



# BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. Our Out of School Hours (OSHC) Service will liaise with local feeder primary schools to ensure consistency of behaviour guidance strategies such as Positive behaviour for learning (PBL) values.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN’S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child’s wellbeing and comfort is provided for, including appropriate opportunities to meet each child’s need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

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 behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their family role.



QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
174	Time to notify certain circumstances to Regulatory Authority
175	Prescribed information to be notified to Regulatory Authority

### Philosophy

East Adelaide School Out of School Hours Care (OSHC) is committed to providing high quality care in accordance with the National Quality Standards (NQS) for primary school aged care.

We believe it is important for children to feel comfortable and confident so they can collaborate with children, educators and their families to support their wellbeing. Educators help children to self-regulate their emotions and nurture the building of social skills.

East Adelaide School OSHC incorporates the philosophy and values of the school being Responsibility, Relationships, Resilience and Respect. We value diversity and cultural backgrounds of all our families.

The service recognises that the building of partnerships with families and communities in the development of the program will result in continuous improvement for the centre.

## OUR GUIDING VALUES

### Respect

**Educators** model and teach appropriate behaviours outlined in the National Safe Schools Framework, and the Child Protection Curriculum through the use of Restorative Practice and other intervention approaches.

**Children** show respect for themselves, their peers & their property by following the negotiated behaviour expectations.

**Families** follow appropriate school processes and respect the Director/ Educators' professional decisions.

### Responsibility

**Educators** inform children of their rights and empower them to take responsibility for their learning and behaviour.

**Children** are involved in setting goals and learning plans with support of educators and families.

**Families** support their child in making responsible decisions about their behaviour.

### Relationships

**Educators** develop democratic relationships through honest effective communication with the school community.

**Children** are involved in decisions about their OSHC environment through message time, circle time, personal behaviour plans and team work.

**Families** foster positive partnerships with educators and children through communication and participation in OSHC events.

### Resilience

**Educators** empower children in understanding what they need to learn, why the learning matters, what is expected of them and how they learn.

**Children** are encouraged to use positive thinking, take risks with their learning, embrace failure and have a growth mindset to move forward.

**Families** learn about qualities that allow children to bounce back from adversity and how to nurture that type of resilience in their child.

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

- Ensure children are continually guided positively and encouraged towards acceptable and inclusive behaviour in order to maintain their self-esteem, dignity and personal integrity
- Guide children to recognise personal responsibility and self-discipline
- Acknowledge that children can learn from their mistakes
- Be fair and consistent
- Guiding children's behaviour, place focus on the behaviour over the child
- Recognise that a child's behaviour is affected by a multitude of factors, including age, physical environment, time of day, staff and other children's actions, family experiences and cultural backgrounds
- Work together with families and teachers to build positive relationships
- Provide a wide and varied program to engage students in relevant activities
- Seek input from families and children when reviewing Behaviour Education Guidelines to encourage ownership and acceptance.
- Respond calmly and rationally

### The behavioural expectations are as follows:

- We respect and care for ourselves, other people and property.
- We work and play safely and cooperatively.
- We follow directions of educators.
- We stay inside the supervised boundaries.
- We use appropriate language.
- We keep our hands and our feet to ourselves.

## Responding to Student Behaviour

### Delegations

The Director has the authority to make decisions in relation to suspensions, exclusions and expulsions. The Director authorises other members of the leadership team to make these decisions on their behalf.

### Reception students

Suspension for Reception students is not encouraged due to their social and emotional development and the focus being on understanding how to relate to others in an OSHC setting. Alternative processes such as reflection sheets, family meetings, open-ended questioning and role playing and other restorative practices will be implemented.

### Whole OSHC

When OSHC behaviour expectations are not met, we will use a restorative approach where children will have the opportunity to make things right by reflecting on the situation and repairing the relationship, using the following restorative questions as a guide:

1. What happened?
2. What were you feeling or thinking at the time?
3. Who has been affected by my actions? In what way?
4. What can you do to make things right?
5. How could or would you do differently next time?



### Supporting Positive Behaviour

Positive behaviour support is an approach to children’s behaviour that is built on the principles that positive behaviours can be learnt and that environments can be changed to support effective regulation of emotions for each child. Two models/programs we use at East Adelaide School OSHC are Restorative and Open-ended questioning as well as Trauma Informed Practices.

<b>Minor Behaviours</b>	
<p><b>Definition</b>                      Minor behaviours may be defined as an incidental occurrence, be unintentional or that which has a low-level impact upon the rights, safety and welfare of others.</p>	
<b>Examples of Minor Behaviours</b>	<b>Examples of Responses to the Behaviours</b>
<ul style="list-style-type: none"> <li>• Annoying others</li> <li>• A defiant manner of questioning (being rude)</li> <li>• Refusal to follow reasonable instructions</li> <li>• Misuse of property</li> <li>• Play fighting</li> <li>• Disruptive behaviour</li> <li>• Being dishonest with educators</li> <li>• Using a non-directed swear word (example during a game)</li> <li>• ‘No show’ at 3pm or 5pm sign-in</li> </ul> <p><i>(If any of these behaviours occur repeatedly the consequence may result in a moderate consequence)</i></p>	<ul style="list-style-type: none"> <li>• Educator who has duty of care at that point in time will provide a verbal reminder of OSHC expectations and school values</li> <li>• A restorative practice approach may be used (cards in OSHC office)</li> <li>• OSHC expectations</li> </ul> <p>Educator, Assistant or Director will communicate with families at the point of pick-up. Alternatively, families will be contacted if minor behaviour escalates</p>



### Moderate Behaviours

**Definition**

Moderate behaviours may be defined as those which are intentional, repeated minor behaviours or affect the rights, safety and welfare of others.

Examples of Moderate Behaviours	Examples of Responses to the Behaviours
<ul style="list-style-type: none"> <li>• Constant teasing</li> <li>• Being mean (purposely)</li> <li>• Arguing with an adult</li> <li>• Continuous refusal to follow instructions</li> <li>• Swearing deliberately</li> <li>• Verbal abuse</li> <li>• Harassment</li> <li>• Theft</li> </ul> <p><i>(if any of these behaviours occur repeatedly the consequence may result in a serious consequence)</i></p>	<ul style="list-style-type: none"> <li>• OSHC office will be used for children to complete the restorative practice questions which involve open ended questioning.</li> <li>• Director notifies family of child behaviour</li> <li>• Director arranges a meeting with family to develop behaviour goals (with school leader if required)</li> <li>• Community service</li> <li>• Time away from the playground</li> <li>• Alternative play options</li> </ul> <p>Restorative practices approach is used</p>

### Serious Behaviours

**Definition**

Serious behaviours may be defined as those which significantly violate the rights, safety, wellbeing and welfare of others.

Examples of behaviours	Examples of responses to the behaviours
<ul style="list-style-type: none"> <li>• Repeated incidents of moderate behaviours</li> <li>• Act of violence</li> <li>• Threatened violence</li> <li>• Physical assault</li> <li>• Bullying</li> <li>• Sexualized behaviours</li> <li>• Property destruction</li> <li>• Vandalism</li> <li>• Cyber crime</li> <li>• Racism and other prejudice behaviours</li> <li>• Sexual assault</li> <li>• Illegal drugs</li> <li>• Leaving school grounds</li> </ul>	<ul style="list-style-type: none"> <li>• Restorative practices are implemented</li> <li>• Initial discussion to find out what has happened</li> <li>• Assistant and Director will have a meeting with family members to establish a behaviour plan, monitor and evaluate student’s behaviour goals</li> <li>• Director to arrange timely review meetings with families to monitor success of behaviour plan</li> <li>• Families being notified of student’s behaviour by leadership</li> <li>• Internal suspension</li> <li>• Suspension</li> <li>• Exclusion</li> <li>• Police involvement</li> </ul> <p><i>(These behaviours may be displayed as a once off and will incur the above consequences.)</i></p>

## EDUCATORS WILL:

- Provide a safe place for children to self-regulate their emotions through the use of a tepee which will have fidget / sensory toys and noise cancelling ear muffs. This will be positioned next to an interoception wall for children to engage with.
- Remind children of the differences between dobbing and telling.
- 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
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- ensure children are provided with positive guidance and encouragement toward acceptable behaviour
- promote children's initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- guide children's behaviour, 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 behaviour is and how to manage their emotions.
- provide positive feedback and focus on children's strengths and achievements and build on their abilities
- 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
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with

- ensure there are sufficient materials and equipment for individual, small and large group activities
- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- 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, consider behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they 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 rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- 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 preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- contribute to and ensure Individual Support Plans are followed in consultation with the Services' SIP.

### **FAMILIES WILL:**

- provide consent for the OSHC Service to consult with their child's primary school and other professional agencies to assist with implementing a Strategic Inclusion Plan (SIP)
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with educators and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at the Service and at home

### **MONITORING & EVALUATING:**

Children will be encouraged and supported with making good decisions through the reiteration of OSHC / School expectations. If behaviour persists, children may be asked to complete either a reflection sheet or, more seriously, a behaviour slip which is completed by the educator. The reflection sheet is another opportunity for children to regulate and reflect on what they were feeling and thinking at the time, as well as, how their decisions have affected those around them. Both the reflection sheet and behaviour slip are presented to the parent / guardian upon pick-up and archived in alignment to department requirements. The service keeps a record of past incidents per child to show patterns of behaviour as a way of providing further clarity and support for the child.

### **SUPPORTING OUR APPROACH**

At East Adelaide School OSHC, we strive to constantly seek ways of improvement in our approach and stay up to date with trainings with how to understand and support children. Our endeavour is to be inclusive and we aim to do this through sourcing high quality professional development opportunities for our educators. We utilise resources such as The Lady Gowrie to enhance our approach and better support children through current leading strategies.



## DEFINITIONS:

### Behaviours of concern:

- Challenging, complex or unsafe behaviours which are of greater severity, frequency or duration and require more persistent or intensive intervention to address.
- Does not include low level, developmentally appropriate transgressions that test the boundaries of established rules, standard and norms but are relatively simple to direct and minimise through universal behaviour support strategies.

### Bullying

- An ongoing and deliberate misuse of power in relationships through repeated 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 one or more persons who feel unable to stop it from happening.

### Community Service

- Community service is given to children as a possible consequence. The type of community service will be reflective of inappropriate behaviour and reflect on how the child can restore the relationship that has been broken. Children will receive community service by leadership or educators.

### Consistent

- Consistent responses to behaviours of concern, does not mean that all children receive the same response. Behavioural responses are tailored to the specific needs of the child.

### Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, family or economic status
- age
- ability or disability

Examples of discrimination include where children:

- exclude children of a different culture from a friendship group
- don't let children of a different race sit near them at lunch
- refuse to include a child with a disability in their game



## Harassment

Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, family or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

Examples of harassment include where Children:

- ridicule someone who doesn't speak English
- tease someone who wears different clothes due to religion/beliefs
- make suggestive comments or insults based on sex
- make fun of someone with a disability
- put down someone who is obese or very thin
- tell offensive jokes deliberately to put down a particular societal group.

## Restorative Practice:

- Restorative practice is a strategy that seeks to repair relationships that have been damaged through open ended questioning and discussion, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

## Suspensions:

- Suspensions are short-term responses to behaviours of concern that impact on the safety, wellbeing and learning of others.



## EAS OSHC MINOR / MAJOR BEHAVIOUR MATRIX

	EXPECTED BEHAVIOUR	MINOR	MAJOR (Including repeated Minor behaviours)
<b>Respectful Language</b>	<ul style="list-style-type: none"> <li>● Uses respectful language at all times.</li> <li>● Actively avoids and discourages the use of inappropriate language.</li> <li>● Positive communication and reinforcement of appropriate language choices.</li> </ul>	<ul style="list-style-type: none"> <li>● Use of inappropriate words</li> <li>● Use of slang or derogatory terms without direct harm</li> <li>● Disruption to the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>● Directed swearing or derogatory language towards an individual.</li> <li>● Persistent defiance using inappropriate language.</li> <li>● Language that promotes hate or discrimination.</li> </ul>
<b>Defiance / Non-Compliance / Disrespectful</b>	<ul style="list-style-type: none"> <li>● Demonstrates a cooperative attitude.</li> <li>● Follows instructions promptly.</li> <li>● Seeks clarification when unsure, rather than refusing tasks.</li> <li>● Stays in an agreed learning space. Returns promptly from tasks.</li> </ul>	<ul style="list-style-type: none"> <li>● Initial refusal of direction or hesitation/reluctance to comply after redirection.</li> <li>● Passive refusal (e.g., ignoring, avoiding tasks).</li> <li>● Verbal expressions of disagreement without escalation.</li> <li>● Moves from desk/group but stays in classroom/learning area.</li> <li>● Slow to return from task.</li> </ul>	<ul style="list-style-type: none"> <li>● Outright refusal with aggression or disruptive behaviours.</li> <li>● Repeated episodes of non-compliance despite interventions.</li> <li>● Challenges to authority with hostility (e.g. back chatting).</li> <li>● Leaves classroom/learning area without permission. Out of bounds and will not return to allocated space</li> </ul>
<b>Disruption of Learning</b>	<ul style="list-style-type: none"> <li>● Engages actively and quietly in tasks.</li> <li>● Raises hand or waits turn to speak.</li> <li>● Respects the learning environment and helps peers maintain focus.</li> </ul>	<ul style="list-style-type: none"> <li>● Off-task behaviours that may draw peers' attention (including unintentional - e.g. tapping. Stimming not included).</li> <li>● Speaking out of turn or making unnecessary noise.</li> <li>● Minor distractions that may interrupt an individual, group or the flow of instruction.</li> </ul>	<ul style="list-style-type: none"> <li>● Frequent and loud interruptions after redirection on more than 5 occasions (with interventions in place e.g. fidget tools).</li> <li>● Behaviours that halt instructional activities repeatedly (as above).</li> <li>● Any disruptive behaviour that requires the removal of the child or impacts the safety and well-being of others.</li> </ul>
<b>Harassment / Teasing / Taunting</b>	<ul style="list-style-type: none"> <li>● Treats others with kindness.</li> <li>● Respectful and inclusive of others.</li> <li>● Encourages and takes action against bullying and harassment.</li> </ul>	<ul style="list-style-type: none"> <li>● Unintentional comments that may be perceived as teasing.</li> <li>● Jokes not intended to cause hurt but did.</li> <li>● Use of insensitive words without knowing meaning.</li> <li>● Insensitive comments after being corrected.</li> <li>● Deliberate teasing without aggressive intent.</li> <li>● Mocking or mimicking others in a non-threatening manner.</li> </ul>	<ul style="list-style-type: none"> <li>● Targeted harassment or bullying.</li> <li>● Repeated and escalating taunts meant to demean or provoke.</li> <li>● Behaviour that creates a hostile environment or has a severe emotional impact on another.</li> </ul>



<p><b>Lying or Theft</b></p>	<ul style="list-style-type: none"> <li>● Tells the truth even when it's challenging.</li> <li>● Respects the belongings and rights of others and seeks permission when necessary.</li> <li>● Takes responsibility for mistakes</li> </ul>	<ul style="list-style-type: none"> <li>● Deliberate dishonesty without significant consequence.</li> <li>● Taking or borrowing items without permission but returning them shortly after.</li> </ul>	<ul style="list-style-type: none"> <li>● Significant or repeated acts of lying with intent to deceive.</li> <li>● Stealing items, money, or engaging in repeated theft.</li> </ul>
<p><b>Property Damage</b></p>	<ul style="list-style-type: none"> <li>● Treats all school and personal property with respect.</li> <li>● Uses materials and resources appropriately.</li> <li>● Reports accidents or damages promptly and takes responsibility when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>● Accidental damage due to carelessness or lack of knowledge.</li> <li>● Deliberate misuse of materials leading to minor damage.</li> <li>● Vandalism with non-permanent effects (e.g., pencil markings).</li> <li>● Negligence causing wear and tear to property.</li> <li>● Unintentional mishandling of OSHC materials.</li> </ul>	<ul style="list-style-type: none"> <li>● Intentional acts of vandalism with long-lasting effects.</li> <li>● Destruction of valuable school or personal property.</li> <li>● Repeated or significant damages with clear malicious intent.</li> <li>● Threatening or highly offensive vandalism</li> </ul>
<p><b>Fighting or Physical Aggression</b></p>	<ul style="list-style-type: none"> <li>● Keeps hands and feet to oneself.</li> <li>● Uses verbal communication to express feelings or resolve conflicts.</li> <li>● Seeks help from adults or peers when feeling overwhelmed or in potential conflict situations.</li> </ul>	<ul style="list-style-type: none"> <li>● Minor physical contact without harmful intent, like pushing in line.</li> <li>● Shoving or minor physical confrontations.</li> <li>● Threatening gestures without actual physical contact.</li> <li>● Initial displays of frustration without targeted aggression.</li> <li>● Aggressive body language or posturing meant to intimidate.</li> </ul>	<ul style="list-style-type: none"> <li>● Intentional acts of violence.</li> <li>● Engaging in physical fights with peers.</li> <li>● Threats of violence or death.</li> <li>● Use of objects or weapons to threaten or harm others.</li> </ul>
<p><b>Digital Technology misuse</b></p>	<ul style="list-style-type: none"> <li>● Always listen to the teacher and use computers or tablets only for school work.</li> <li>● Keeps personal information to self only visits websites the teacher says are okay.</li> </ul>	<ul style="list-style-type: none"> <li>● A singular occurrence of briefly using technology for non-educational purposes (e.g., playing a quick game)</li> <li>● Not following educator instructions about technology use immediately but correcting behaviour quickly.</li> <li>● Frequently using technology for non-educational purposes despite reminders</li> <li>● Logging into another student's account</li> </ul>	<ul style="list-style-type: none"> <li>● Bullying using digital technology</li> <li>● Intentionally accessing, downloading, or sharing unsuitable content</li> <li>● Deliberately damaging or sabotaging digital devices, software, or others' digital work.</li> <li>● Attempting to hack into, bypass or alter school / OSHC computer systems, records, information, etc. Sharing personal, sensitive information without consent.</li> <li>● Encouraging others to harm self</li> </ul>
<p><b>Toilet Facility Misuse</b></p>	<ul style="list-style-type: none"> <li>● Uses toilet facilities for personal reasons only</li> <li>● Is responsible and notifies educators of any vandalism</li> </ul>	<ul style="list-style-type: none"> <li>● Playing in toilets</li> <li>● Entering toilet block with large group of peers</li> <li>● Minor vandalism of toilet facilities</li> </ul>	<ul style="list-style-type: none"> <li>● Major vandalism of toilet facilities</li> <li>● Inappropriate exposure or behaviours</li> <li>● In the same cubicle as another child</li> </ul>



	<ul style="list-style-type: none"> <li>● Informs educator when others are misusing the area</li> </ul>		
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# OSHC Behaviour Processes

1:

**Reminder**

2:

**Moderate consequence**

**(In alignment with 'Responding to Behaviour')**

3:

**Reflection sheet in office**

4:

**Time out in office**

**(Behaviour Slip to be filled in by educator and signed by family member)**

5:

**Meeting with family member and child**

**(Behaviour management plan to be created)**

6:

**Suspension**

**(Consultation with school leadership)**

**Any actions deemed violent will lead straight to Step 6**

**Respect Responsibility Relationships Resilience**



## CONTINUOUS IMPROVEMENT

The *Behaviour Guidance Policy* will be evaluated and reviewed every 3 years in conjunction with children, families, educators and staff.

## SOURCE

- Association of Children's Welfare Agencies: [www.acwa.asn.au](http://www.acwa.asn.au)
- Australian Children's Education & Care Quality Authority. (2014).
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[www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf](http://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf)
- Australian Government Department of Education (2022). [\*My Time, Our Place- Framework for School Age Care in Australia.V2.0\*](#)
- Australian Government Department of Education. Inclusion Support Program  
<https://www.education.gov.au/child-care-package/inclusion-support-program>
- Department of Education NSW Positive Behaviour for Learning (PBL) Early Childhood  
<https://pbl.schools.nsw.gov.au/resources/early-childhood.html>
- Department of Education State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)
- Early Childhood Australia's Blog (2018). *What every child needs for learning self-regulation* KidsMatter Early Childhood.
- Early Childhood Australia Code of Ethics. (2016).
- Education and Care Services National Law Act 2010. (Amended 2023).  
[Education and Care Services National Regulations](#). (Amended 2023).
- Family & Community Services: [www.community.nsw.gov.au](http://www.community.nsw.gov.au)
- Guide to the National Quality Framework. (2017). (Amended 2023).
- NAPCAN: [www.napcan.org.au](http://www.napcan.org.au)
- Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.
- Raising Children Network. (2019) *Understanding school-aged behaviour*  
<https://raisingchildren.net.au/school-age/behaviour>
- Revised National Quality Standard. (2018).
- State Government of Victoria. *Strategies to guide children's behaviour* (reviewed 2015)  
[Western Australian Education and Care Services National Regulations](#)



## REVIEW

<b>POLICY REVIEWED BY</b>	<b>POSITION</b>
Nathan D'Agostino	OSHC Director
Michael Koutsoukos	School Principal
Governing Council	Employer
<b>POLICY REVIEWED</b>	May 2025
<b>NEXT REVIEW</b>	May 2028