

### 1. Introduction

Interactions with children should be positive, meaningful, respectful, build connections and promote children and young people’s self-esteem, competence, capability and confidence. St Nicholas will provide support for all children and young people so that they can learn and develop in a secure and empowering environment.

### 2. Purpose/Objectives

The purpose of this procedure is to:

- Support the management of children’s behaviours and the well-being of all children attending St Nicholas Out of School Hours care services (OOSH);
- Support the well-being of all St Nicholas staff;
- Clearly outline the steps that St Nicholas will implement when the behaviour of a child threatens the safety and well-being of other children and/or staff and the service is unable to uphold National Law, Section 167, protecting children from harm and hazard.

### 3. Scope and Implication

This procedure applies to all St Nicholas Out of School Hours care enrolled children.

An OOSH Coordinator or any Manager of St Nicholas, reserves the right to move to immediate cessation of a child’s enrolment if the behaviour is considered to be endangering the safety and well-being of any children or Educators/staff.

### 4. Procedure Direction

Step	Detail
Inappropriate behaviour	<p>Staff will implement the following positive behaviour guidance techniques such as:</p> <ul style="list-style-type: none"> <li>• Distraction: changing the focus of the activity or behaviour and a reminder to the child of behaviour expectations</li> <li>• Redirection: substituting a positive activity of a negative activity</li> <li>• Plan to ignore when educators understand the behaviour being displayed is attention seeking, while maintaining a safe environment for all children</li> <li>• Active listening, discussion and observation: to determine the underlying cause of the unacceptable behaviour</li> </ul>

OOSH Service Expectations	<p>Educators will work collaboratively and include the children in the development of positive behaviour expectations that will be implemented in OOSH services. These will include, but not be limited to:</p> <ul style="list-style-type: none"> <li>• Following instructions given by any educator promptly and without debating</li> <li>• Playing appropriately with, and including other children in the OOSH service</li> <li>• Speaking politely and using manners when speaking with children and educators</li> <li>• Respecting all people and children at all times</li> <li>• Respecting the property and equipment of the OOSH service and the school and using it safely</li> <li>• Playing within the boundaries on the OOSH service and/or school grounds</li> <li>• Staying within sight of an educator and communicating when needing to move to another area of the OOSH service, for example going to the bathroom</li> <li>• Asking an educator for help if needed</li> <li>• Helping educators to clean up and pack away the OOSH service, including taking responsibility for their own belongings and storing bags in the bag area</li> </ul> <p>Children and educators will also discuss behaviours which are not acceptable in the OOSH service. These behaviours will also be communicated to families.</p>
Behaviours not acceptable in St Nicholas Services	<p>Unacceptable behaviours include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Using inappropriate body language and hand gestures</li> <li>• Using inappropriate language (swearing), teasing or name calling</li> <li>• Responding to educators in a negative tone when asked to do something, or not following directions</li> <li>• Deliberately hurting other children or educators, fighting or using any aggressive behaviour</li> <li>• Intentionally damaging St Nicholas or School property, or another child's belongings</li> <li>• Going into 'out of bounds' areas in an OOSH service or School</li> <li>• Deliberately going out of sight of educators, especially when asked not to do so</li> <li>• Using other people's property without permission</li> </ul>

	<ul style="list-style-type: none"> <li>• A child using mobile devices to record, photograph or access social media or the internet (excluding when BYODs are used to complete homework tasks)</li> </ul>
Continuous challenging or extreme behaviour	<ul style="list-style-type: none"> <li>• Should unacceptable behaviour continue and the above strategies or other existing strategies in the child's individual 'Additional Support Plan' are not working, educators, Coordinators will inform their immediate Manager.</li> <li>• Management, in consultation with the Service Team will discuss the issue and will develop an 'Additional Support Plan'. Parents/guardians will be involved in this process and any documentation regarding a child's behavioural assessment will be requested if not already provided to the Service.</li> <li>• Any existing 'Additional Support Plan' will be reviewed in consultation with Service Teams, Management and Parents/Guardians.</li> <li>• Where inappropriate behaviour continues, and children and staff are not safe, the child's enrolment may be paused until Service teams and parents/guardians have worked together to develop an acceptable plan that aims to ensure the child is transitioned back into the Service. The timeframe of the pause of enrolment may vary depending on factors such as the child's attendance, safety and well-being of the child and other children, safety and well-being of staff and ongoing positive interactions between staff and parent/guardian.</li> <li>• Continued unacceptable behaviour will lead to a permanent cessation of the child's enrolment.</li> </ul>
If an immediate pause of enrolment is required to ensure all children are free from risk of harm	<p>This will be decided by management following consideration of:</p> <ul style="list-style-type: none"> <li>• Parents/guardians have been notified and given the opportunity to discuss their child's behaviour</li> <li>• Parents/guardians have been referred to other professionals and/or agencies, where necessary</li> <li>• Educators and management have carefully considered and reviewed the challenges and determined there is no alternate options</li> <li>• Documented processes have been established to support the family and child to transition back into the Service</li> </ul>
Paused enrolments	<ul style="list-style-type: none"> <li>• If a child's enrolment is paused for any period of time, the child's bookings will be removed from OWNA</li> </ul>

- No fees will be charged for the duration of the paused enrolment
- The child's regular attendance days will be kept open, pending their return to care

## 5. Review of enrolment including pausing or cessation of enrolment process

Step	Detail
Step 1: Verbal reminder	<p>Staff to:</p> <ul style="list-style-type: none"> <li>• Identify expectations not followed, or inappropriate behaviours observed</li> <li>• Provide and discuss with the child alternative choices ie behaviours that would be more appropriate</li> <li>• Apply any strategies that may be noted in an individual child's 'Additional Support Plan'</li> <li>• Record unacceptable behaviours in writing – this could be in OWNA or mnResponse if the child is involved in an incident with other children involved</li> </ul>
Step 2: Reflection time	<ul style="list-style-type: none"> <li>• Provide the child with a space away from the group</li> <li>• Encourage the child to think about their actions and how they may have affected others (if age appropriate)</li> <li>• Talk through the following with the child if they are receptive to a discussion (if age appropriate). When things go wrong children should be encouraged to express: <ul style="list-style-type: none"> <li>• What happened that provoked their response?</li> <li>• What were they thinking at the time?</li> <li>• What have they thought about since – what could they have done differently?</li> <li>• Who has been affected by their behaviour?</li> <li>• What do they need to do to make things right?</li> <li>• What can educators help them with?</li> </ul> </li> </ul>
Step 3: Verbal reminder 2	<p>Staff to:</p> <ul style="list-style-type: none"> <li>• Reinforce the value of positive behaviour</li> <li>• Communicate with the child's parent/guardian via phone or at collection time</li> <li>• Record any response from parent/guardian</li> </ul>
Step 4: Collection by Parent/Guardian	<p>The parent/guardian will be called to collect their child if the child's behaviour cannot be de-escalated. The child should be moved away from other children and supervised until collected by their parent/guardian.</p>

	<ul style="list-style-type: none"> <li>• Feedback will be expected from the child and the parent/guardian when the child attends their next session (if age appropriate)</li> <li>• Details of the incident must be recorded in OWNA and mnResponse</li> <li>• The Service will follow up the incident with an email to the parent/guardian outlining the incident and the concerns including risks to the safety and well-being of other children and educators</li> <li>• If in OOSH, the Coordinator will discuss the incident with the School Principal or the child's class teacher</li> <li>• An 'Additional Support Plan' will be developed in consultation with the child's parent/guardian and will be communicated to all educators, if not already developed.</li> </ul>
<p>Step 5: Review of enrolment leading to temporary pause of enrolment</p>	<p>A child's enrolment will be temporarily paused in the following circumstances:</p> <p>Persistent</p> <ul style="list-style-type: none"> <li>• Inappropriate behaviour and/or language</li> <li>• Behaviour which results in serious injury to another child or educator. <i>Note: a single incident of serious injury to another child will result in an immediate pause of enrolment</i></li> <li>• Bullying or harassment of other children and educators</li> <li>• Physical violence or aggression towards other children or educators</li> </ul> <p>The period of time an enrolment will be paused will be for a minimum of 24 hours up to 2 weeks while incidents are thoroughly investigated. Decisions will be made during this time to determine whether there are adequate resources and whether the educators have the capability and capacity to continue to support the child and the family.</p> <p>Existing 'Additional Support Plans' must be reviewed during this time.</p>
<p>Step 6: Permanent cessation of enrolment</p>	<p>If unacceptable behaviour continues when the child returns after the temporary pause of enrolment, then the child's enrolment will be permanently removed, and the child will no longer be able to attend the Service.</p> <p>Re-enrolment may be negotiated after this period in circumstances such as a formal diagnosis has been completed and report provided; medication review has been undertaken; or the child and family are actively engaged in specific individual support provided by other professionals.</p>

## 6. Roles and Responsibilities

Role	Responsibility
Educators	<ul style="list-style-type: none"> <li>• Educators will discuss the unacceptable behaviour with the child to resolve the issue and work on strategies to help the child change the behaviour.</li> <li>• Removal from the situation to a quiet area under supervision to sit and think about behaviour and discussions of how to better handle the situation next time.</li> <li>• Parent/guardian notified when they collect their child from the Service.</li> <li>• If potential harm or risk to staff or children is likely, staff will act quickly and in a protective manner.</li> <li>• Document incident fully and inform parent/guardian.</li> <li>• All staff working at St Nicholas Services will collaborate with children in establishing guidelines for appropriate behaviour of children while they attend any St Nicholas Service.</li> <li>• Adhere to St Nicholas policies and procedures</li> </ul>
OOSH Coordinators and Responsible Persons	<ul style="list-style-type: none"> <li>• Will have access to training and support in various approaches and strategies to assist children in positive behaviour and the guidance of their behaviour.</li> <li>• Work in partnership with, school staff and parents to promote a consistent and positive approach to behaviour management.</li> <li>• Will raise concerns with parents/guardians as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.</li> <li>• Take reasonable steps to ensure that the policy and procedure are current, reviewed regularly, and communicated to educator staff and stakeholders</li> <li>• Take reasonable steps to inform and support educators and staff of their responsibilities in implementing the policy and procedures at all times</li> <li>• Guide and mentor educators and staff to be able to follow the policy and procedures</li> </ul>
Approved Provider	<ul style="list-style-type: none"> <li>• Ensure that the obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met.</li> <li>• Take reasonable steps to ensure that St Nicholas staff members, educators and visitors follow the policy and procedures</li> </ul>
Parents/ Guardians	<ul style="list-style-type: none"> <li>• Be aware of, support and follow the service's policies and procedures.</li> </ul>

## 7. Related Documents

### Policies and Procedures

- Complaints Policy (CDMN)
- St Nicholas Enrolment Policy and Enrolment Procedure
- Confidentiality Policy (CDMN)
- Staff Code of Conduct

### Legislation

- [Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)  
Regulations: 155
- [Children \(Education and Care Services\) National Law \(NSW\) No 104a of 2010 - NSW Legislation](#)  
Sections: 167

### Other Related St Nicholas Documents

- Additional Support Plan

## 8. Definitions

Term	Definition
Approved Provider	The legal entity with ultimate responsibility for the service under the National Law
Nominated Supervisor	A person with management or control of an education and care service, responsible for its day-to-day management.
Responsible Person	A Responsible Person is present at an education and care service to ensure compliance, safety, and wellbeing when the Approved Provider or Nominated Supervisor is not.
Service	Education and care service providing, or intended to provide, education and care on a regular basis to children under 13 years of age
Educator	A St Nicholas team member whose primary role is working directly with children
Staff	A St Nicholas team member whose primary role is not working directly with children, including cooks, support office team members, administrative team members, support workers, volunteers
Early Education	St Nicholas service providing education and care to children aged 0 – 5 years
OOSH	St Nicholas service providing education and care to school aged children

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## 9. Document Review

- 9.1. This Procedure will be reviewed when there is a legislative change, organisational change, delegations change, technology change or at least every 1 – 2 years to ensure it continues to be current and effective.

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