

## D-23 Exclusion for Unacceptable Behaviour

### National Quality Standards (NQS)

2.1.1	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	Each child is protected.
2.2.1	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
2.2.2	Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
4.1	Staffing arrangements enhance children's learning and development.
5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.2.1	There is an effective self-assessment and quality improvement process in place.

### Education and Care Services National Regulations

Reg. 85	Incident, injury, trauma and illness policies and procedures
Reg. 86	Notification to parents of incident, injury, trauma and illness
Reg. 87	Incident, injury, trauma and illness record
Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 176	Time to notify certain information to Regulatory Authority

### My Time, Our Place

1.1	Children feel safe, secure, and supported
1.4	Children learn to interact in relation to others with care, empathy and respect
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.2	Children respond to diversity with respect
2.3	Children become aware of fairness

3.1	Children become strong in their social and emotional wellbeing
5.1	Children interact verbally and non-verbally with others for a range of purpose

## Policy Statement

At West Ryde Before and After School Care Incorporated, we aim to provide an environment which promotes the safety and wellbeing of all children in our care. Where a child displays consistent unacceptable behaviour, or presents a threat to others, reasonable steps will be taken to ensure the safety and wellbeing of others within the Centre. The Management Committee and Nominated Supervisor will work together with parents to establish and implement a Behaviour Management Plan. If unacceptable behaviour continues, temporary or long-term exclusion may be enforced at the discretion of the Management Committee.

## Related Policies

- Absconding
- Guiding Positive Behaviours Policy
- Child Protection Policy
- Child Safe Environment
- Code of Conduct- Parents, Guardians, Authorised collectors & Visitors
- Communication (Staff/child, child/child, staff/mgmt, staff/family)
- Emergency Procedures
- Enrolment and Orientation
- First Aid
- Family Participation & Communication
- Interactions with Children
- Maintenance of Records
- Management of Incident, Injury and Trauma
- Policy Development and Review
- Privacy and Confidentiality
- Role of Management Committee
- Staff Child Ratios
- Staff Orientation and Induction Policy
- Supervision

## Procedure

### ***Consistent Unacceptable Behaviour***

Where a child demonstrates consistent unacceptable behaviour, educators will:

- Ensure the child is aware of the limits and what is appropriate behaviour

- Ensure the expectations are appropriate for the child's level of development and understanding
- Review the consequences to ensure they are not inadvertently encouraging the behaviour
- Identify and assess possible causes for the behaviour
- Discuss the issue with the parents and the child
- Record all incidents, indicating what happened before and after the incident, time, date and who was involved
- Develop a plan of action involving behaviour management in discussion with all educators, parents, school, and other professionals, as required
- Record the plan of action, ensuring all are aware of how to implement the plan and develop an evaluation system and review date

***First instance of breach of rules which is unacceptable behaviour:***

- The incident will be recorded, and the parent/guardian will be notified.

***Second incident***

- The incident will be recorded, and the parent/guardian will be notified to collect the child. The Nominated Supervisor has the authority to issue the appropriate suspension in accordance with the unacceptable behaviour exhibited.
- Before leaving the centre, the parent/guardian and child will attend an interview by the Nominated Supervisor to discuss the child's behaviour and the consequences of the behaviour continuing.

***Third incident:***

In addition to the above steps, after a third incident has been recorded contact will be made to the parent/guardian from the Management Committee, stating that the child cannot return to West Ryde BASC for one week.

At the end of that week, a meeting will be held between Director, parent and child to discuss possible strategies for including the child back into the Centre. If the child is included back and the same behaviour continues upon return, the child will be excluded permanently from West Ryde BASC.

Where the unacceptable behaviour is violent, threatening or injures other children and/or educators, the "Exclusion for Unacceptable Behaviour" procedure may be implemented immediately.

***If a child physically hurts other children or adults, educators will:***

- Remove the child from the situation
- Ensure the hurt person is attended to and given proper attention and care
- Record the incident, indicating date, time, victim, injury, offender, nominated supervisor and witness.
- Ensure that the parents of all children involved are notified of the incident, as soon as possible, but no later than 24 hours following the incident (such incidents will be immediately referred to the Management Committee)

### ***Exclusion for Unacceptable Behaviour***

Should unacceptable behaviour continue, and the above strategies are not working, the Nominated Supervisor will inform the Management Committee and the School Principal. Management, in consultation with the Nominated Supervisor and educators, will discuss the issue.

Where, in the interest of the child and other children at the Centre, exclusion is seen as the only step to be taken, this will be decided by the Management Committee. Exclusion may be a temporary arrangement whilst strategies for dealing with the behaviour are discussed with all involved parties.

The Management Committee reserve the right, following serious behaviour incidents, to temporarily exclude the child, effective immediately. Where long term exclusion is decided upon by the Management Committee, it will be considered only after:

- adequate support and counselling
- parents have been notified and given the opportunity to discuss their child's behaviour and have input into a behaviour management plan for their child
- parents have been referred to other agencies, where necessary
- careful consideration has been given to the problem by staff and Management
- clear procedures have been established for accepting the child back into the Centre

Management Committee reserve the right to refuse re-enrolment of a child if the situation requires such an action. Consideration for re-enrolment will be at the discretion of the Nominated Supervisor and Management and conditional on development and compliance with the devised behaviour management plan.

Strategies outlined in Network's 'Play – Rights and Responsibilities' will be used as a guide or point of reference.

### **Sources**

- Children and Young Persons (Care and Protection) Act 1998
- Children (Education and Care Services National Law Application) Act 2010
- Duty of Care
- Education and Care Services National Regulations 2011
- Framework for School-Age Care in Australia - My Time Our Place
- National Quality Standard – Australian Children's Education and Care Quality Authority
- Privacy Act 1988
- United Nations Convention on the Rights of the Child – [www.unicef.org.au](http://www.unicef.org.au)

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Version Control			
Version	Changes Made	Initiated By	Director Sign-off
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