



# Woolooware Outside School Hours Care

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## BEHAVIOUR GUIDANCE POLICY

### POLICY STATEMENT

Woolooware Outside of School Hours Care is committed to meeting the needs of the children in care in a way that fosters a positive and nurturing environment. We believe children have the right to feel physically and psychologically safe. The safety of all educators and children is our priority and therefore Educators and children have worked collaboratively to define consequences for the actions of children who do not respect or consider the WOSHC rules. These are visually available to children, parents and educators. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions and helping children understand and deal with their emotions. This will depend on the child's age and level of development (My Time, Our Place outcome 3). Educators will aim to guide rather than control the behaviour of the children in our care.

### CONSIDERATIONS

Education and Care Services National Regulations – r73, 74, 76 155, 156, 157, 168

National Quality Standard – 1.2, 2.3, 3.1, 3.2, 5.1, 5.2, 6.1, 6.3

Other Service policies/documentation – Confidentiality, Enrolment and Orientation, Providing a Child safe Environment, Interactions with Children, Management of Incident, Injury and Trauma,

Child Protection, Parent Handbook

Other – Children (education and Care Services National Law Application) Act 2010, UN Convention on the Rights of the Child, My Time, Our Place

### PROCEDURES

We believe that to effectively guide children's behaviour we need to;

- Ensure children are continually guided positively using positive acknowledgment, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the impact of their behaviour.
- Identify children's strengths and build on them.
- Ensure children are able to maintain self-esteem, dignity and personal integrity
- Guide children to recognise personal responsibility and self-discipline
- Recognise that a child's behaviour is affected by a multitude of factors, including age, physical environment, time of day, educators, program and other child's actions, family experiences and cultural backgrounds
- Work together with families, teachers, management and other professionals to find appropriate ways to address challenging behaviour when necessary
- Ensure limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits
- Encourage children to build positive relationships and be inclusive of all children.



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The behavioural expectations are as follows:

- Basic rules have been established and will be available to all families and educators along with consequences for inappropriate behaviour. The service recognises the importance of children's input into developing the basic rules and helping to determine appropriate consequences for inappropriate behaviour (My Time, Our Place Outcome 2). Our service promotes a positive approach to managing the behavior of all children.

Whilst at the service; we expect that the children will comply with the following basic rules:

- Respect each other
- Respect other people's property and that of the service
- Share with other children and be inclusive
- Accept and respect individual needs and differences
- Clean up after activities
- Follow the instructions from the educators
- Play only in the allocated areas and as directed by educators and not enter areas that educators have designed as "out of bounds".
- Remain in the supervised area of the program until the authorised person collecting them has signed them out.
- Not participate in physical fighting (play or real), for example, spitting, hitting, throwing toys, stones or dangerous objects.
- Not bully or engage in any form of aggressive behaviour
- Use appropriate language at all times.

The following steps are introduced when the rules are not being followed:

Inappropriate behaviour can include: bullying, being uncooperative, not listening to reasonable requests from educators, or consistently disregarding the basic rules.

1. The child is reminded of the rule or expectation and will be reminded that the type of behaviour is inappropriate.
2. A short time away from the area of play, or a logical consequence, such as removal from the area/activity.
3. Additional time out of play is imposed, with associated consequences, such as the child will sit away from the group to calm down and think about their actions. An educator will have a discussion with the child and agree on a consequence.
4. Repeated inappropriate behaviour will result in consultation with families. At this time, the child, parent/guardian and coordinator may negotiate and formulate a behavioural plan. If the parent/guardian is unable to attend a meeting when requested by the coordinator the child may be suspended or excluded if the matter is deemed sufficiently serious.



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5. If all of the above steps prove unsuccessful (including an inability to design an appropriate behaviour plan that satisfies WOSHC staff), the child may be suspended from the program for a short period of time. However, if the child's behaviour is particularly egregious (for example the child poses a threat to the safety of staff and other children) the child may be excluded from the program.
6. If a child is suspended or permanently excluded, the child's family will be notified and advised of the reasons leading to this decision.
7. A suspension will range from 5-20 days, based upon an assessment of the challenging behaviour and consultation between the Educators, Nominated Supervisor and Approved Provider. At this time the child, parent/guardian and coordinator will negotiate and formulate a behavioural management plan. Consultation with School staff, Caseworkers and other professionals may also occur at this time.
8. In the case of a suspension, clear rules and boundaries must be established for accepting the child back into the service and the consequences of the child not following these rules must be documented and enforced.
9. If the suspension does not prove successful upon return, our service reserves the right to exclude the child from the service, being either temporary or permanent. This will only be considered after:
  - a. The child's family have be notified and given opportunity to discuss their child's behaviour.
  - b. Educators, Nominated Supervisor and Approved Provider, have given careful consideration to the problem.
  - c. Adequate support and counselling has been made available.
  - d. Clear procedures have been established for accepting the child back into the service.

DATE ENDORSED: April 26, 2021

DATE FOR REVIEW AND EVALUATION: April 26, 2023