- A child exhibits Minor Behaviour, Escalating Behaviour or Severe Behaviour from the WOSHC Behaviour Matrix which threatens the safety or wellbeing of any child or other persons in the service;
- The behaviour support and management procedures (see policy 2.6) have been properly applied first but without success, or the behaviour presents such an immediate potential threat that it is not reasonably possible to apply those procedures;

Then the child whose behaviour is inappropriate or has caused the threat to safety or wellbeing will have consequences aligning with the WOSHC Behaviour Matrix and they may be excluded from the Service temporarily, or in some cases permanently.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Duty of Care*
- *NQS Area: 2.1.1; 2.3.2; 4.2.1; 5.2.2, 5.2.3; 6.1.1; 7.1.1, 7.1.2; 7.3.1, 7.3.2, 7.3.4, 7.3.5.*
- *Policies: 2.1 - Respect for Children, 2.6 - Behaviour Support and Management, 3.10 – Observational Recording, 9.3 – Communication with Families, 9.5 – Complaints Handling.*

Procedures

When the Behaviour Support and Management Policy has not been successful and the unacceptable behaviour continues the WOSHC Behaviour Matrix consequences for Severe Behaviour will be followed;

- Child is immediately excluded, parent/family contacted by phone for collection immediately;
- Relevant documentation is gathered, ie witnesses, Supervising Educators, Coordinator or in their absence the Responsible Person;
- An email will be sent to the parent/family detailing the child's behaviours, exclusion time and expected return date, which is at the discretion of the Coordinator; and
- Exclusion time.

Prior to the child's return, a meeting will be held between the Coordinator, parent and child to discuss possible strategies. A behaviour support plan may be developed for including the child back into the service. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from the Service.

Inclusion Support (Children with diagnosis)

WOSHC recognises that additional support may be required when including children who have a confirmed diagnosis (letter from Medical Practitioner). The Service shall appropriately assess their capacity to include the child within the Service through conducting a Risk Assessment and Management Plan with a Behaviour Support Plan.

- Child with diagnosis displays Minor, Escalating or Severe Behaviour within the WOSHC Behaviour Matrix;
- See procedures stated in this policy

Exclusion from school

If the Coordinator becomes aware of any child, who usually attends the service, being excluded from the school, they will have permission to:

- Contact the school to confirm exclusion;
- If the parent hasn't contacted the Service the Coordinator will contact the parent to confirm exclusion from the service.

Date of Development	Date Amended	Date of Review
14/11/2015	31/05/2021	31/05/2022

9.8 Parent Code of Conduct

WOSHC strives to provide a safe and healthy workplace for employees and a caring and supportive environment for children and families. The service expectations of parent's conduct whilst attending the service are clearly explained in this policy aligned with the Education Queensland Parent and Community Code of Conduct, and Wondall Heights State School Student Code of Conduct.

Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education Queensland Parent and Community Code of Conduct.*
- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Child Protection Act 1999 and Regulations 2000*
- *Duty of Care*
- *NQS Area 6.1.1; 7.1.1; 7.3.2, 7.3.4.*
- *Policies: 2.2 – Statement of Commitment to the Safety and Wellbeing of Children and the Protection of Children from Harm, 2.4 – Arrivals and Departures of Children, 7.3 – Harassment and Lockdown, 8.10 – Employee Orientation and Induction, 9.3 – Communication with Families, 9.6 – Parent and Community Participation, 9.7 – Management of Intoxicated or Persons Under the Influence.*

Procedures

Parents/guardians shall be expected to communicate appropriately with all educators whilst dropping off or collecting their children, or other children as permitted to and from the service.

Appropriate communication shall include, but not be limited to:

- Appropriate Language; and
- Calm and considerate tone.

Parents/families shall not be permitted to discipline verbally or in any other way the children of other families. Should a parent have an issue or concern regarding the conduct of another child, family or employee, contact the Coordinator or in their absence the Responsible Person who will follow appropriate grievance procedures.

Parents/families who breach the conduct expected of them whilst engaging with the service will have appropriate consequences which may result in the suspension of their family's enrolment with the service.

The Police may be notified if parent/families conduct within the service is threatening or violent.

Date of Development	Date Amended	Date of Review
14/11/2015	31/05/2021	31/05/2022