

## 2.7 Supporting Complex Behaviours

### Policy Statement

The service is committed to ensuring children receive positive behaviour support as they learn and develop. MPOSHC recognises, at times, children display behaviour that is unsuitable for the setting. The behaviours of serious concern are those that risk the safety of the child or others and/or risk the wellbeing of the child or others. On these occasions, the service is committed to plan, support and reflect on opportunities for individual consideration for the best outcomes for children and families.

In responding to behaviours that the service recognises as complex, parents will be invited to collaborate with the Nominated Supervisor (or delegate) to identify strategies to ensure the safety and wellbeing of everyone. Planning will focus on actions to support the child to learn new behaviours (e.g. appropriate communication, social skills and emotional regulation) and reduce the risk of further incidents.

Where opportunities to support the child have been exhausted or where the risks to safety are too extreme, the service may exclude the child from attending either temporarily, or in some cases, permanently.

### Related Policies

- 2.1 - Interactions and Relationships with Children
- 2.6 – Positive Behaviour Support Practices
- 2.11 - Supporting Additional Needs with Inclusive Practices
- 4.5 - Incident, Illness, Injury or Trauma
- 10.33 - Managing Notifications

### Auxiliary Documents

- 2.7.1 – Positive Behaviour Support Plan
- 2.7.2 – Behaviour Communication Form
- 2.7.3 – Incident form
- 4.5.1 – Accident, Injury, Trauma and Illness Record

### Roles and Responsibilities

Approved Provider	<ul style="list-style-type: none"> <li>• Establishing processes to ensure children are provided with an opportunity to be supported to learn and enhance behaviours and skills that support them to meet the service's expectations.</li> <li>• Ensure educator's practices support each child's wellbeing and rights in responding to their behaviour.</li> <li>• Provide mechanisms for constructive and collaborative partnerships to identify effective strategies for supporting children's behaviour.</li> <li>• Ensure the safety and wellbeing of all children accessing the service.</li> </ul>
Nominated Supervisor	<ul style="list-style-type: none"> <li>• Facilitate a collaborative planning process to understand a child's behaviours and identify suitable strategies and responses to support learning and wellbeing.</li> <li>• Monitor the effectiveness of the developed support plans and communicate areas for further support.</li> <li>• Coordinate plans including relevant resources and training with the service's educators.</li> <li>• Provided open and supportive ongoing communication with parents/caregivers.</li> <li>• Consult with the Approved Provider where planning and support is not addressing the behaviour needs of the service.</li> <li>• Exercise discretion</li> </ul>
All Staff	<ul style="list-style-type: none"> <li>• Support the preparation, implementation and delivery of positive behaviour support plans.</li> <li>• Followed the developed strategies and communicate relevant information on the effectiveness.</li> </ul>

## Procedures

Following a significant incident or where it has been identified a child's experience will be improved through intentional behaviour support planning, the Nominated Supervisor (or delegate) will invite the parent/s (or caregivers) of the child to meet to discuss strategies for supporting the child. Depending on the level of risk, the Nominated Supervisor may suspend a child attendance until a positive behaviour support plan is developed.

### Observed Behaviours

In the event of a significant incident or a series of significant incidents, educators will follow the below procedure in determining how best to support the child:

Observed Behaviours	Step 1	Step 2	Step 3	Step 4
Refusal to be in the agreed place or remain within sight of educators.	Initial Warning	Final Warning	Reflective Time & Conversation	Contact Parent
Defiance against Educator instructions	Initial Warning	Final Warning	Reflective Time & Conversation	Contact Parent
Touching other people's approved belongings without permission.	Initial Warning	Final Warning	Reflective Time & Conversation	Contact Parent
Refusal to follow directions.	Initial Warning	Final Warning	Reflective Time & Conversation	Contact Parent
Physical aggression towards resources and equipment belonging to OSHC or another child.	Initial Warning	Final Warning	Reflective Time & Conversation	Contact Parent
Verbal aggression towards staff or students.	Initial Warning	Final Warning	Reflective Time & Conversation	Contact Parent
Disrespectful language (including swearing) and actions towards educators, children and/or visitors.	Final Warning	Contact Parent	Suspension	
Repeated verbal aggression after reflective time and conversation.	Suspension			
Physical aggression and/or harm, or intention to physically harm other children, educators or visitors.	Suspension			
Destruction of (approved personal) property, resources or equipment either belonging to OSHC or another child.	Suspension			
Continued non-compliance, throughout OSHC sessions, of any of the above observed behaviours, that places the safety and wellbeing of other children and educators at risk, and/or affects the maintenance of ratios.	Suspension			

### Educator Procedures

- Initial Warning
  - The Educator will provide the child with an initial warning to help re-direct the behaviour and communicate that the behaviour being demonstrated does not meet the expectations of OSHC.
- Final Warning
  - The Educator will provide the child with a final warning to communicate that the behaviour being demonstrated does not meet the expectations of OSHC and no further opportunity for re-direction will be given from this point.
- Reflective Time and Conversation
  - The Educator will advise the child to undertake reflective time and conversation away from the previously engaged activity.
  - Following Reflective Time & Conversation a Behavioural Communication Form will be completed by the Educator and provided to parent/guardian.

- All instances of behaviour will be recorded and reported as per the procedures outlined in 4.5 Incident, Injury or Trauma. Final decision making will remain the discretion of the Responsible Person on Duty and/or Nominated Supervisor and Approved Provider.

### **Responsible Person on Duty/Nominated Supervisor Procedures**

- Contact Parent
  - Parent/guardian will be contacted to collect their child from the service. Until the point of collection, the child will be prompted to sit with the Responsible Person/Nominated Supervisor until the parent/guardian arrives (in house suspension).
- Suspension
  - The child will be suspended from the service for a period of booked sessions (i.e. Before School Care, After School Care, Vacation Care). Length of suspension will be dependent upon the severity of the incident, the time between, and prior documented or suspended incidents.
  - Suspensions will remain the discretion of the Nominated Supervisor. It is the role of the Responsible Person on duty to contact the Nominated Supervisor to advise of any incidents occurring that may meet the requirements of a suspension. In the event the Nominated Supervisor is on leave, it is the role of the Responsible Person on duty to contact the Approved Provider, P&C President, to advise them of any incidents occurring that may meet the requirements of a suspension.
  - The Nominated Supervisor and Approved Provider, P&C Executive, is required to be included in all suspension letter documentation as communicated to the parent/guardian.
  - Following a suspension the parent/guardian will be required to attend a re-entry meeting with the Nominated Supervisor or management delegate to discuss the possible implementation of initial intensive behaviour support strategies and/or the creation and implementation of a Positive Behaviour Support Plan. *Please refer to **Initial Intensive Behaviour Support and Positive Behaviour Support Planning** information below.* The re-entry meeting must take place within 5 business days of the suspension letter being sent by email.
  - Exclusion will be considered once 3 suspensions per semester have been reached. *Please refer to **Exclusion** information below.*

### **Initial Intensive Behaviour Support**

Depending on the level of support required and the significance of behaviour, the Nominated Supervisor may choose to coordinate some initial intentional support strategies to effectively support a child before needs require escalation to a fully developed positive behaviour support plan. Monitoring the support provided to children will determine the progress to collaboration with parents/caregivers (formal Positive Behaviour Support Planning).

Initial support planning may be a range of options chosen by the Nominated Supervisor and could include:

- an informal discussion to prompt educators to be intentional in how they respond to a child's needs.
- development of specific strategies to engage the child and positively impact behaviour
- an internal meeting with keys staff members to draft an initial plan to support a child's behaviour.

The Nominated Supervisor will communicate the intentions and actions with parents and caregivers, ensuring transparent and collaborative communication in supporting children to meet the service's expectation. Any plans developed to support a child will be an extension of the services positive behaviour support practices (policy 2.6).

### **Positive Behaviour Support Planning**

Positive behaviour support plans have three main components: understanding the child/behaviour, a plan to support the child, steps to assist with implementation.

#### *Understanding the child/behaviour*

1. The Nominated Supervisor or OSHC management delegate will invite the parent/s or caregiver/s of the child to meet to discuss the child's behaviour and strategies to support the child.

2. The intention of the support plan is to focus on developing the child's skills and learning. Identifying the child's strengths and interests will frame how the service can best support the child's development.
3. Any relevant information about diagnoses, history, health or environmental impacts should be identified.
4. Central to developing strategies to respond to behaviour is understanding the drive and function of any behaviours of concern. The Nominated Supervisor, educators and parents/caregivers should identify any indications to triggers, environments, and session/transition times.

**Support strategies**

5. The service's planned actions are developed to promote and encourage acceptable behaviours. Proactive strategies are those that can set the environment up for success.
6. Response strategies are those actions educators will use to de-escalate a child's behaviour in a crisis/incident. There will be an emphasis on early de-escalation.

**Implementation**

7. Any additional resources, support or training that the effectiveness of the plan is contingent will be identified and assigned responsibility.
8. Parent/s or caregivers are encouraged to collaborate throughout the planning and implementation of positive behaviour support plans. There will be continual monitoring of the effectiveness and any identified concerns will prompt a re-evaluation of the content and additional supports.

**Exclusion**

1. Where the Nominated Supervisor reasonably believes:
  - 3 suspensions have been issued to the child within the space of 1 semester.
  - the risk to safety or the impact on the wellbeing of a child(ren) exceeds the capacity (or potential capacity) of the service; and
  - where the opportunity to support a child's behaviour has been exhausted,
2. Either temporary or permanent exclusion can be considered in consultation with the Approved Provider.
3. The Nominated Supervisor will review relevant reports and plans with the Approved Provider and explore an action plan up to and including the possibility of suspending a child's attendance.
4. Any decision to exclude a child will be communicated to the parent/s in writing and will outline the conditions for re-enrolment, where relevant.

**Relevant Laws and Provisions**

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- *Working with Children (Risk Management and Screening) Act 2000*
- *National Quality Standard, Quality Areas: 1 – Educational program and practice; 2 – Children's health and safety; and 5 - Relationships with children; 6 - Collaborative partnerships with families and communities;*

**E&CS Legislation Compliance**

- *Education and Care Services National Regulations 155-156.*

<b>Policy Controls</b>			
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