



Behaviour Management Policy

Policy Statement:

Pennant Hills Before and After School Care is committed to ensuring children feel physically and psychologically safe. We foster a relaxed, caring environment that promotes cooperation and positive interactions among children and educators (My Time, Our Place Outcome 1).

Our behaviour management policy is grounded in positive behaviour support, focusing on guidance, redirection, and reinforcement. Educators aim to understand and guide behaviour rather than control it.

Clear rules around safety, respect, order, and cleanliness will be established and shared with children, families, and educators. Children will actively contribute to rule-setting and determining appropriate consequences for misbehaviour (Outcome 2).

We take a holistic approach to behaviour, seeking to understand its underlying causes. Children are supported to manage frustrations and resolve conflicts by exploring solutions, regulating emotions, and building age-appropriate problem-solving skills (Outcome 3).

The service strictly prohibits corporal punishment and any form of unreasonable discipline.

Definitions:

Reset - A child-led opportunity for self-regulation, distinct from "time-out" that helps children leave a state of emotional dysregulation.

Time-Out - An adult-imposed disciplinary measure involving removal from an activity for a set duration.

Inclusion Support Facilitator (ISF) - A professional who provides guidance and resources to educators to support children with additional behavioural or developmental needs.

Corporal Punishment - Any form of physical punishment that is intended to cause pain or discomfort.

Considerations:

- Education and Care Services National Law and Regulations:
 - Regulation 73: Educational program

- Regulation 74: Documenting of child assessments or evaluations for delivery of educational program
- Regulation 76: Information about educational program to be given to parents
- Regulation 155: Interactions with children
- Regulation 156: Relationships in groups
- Regulation 157: Access for parents
- Regulation 168: Required policies and procedures
- Children (Education and Care Services National Law Application) Act 2010:
- Establishes the application of the National Law in NSW and provides the legislative framework for education and care services.
- National Quality Standard:
 - QA1: Educational program and practice
 - 1.1: Program is based on an approved learning framework
 - QA2: Children's health and safety
 - 2.2.3: Staff are aware of their roles in identifying and responding to children at risk
 - QA3: Physical environment
 - 3.1: Design supports the operation of the service
 - 3.2: Environment is inclusive, promotes competence, and supports exploration and play-based learning
 - QA5: Relationships with children
- My Time, Our Place Framework
- United Nations Convention on the Rights of the Child (UNCRC)
- The Collaborative and Proactive Solutions Model
- Employee Assistance Program (EAP)
- Professional Helplines (e.g. Beyond Blue, Headspace)

Policy:

Guidelines for Educators:

At the core of our philosophy is the view that any behaviour is a means of communicating a need. We aim to consider the context surrounding the behaviours exhibited by the children, including the social and physical environment, their age and development, and any additional needs. This approach serves as a roadmap to understanding what is being communicated by the behaviour. We then aim to build upon the child's skills to ensure that, wherever possible, difficult behaviours can transform into effective communication skills.

Educators will ensure that expectations relating to children's behaviour are clear and that consequences for inappropriate behaviour are reasonable and consistently applied. This consistency helps children understand boundaries and the importance of adhering to them. Our educators are dedicated to modelling appropriate behaviour themselves, which fosters an environment of respect

and positive relationship building. We emphasise a consistent team approach, ensuring that all staff members uphold and reinforce the same standards of acceptable behaviour.

To support our educators in this aspect of their role, they will have access to ongoing training and support in positive approaches to behaviour management. This commitment to professional development is reflected in our training budget, ensuring that our team is well-equipped with the latest strategies to guide and nurture the children in our care.

Our expectations of the children include:

- Showing respect to educators and each other.
- Taking care of other people's property and the property of the service.
- Treating the environment with care and consideration.
- Sharing with other children and aiming to be inclusive in all activities.
- Accepting and respecting individual needs and differences among peers.
- Helping to clean up after activities.
- Using "listening ears" and following the instructions given by educators.
- Playing only in the designated areas as directed by educators and avoiding areas marked as "out of bounds."
- Staying within the supervised areas of the service until an authorised person has signed them out.
- Using gentle hands and avoiding physical fighting, such as spitting, throwing toys, stones, or other dangerous objects.
- Using kind words and respectful language towards educators, peers, and other members of the community.

A Proactive Approach:

To ensure good relationship building between educators and children, and to plan for difficult behaviours before they arise, we employ several proactive tactics. Establishing positive relationships is fundamental, as it helps build children's self-respect, self-worth, and feelings of security. These strong relationships are the foundation upon which effective behaviour management is built.

Educators observe children closely to identify triggers for challenging behaviours. By paying attention to the child's developmental level and any program issues that may be impacting their behaviour, we can address potential problems early. This approach aligns with the Collaborative and Proactive Solutions (CPS) model, which emphasizes solving the problems communicated by the behaviour rather than reacting to the behaviours themselves. One key strategy we use is called Plan B, a collaboration between the child and the educator to come up with solutions to the child's unsolved problems. This method addresses both the educator's and child's concerns, forming a solution that works for both parties.

Our positive approach to behaviour guidance includes several techniques: positive acknowledgement, redirection, giving explanations, encouragement, assistance, and collaboration

with conflict resolution. We also help children understand the consequences and impact of their behaviour. Ensuring that limits are consistent, calmly and firmly enforced, and followed through is crucial. We involve the family and the child in appropriate ways to address challenging behaviour, fostering a collaborative environment.

When necessary, we seek assistance from other professionals, such as the Inclusion Support Facilitator (ISF), to help with behaviour guidance. Identifying and building on children's strengths is another essential tactic, as is seeking support from other educators and centre management. These proactive strategies help create a supportive and understanding environment that encourages positive behaviour and effective communication.

De-escalation:

On the occasion that difficult behaviours do arise, the first step in our approach is to de-escalate the situation calmly and supportively by employing a couple of key strategies.

Redirection:

Redirection is a tactic we use to manage difficult behaviours in the moment. Often, children exhibit challenging behaviours because they are seeking an outlet for their energy or emotions. By redirecting this energy into a productive or enjoyable activity, we can help children channel their energy in a positive way. For example, if a child is being disruptive during a quiet activity, we might encourage them to participate in a more active task that suits their needs.

Providing Acceptable Alternatives:

When a child's behaviour is deemed inappropriate or is impacting another person's enjoyment, educators will actively intervene and provide acceptable alternative behaviours. This involves offering choices that are suitable and respectful of both the child and those around them. For instance, if a child is finding group play difficult, an educator might suggest an individual activity that the child enjoys or ask the child to help them with a special task.

Resets for Self-Regulation:

Resets are an essential part of our approach to managing difficult behaviours. These resets can take various forms, such as:

- Deep breathing: Helping or encouraging the child take slow, deep breaths to calm down.
- Physical activity: Encouraging the child to run a lap or engage in a quick, vigorous activity.
- Breaks: Suggesting the child take a drink break or a moment away from the group.

These tools give children the opportunity to learn how to regulate themselves, with or without educator assistance. We aim to be consistent with our language when discussing resets to ensure children understand what is expected of them. It is important to distinguish resets from "time-outs," which can have potentially damaging social and emotional connotations. Resets are about helping

children develop self-regulation skills in a supportive and non-punitive manner. A “time-out” is an adult imposed punishment for a specified duration whereas a reset is a child-led opportunity for self-regulation which lasts only as long as is necessary for the child to regulate.

Our goal is to support children in developing the skills they need to self-regulate and communicate their needs effectively.

Procedures for After an Incident:

After an incident has occurred, our priority is to ensure that the child has successfully regulated themselves before proceeding with any further steps. Below are the procedures we follow to address and resolve the situation:

Post-Regulation Discussion:

Once the child is calm, an educator will have a discussion with them. This process includes:

- **Directing the Child Away from Triggers:** Removing the child from the immediate environment or away from other children to a more neutral, calm space.
- **Exploring the Context:** Asking the child about the incident to understand their perspective. This might involve questions about their feelings, the events leading up to the incident, and their thoughts on how to handle similar situations in the future.
- **Personalised Approach:** While each educator may have their own way of conducting these discussions, the approach will be tailored to the child's age, personality, history, and ability. The aim is to gather information about the triggers for the behaviour and to make the child feel seen and understood.

The goal of these conversations is to:

- **Gain Insight:** Understand the underlying causes and context of the behaviour.
- **Re-establish Boundaries:** Clearly define acceptable behaviour and expectations.
- **Build Trust and Respect:** Strengthen the relationship between educator and child through empathetic and respectful interaction.

Documentation and Communication:

Depending on the severity and nature of the incident, educators have two options for documentation:

1. Behaviour Report:

The purpose of the behaviour report is to inform the family of the incident. It includes detailed accounts of the incident from both the educator's and the child's perspectives. The report is shared with the parents, who are asked to read and sign it, typically during pickup. Parents are welcome to discuss the incident further with either the Responsible Person in Charge or the involved educator.

The goal of the behaviour report is to maintain open communication with families and keep them informed about any inappropriate or potentially harmful behaviours.

2. Official Warning:

An official warning is used to formally address severe incidents and inform the family of their seriousness. It contains information similar to a behaviour report but with a greater emphasis on the severity and potential implications of the incident. This warning is issued in response to particularly severe incidents and carries more weight, potentially impacting the child's position at the centre.

The goal of the official warning is to clearly communicate the seriousness of the incident and involve the family in addressing and resolving the behaviour.

By following these procedures, we ensure that each incident is handled thoughtfully and consistently, with a focus on understanding the child, re-establishing boundaries, and maintaining clear communication with families. This approach helps create a supportive environment where children can learn and grow from their experiences.

Support for Educators:

The responsible person in charge, along with centre management, will ensure that an educator who has had to handle a behaviour incident is properly supported. The type of support may vary depending on the nature of the incident and the individual's needs for support at the time. This support may look like (and is not limited to):

- Discussing the incident with the responsible person in charge, the leadership team or another educator
- Swapping to supervise another area or activity
- Taking a short break away from the children
- Leaving work early
- Setting up a meeting with centre management
- Engaging the services of our Employee Assistance Program
- Engaging the services of a professional helpline (e.g. Beyond Blue, Headspace)

Persistent Inappropriate Behaviour:

After a child has received three official warnings within a single term, a meeting will be scheduled involving educators, the nominated supervisor, the child, and the family. The agenda for this meeting will include:

- Discussion of the specific behaviours exhibited by the child
- Exploration of alternative and individualized behaviour guidance strategies
- Consideration of the child's life outside the centre and any social, physical, or emotional factors impacting their behaviour

A collaborative strategy for improving the child's behaviour will be developed and closely monitored by the educators, the nominated supervisor, and the child's family. If needed, and with the family's consent, advice from relevant external specialists may be sought.

Please note the following:

- If the behaviour is severe or poses a significant risk of harm to anyone at the service, a meeting with the family will be arranged prior to issuing a second or third warning.
- If the unacceptable behaviour continues after the initial meeting, there may not be additional meetings; instead, the issue may be escalated to the Parent Management Committee to consider potential exclusion from the service.

In extreme cases, to ensure the safety and well-being of other children and staff, the service reserves the right to exclude the child, either temporarily or permanently. Exclusion will only be considered after:

- The family has been informed and given an opportunity to discuss the child's behaviour.
- Educators, the Nominated Supervisor and the Approved Provider have thoroughly reviewed the situation.
- Adequate support and counselling have been sought, if necessary.
- Clear procedures for reintegrating the child into the service have been established.

Version	Action	Date
V.1	Last major update and endorsement	2 nd September 2020
V.2	Major update, version control added	7 th August 2024
V.2.1	Re-formatted and reviewed, definitions added	10 th November 2025
V.2.1	PMC approved	1 st December 2025