This policy relates to Quality Areas 1, 2, 5, 6 and 7 of the National Quality Standard (see Appendix 1).

POLICY STATEMENT

Arabanoo is firmly committed to upholding the principles of the UN Convention on the Rights of the Child. Each child's safety, rights and best interests are the paramount consideration in every decision we make about behaviour, as required by the National Law as it applies in NSW. Every child has the right to feel physically, emotionally and culturally safe, and to be treated with dignity.

Our behaviour guidance is grounded in nurturing relationships, positive guidance, redirection and teaching self-regulation, not punishment. We understand behaviour as a form of communication and respond to the needs behind it.

At Arabanoo, we do not permit:

- corporal punishment of any kind;
- any discipline that is unreasonable in the circumstances (National Law section 166); or
- any conduct towards, or in the presence of, a child that a reasonable person would consider inappropriate in an education and care service (National Law sections 5AA and 166A).

To create an environment conducive to positive behaviour and development, Arabanoo will:

1. Develop clear, positive expectations with children, young people, parents/carers and educators. We value children's input in developing expectations and fair, logical responses when expectations are not met, in alignment with My Time, Our Place V2.0 Learning Outcome 2, *Children and Young People are Connected with and Contribute to their World*.
2. Encourage a constructive and positive approach to guiding children's behaviour, supporting children to understand and manage their emotions, solve problems and resolve conflict in a manner suited to their age, development and needs, as supported through My Time, Our Place V2.0 Learning Outcome 3, *Children and Young People have a Strong Sense of Wellbeing*.
3. Respond to the underlying needs behind behaviour, including trauma, disability, neurodivergence and family circumstances.
4. Make reasonable adjustments so every child can participate, and seek inclusion support where needed.
5. Work in partnership with parents/carers, the school and specialists so that guidance is consistent.
6. Record, report and act on any concern about how a child is treated, whether by an adult or by another child.

Arabanoo is unwavering in its commitment to providing a safe, nurturing, and inclusive environment where every child can thrive and grow, free from fear and intimidation. Our Behaviour Guidance Policy is founded upon these principles, reflecting our dedication to the wellbeing and development of each child and young person in our care.

Definitions:

Behaviour Guidance - Behaviour guidance encompasses a set of proactive and supportive strategies used to foster positive behaviour, emotional wellbeing and social development in children and young people. It involves teaching, modelling and reinforcing appropriate conduct, and responding to behaviours of concern in a constructive and respectful manner, without punishment.

Behaviours of Concern - Behaviour that is unsafe or unkind, places the child or others at risk of harm, or significantly limits the child's or others' participation. It is understood as communication of an unmet need.

Minor Behaviour - Behaviour that does not follow Arabanoo's expectations but has not caused harm, was not unsafe and did not involve bullying, such as disrupting roll call, going out of bounds or not following instructions. See Procedure f).

Major Behaviour - Behaviour that caused harm, was unsafe or involved bullying, or 5 minor behaviours within one school term or vacation care period. See Procedure f).

Individual Support Plan (ISP) - A written plan developed with the child, their parent/carer, educators and the Nominated Supervisor or Educational and Senior People Leader. It records what a child's behaviour may be communicating, their triggers and what helps, adjustments to the environment and program, skills to teach, and how educators will respond consistently. See Procedure h).

Self-Regulation - Self-regulation refers to the capacity to manage one's energy levels, emotions, actions and focus, and to return to a state of calm. It plays a pivotal role in mental health, wellbeing and learning.

Co-Regulation - The support an educator gives a child who is dysregulated, by staying close, calm and responsive so the child can borrow that calm and return to a regulated state. Co-regulation helps children build self-regulation over time.

Inclusion - Inclusion involves considering and valuing the full spectrum of social, cultural and linguistic diversity among children and young people, including differences in learning styles, abilities, disabilities, gender and family situations, and adjusting programs and practices so every child can participate.

Reasonable Adjustments - Changes to the environment, program, routines, communication or supervision that enable a child with a disability or additional needs to participate on the same basis as other children, as required by the Disability Discrimination Act 1992 and the Disability Standards for Education 2005.

Inappropriate Discipline - Under section 166 of the National Law, corporal punishment or any discipline that is unreasonable in the circumstances. Examples include isolating a child, unreasonable restraint, withholding food, drink or other basic needs, humiliation, derogatory language, aggressive yelling, and excluding a child from events to control their behaviour.

Inappropriate Conduct - Under sections 5AA and 166A of the National Law, conduct that a reasonable person would consider inappropriate in an education and care service. It may be physical, verbal, online, filmed or recorded, a single act or a pattern, or an omission such as deliberately excluding a child, and includes conduct between adults in the presence of children. A child's consent does not make conduct appropriate.

Physical Intervention - Using physical contact to prevent a child from seriously harming themselves or others. It is a last resort for immediate danger only and is never used as a behaviour management strategy.

Serious Behaviour Incident - A major behaviour that caused, or could have caused, serious harm to a child or others. This is different from a serious incident under Regulation 12, which must be notified to the regulator (see Procedure j)).

Bullying - See the definition in Procedure b) Bullying Prevention and Response.

Parent/carer - A child's parent, carer or guardian.

Approved Provider - Arabanoo's Parent Management Committee (PMC), which is responsible for the service under the National Law.

Nominated Supervisor - Arabanoo's Centre Director, who is responsible for the day-to-day running of the service.

Educational and Senior People Leader - The management staff member in charge of inclusion support, who works with the Nominated Supervisor on behaviour guidance and ISPs.

CONSIDERATIONS:

The laws, regulations, standards, frameworks and related service policies that apply are listed in Appendix 2.

ENDORSEMENT BY THE SERVICE:

Approval date: November 2026 **Date for review:** November 2028, or earlier if law or guidance changes

Policy History

The review and version history of this policy is in Appendix 3.

PROCEDURES

a) Service Values

To create a safe and harmonious environment for all children, young people and educators at Arabanoo, we have established clear service values that align with the school. These values are rooted in our commitment to promoting respect, responsibility and personal growth among our community members.

At Arabanoo we show:

Respect:

- We are polite, patient and kind to one another
- We are active listeners
- We follow instructions from educators
- We encourage and allow others to join in and play
- We share and take turns

Responsibility:

- We are positive role models
- We look after one another
- We are responsible for our own actions
- We look after our property, property belonging to others and Arabanoo
- We behave safely
- We use appropriate language
- We use kind words, hands and feet

Personal Best:

- We have fun
- We try new things
- We have a positive attitude towards challenges
- We learn from experiences
- We contribute to the Arabanoo community

b) Bullying Prevention and Response at Arabanoo

At Arabanoo, we provide a safe and happy environment where every child has the right to play without fear of bullying. Our Educators are trained to recognise and address bullying incidents whilst also teaching children and young people effective strategies to deal with such situations.

Definition of Bullying:

Arabanoo uses the national definition of bullying (Bullying No Way), consistent with the host school and the National Framework for Addressing Bullying in Australian Schools.

Bullying is 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 people who feel unable to stop it.

Bullying may occur in person or online, through various digital platforms and devices, and it can be overt (obvious) or covert (hidden). Bullying behaviour is characterised by its repetitiveness or the potential for repetition over time, such as through the sharing of digital records.

This table describes the categories of bullying.

Category	Includes
Direct physical bullying	• hitting, kicking, tripping, pinching and pushing or damaging another person's property with intent
Direct verbal bullying	• name calling, insults, teasing, intimidation, threats, or racist, sexist, homophobic or ableist remarks, or verbal abuse.
Indirect bullying	• action designed to harm someone's social reputation and/or cause humiliation. Indirect bullying includes: • lying and spreading rumours • playing nasty jokes to embarrass and humiliate • mimicking • encouraging others to socially exclude someone • damaging someone's social reputation or social acceptance
Cyberbullying	• direct verbal or indirect bullying behaviours using digital technologies. This includes harassment via a mobile phone, setting up a defamatory personal website or deliberately excluding someone from social networking spaces.

Note:
It's important to recognise that not all distressing behaviours are examples of bullying, even though they may require educator intervention and guidance. Mutual conflict, involving an argument or disagreement between parties without an imbalance of power, is distinct from bullying. Social rejection or dislike is not considered bullying unless it involves deliberate and repeated attempts to cause distress, exclusion, or the creation of dislike by others.

Single episode acts of nastiness or physical aggression are not classified as bullying. When someone experiences verbal abuse or physical aggression on a single occasion, it does not constitute bullying. Arabanoo maintains a commitment to address all behaviours of concern, including isolated incidents of nastiness or physical aggression.

By clearly defining bullying and its categories, Arabanoo aims to foster an environment where children can play, learn, and grow free from the negative impacts of bullying. We are dedicated to prevention, intervention, and education to ensure the wellbeing of all members of our community.

Responding to bullying:

1. Stop the behaviour and make sure everyone is safe.
2. Listen to each child separately and record what they say in their own words.
3. Support the child who was targeted and agree a safety plan with them.
4. Work with the child who bullied to understand the cause, take responsibility and repair harm.
5. Inform each child's parent/carer, without sharing the other child's personal information.
6. Share information with the school where bullying continues across settings.
7. Follow up within one week to check the behaviour has stopped.

These steps are used alongside the steps for behaviours of concern in f). Children do not access the internet or online services at Arabanoo. Arabanoo devices that children may use under educator supervision are set to approved apps and do not go online. If online bullying that happens outside the service affects children at Arabanoo, educators respond using the steps above and inform each child's parent/carer.

c) Behaviour Guidance and Techniques at Arabanoo

Behaviour Guidance

At Arabanoo, we are dedicated to promoting positive behaviour among children in our care. Our approach to behaviour guidance is founded on principles of respect, responsibility, and personal growth. We believe that every child deserves a safe and nurturing environment in which to learn and play. As such, we follow a set of comprehensive techniques and strategies to ensure that behaviour is guided appropriately:

Techniques:

Steps that educators take towards establishing appropriate behaviour guidance include:

Establishing positive relationships

Positive relationships are the cornerstone of building children's self-respect, self-worth, and feelings of security. Educators foster these relationships to create a foundation for effective behaviour guidance.

Observation

Educators carefully observe children to identify the triggers for behaviours of concern. They take into account the child's developmental level and any program issues that may be influencing behaviour.

Positive Approaches

We employ positive approaches to behaviour guidance including:

- Positive acknowledgement.
- Understanding behaviour as communication, and responding to the need behind it, including trauma, disability and neurodivergence.
- Co-regulation, where an educator stays close, calm and supportive while a child is dysregulated and helps them return to calm.
- Supported calm spaces, which a child may choose or be offered, with an educator present. A calm space is never used as punishment or to isolate a child.

- Restorative conversations once children are calm, talking through what happened, how others were affected and how to make things right.
- Redirection - Diverting a child's attention away from a behaviour of concern toward a more appropriate activity.
- Giving explanations, including offering clear explanations to help children understand the reasons behind rules and expectations.
- Encouraging children to make positive choices and engage in desired behaviours.
- Providing support and assistance when needed.
- Collaboration, including working together with children to solve problems and make decisions.
- Helping children understand the consequences and impact of their behaviour.
- When behaviours of concern occur, educators support children by offering acceptable alternative behaviours.
- Setting consistent limits is crucial. Limits are followed through calmly and consistently, and children are guided to stay within them.
- Parents/carers and children are actively involved in addressing behaviours of concern in appropriate ways. We believe that collaboration with parents/carers is essential to ensure consistency in behaviour guidance.
- When necessary, we seek the assistance of other professionals to aid in behaviour guidance strategies.
- We identify children's strengths and actively build upon them, recognising that each child has unique qualities and abilities.
- Arabanoo educators collaboratively seek support from other educators, school staff, and external organisations to enhance our behaviour guidance practices.

d) Prohibited Practices:

No Approved Provider, Nominated Supervisor, educator, staff member, volunteer or student may use or allow:

- smacking, hitting, shaking, pinching, pushing or any physical punishment;
- restraint, holding a child down or blocking a child’s movement, except as allowed in e) Physical Intervention;
- isolating a child, including sending a child to a room, area or corner alone, or out of educators’ sight;
- withholding food, drink, toilet access, rest or comfort;
- aggressive yelling, threats, sarcasm, name-calling, humiliation or shaming, including public charts or comparisons;
- excluding a child from an event, excursion or activity as punishment;
- conversations, language or conduct in front of children that a reasonable person would consider inappropriate; or
- unprofessional online or digital contact with a child, or filming or photographing a child outside the Safe Use of Digital Technologies and Online Environments policy.

Anyone who sees or suspects a prohibited practice must stop it if safe to do so, make sure the child is safe, and tell the Nominated Supervisor immediately. If the concern is about the Nominated Supervisor, tell the Approved Provider. Reporting steps are set out in j) Recording and Reporting.

e) Physical Intervention:

Physical intervention is permitted only to prevent immediate risk of serious harm to the child or others, such as a child running onto a road or seriously hurting another child. When it is used, educators must:

1. Use the least force for the shortest time needed, and stop as soon as the danger has passed.
2. Never restrict breathing, apply pressure to the head, neck, chest or joints, or use a hold intended to cause pain.
3. Call for another educator to assist and witness where possible.
4. Support the child and others to calm, and check for injury.
5. Complete an incident record, in line with the Management of Incident, Injury and Trauma policy, before the end of the shift.
6. Inform the Nominated Supervisor immediately and the child's parent/carer on the same day.
7. Meet with the child's parent/carer within 5 business days to review the child's ISP, or to consider whether one is needed.

Physical intervention is never planned as a routine strategy in an ISP. Guiding touch that is child-led and supports safety or comfort, such as holding a hand to cross a road, is not physical intervention.

f) Actions Taken:

Positive behaviour is encouraged, and responsibilities are given to children showing their personal best. Each child is treated as an individual: educators consider the child's age, development, needs, any ISP and what may be happening for them.

In the moment:

Every educator does this each time a child's behaviour is unsafe, unkind or disrupts others:

1. Make everyone safe, get down to the child's level, speak calmly, name the feeling and the limit, and offer an alternative or redirection.
2. Where children need to be separated, move the activity or offer a supported calm space with an educator present. A child is never isolated.
3. Once the child is calm, hold a short restorative conversation and help the child repair any harm.

If behaviour continues: steps for behaviours of concern

When behaviour needs more than the in-the-moment response, educators follow the steps below. Each child is considered individually.

- **Counts:** Minor and major behaviour counts start again at the beginning of each school term and each vacation care period. An ISP carries over (see h).
- **Year group:** A child's year group is the school year they are in.

- **Summer vacation care:** December follows the school year the child has just completed, and January follows the school year they are about to start. Children starting Kindergarten count as Kindergarten, and children starting Year 7 count as Years 3–6. Summer vacation care is one vacation care period, so counts continue from December into January.
- **Serious behaviour incident:** A major behaviour may go straight to Step 4 (Suspension) after the incident has been evaluated, at the discretion of the Nominated Supervisor.
- **Suspension and exclusion:** Steps 4 and 5 are only taken after the process in i) Suspension and Exclusion.
- **Bullying:** Bullying is responded to using the steps in b) alongside these tables.
- **Flowcharts:** The Minor Behaviour and Major Behaviour flowcharts on the next two pages summarise these steps for educators and parents/carers. The flowcharts are a summary only. If there is any difference between a flowchart and this procedure, the written procedure applies.

Minor Behaviour

Arabanoo Before & After School Care

What is minor behaviour?

Examples (not limited to):

- disrupting roll call
- not respecting Arabanoo's property
- not respecting other children's property
- taking other people's things
- playing/hanging out in the toilets
- going out of bounds (if this puts the child at risk, it is a major behaviour)
- not following instructions
- ignoring educators
- not telling the truth
- not packing up when asked, or leaving equipment, toys, plates/cups etc out
- not signing in on arrival
- disrupting other children's games
- excluding others from a game (this can turn into bullying when it's a repetitive pattern, which is a major behaviour)
- using a phone, smart watch or device without prior permission

WHAT HAPPENS	WHAT THIS MEANS
1st Minor Behaviour	Chat to the child. Make a private note in the child's profile in OWNA.
2nd Minor Behaviour	Chat to the child. Make a private note in the child's profile in OWNA.
3rd Minor Behaviour	Chat to the child. Chat to the parent/carer. Make a private note in the child's profile in OWNA.
4th Minor Behaviour	Chat to the child. Chat to the parent/carer. Make a private note in the child's profile in OWNA.
5th Minor Behaviour **= 1st Major Behaviour**	5 minor behaviours in one school term or vacation care period turn into the 1st major behaviour. They don't have to be the same 5 minor behaviours. **Follow the Major Behaviour flowchart from here.** The count then starts again. Every 5 more minor behaviours in the same school term or vacation care period turn into another major behaviour.

Summary only – the Behaviour Guidance Procedure takes precedence. Full details: section f). Version 8.0.

Major Behaviour

Arabanoo Before & After School Care

What is major behaviour?

Behaviour that: **1. Caused harm** or **2. Was unsafe** or **3. Involved bullying** or **4. Continues after an educator has spoken with the child (ie 5x minor behaviours)**

For example (not limited to):
- hitting, biting, kicking, tripping, pinching or pushing
- damaging another person's property on purpose
- threats, name calling or insults
- racist, sexist, homophobic or ableist remarks
- bullying
- 5x minor behaviours

Bullying is 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.

WHAT HAPPENS	WHAT THIS MEANS
1st Major Behaviour = Reflection Form	The behaviour was deemed as major behaviour. Educator responds as per policy and procedure. Educator and child complete a reflection form together. Child's parent/carer informed the same day, at pick-up or by phone call, and given a copy of the reflection form.
2nd Major Behaviour = Reflection Form and Individual Support Plan (ISP)	2 reflection forms within one school term or vacation care period lead to an ISP. After a 2nd reflection form, the Nominated Supervisor or Educational and Senior People Leader meets with the child's parent/carer (by phone or in person, with the child joining where appropriate) within 3 business days to develop an ISP to support the child (or update it if the child already has an ISP). Plan written up within 5 business days of that meeting, including reasonable adjustments for children with a disability or additional needs and, where relevant, inclusion support. Nominated Supervisor or Educational and Senior People Leader liaises with the school when creating the plan, if the child attends Balgowlah Heights Public School (BHPS). Plan shared with the child's parent/carer and educators. Behaviour counts start again each school term and vacation care period, but the ISP carries over.
3rd Major Behaviour	What happens next depends on the child's year group (see below). While the child has an ISP, a reflection form is completed for every further major behaviour in the same school term or vacation care period.

If a child with an ISP has a 3rd Major Behaviour (within the same school term or vacation care period), depending on the child's year group:

Summer vacation care: December = the school year just completed; January = the school year about to start.

Years 3 – 6

3rd Major Behaviour = Suspension (and Reflection Form)

Years 1 – 2

3rd Major Behaviour = Reflection Form

4th Major Behaviour = Suspension (and Reflection Form)

Kindergarten

3rd Major Behaviour = Reflection Form

4th Major Behaviour = Reflection Form

5th Major Behaviour = Suspension (and Reflection Form)

⚠ SERIOUS BEHAVIOUR INCIDENT – ALL YEAR GROUPS

A major behaviour may go straight to suspension after the incident has been evaluated, at the discretion of the Nominated Supervisor. An ISP is developed to support the child (or updated if the child already has an ISP) before or on their return.

EXCLUSION – ALL YEAR GROUPS

Decided by the Approved Provider and Nominated Supervisor, if a serious, continuing risk remains after suspension and review of the ISP, or a deliberate act has caused significant harm and the risk cannot be safely managed. Confirmed in writing with reasons.

Suspension information

- Suspension is decided by the Nominated Supervisor after confirming the ISP has been properly implemented and following the steps in section i) (including meeting the parent/carer), with written reasons given to the parent/carer.
- A first suspension is for one week, regardless of how many days the child is booked.
- If the school term or vacation care period ends before the suspension is over, the rest carries over into the child's next bookings in vacation care or the next school term.
- After a suspension, 1 more reflection form in the same school term or vacation care period will lead to a two-week suspension, following the same steps. Any further suspension in that period is also two weeks, and the Approved Provider reviews whether exclusion needs to be considered.
- Return meeting held by the Nominated Supervisor or Educational and Senior People Leader with the child's parent/carer before or on the child's return; ISP developed to support the child (or updated if the child already has an ISP).
- Booked sessions are charged during a suspension, at the discretion of the Nominated Supervisor.

Requesting a review

- The child's parent/carer may request a review in writing within 1 business day of being notified of a suspension or exclusion.
- The review is carried out by a PMC member who was not involved in the decision.
- The outcome is given in writing within 2 business days.
- The original decision stands during the review.

Summary only – the Behaviour Guidance Procedure takes precedence. Full details: sections f) and i). Version 8.0.

Minor behaviour

Step	Stage	When this applies	Appropriate action
1	**1st to 4th minor behaviour**	Examples (not limited to): • Disrupting roll call • Not respecting Arabanoo's property • Not respecting other children's property • Taking other people's things • Playing/hanging out in the toilets • Going out of bounds (if this puts the child at risk, it is a major behaviour) • Not following instructions • Ignoring educators • Not telling the truth • Not packing up when asked, or leaving equipment, toys, plates/cups etc out • Not signing in on arrival • Disrupting other children's games • Excluding others from a game (this can turn into bullying when it's a repetitive pattern, which is a major behaviour) • Using a phone, smart watch or device without prior permission	• Educator chats to the child about the behaviour. • From the 3rd minor behaviour, the educator also chats to the parent/carer. • Educator makes a private note in the child's profile in OWNA.
2	**Move to major behaviour**	5 minor behaviours within one school term or vacation care period. They don't have to be the same 5 minor behaviours.	• The 5th minor behaviour becomes the 1st major behaviour. • Follow Step 1 in the Major behaviour table. • The count then starts again: every 5 more minor behaviours in the same school term or vacation care period turn into another major behaviour.

Major behaviour

Step	Stage	When this applies	Appropriate action
1	**1st major behaviour: reflection form**	Behaviour that caused harm, was unsafe or involved bullying, or 5 minor behaviours within one school term or vacation care period, where behaviour has continued after an educator has spoken with the child (see the Minor behaviour table). Examples (not limited to): hitting, biting, kicking, tripping, pinching or pushing; damaging another person's property on purpose; threats, name calling or insults; racist, sexist, homophobic or ableist remarks; bullying.	• Educator responds in the moment (see above). • Educator and child complete a reflection form together (see g). • Parent/carer informed the same day, at pick-up or by phone call, and given a copy of the reflection form.

Major behaviour

Step	Stage	When this applies	Appropriate action
2	**2nd major behaviour: reflection form and ISP**	2 major behaviours (2 reflection forms) within one school term or vacation care period.	• Reflection form completed and parent/carer informed, as in Step 1. • After the 2nd reflection form, the Nominated Supervisor or Educational and Senior People Leader meets with the child's parent/carer (by phone or in person, with the child joining where appropriate) within 3 business days to develop an ISP to support the child (or update it if the child already has an ISP) (see h). • The plan is written up within 5 business days of that meeting, including reasonable adjustments for children with a disability or additional needs and, where relevant, inclusion support. • Nominated Supervisor or Educational and Senior People Leader liaises with the school when creating the plan, if the child attends Balgowlah Heights Public School (BHPS). • Plan shared with the child's parent/carer and educators.
3	**Further major behaviours while on an ISP**	While the child has an ISP, further major behaviours within the same school term or vacation care period, before the suspension point for their year group: Years 1–2: 3rd major behaviour Kindergarten: 3rd and 4th major behaviours Years 3–6 go straight to Step 4 at the 3rd major behaviour.	• Reflection form completed and parent/carer informed, as in Step 1.

Major behaviour

Step	Stage	When this applies	Appropriate action
4	**Suspension (and reflection form)**	Within the same school term or vacation care period, while the child has an ISP: Years 3–6: 3rd major behaviour Years 1–2: 4th major behaviour Kindergarten: 5th major behaviour Serious behaviour incident: a major behaviour may go straight to suspension after the incident has been evaluated, at the discretion of the Nominated Supervisor. An ISP is developed to support the child (or updated if the child already has an ISP) before or on their return.	• Reflection form completed and parent/carer informed, as in Step 1. • Decision made by the Nominated Supervisor after the steps in i), with written reasons to the parent/carer. • The Nominated Supervisor informs the Approved Provider (PMC) of the suspension within 1 business day. • A first suspension is for one week, regardless of how many days the child is booked. • Booked sessions are charged during a suspension, at the discretion of the Nominated Supervisor. • If the school term or vacation care period ends before the week is over, the rest of the suspension carries over into the child's next bookings in vacation care or the next school term. • After a suspension, 1 more reflection form in the same school term or vacation care period will lead to a two-week suspension, following the steps in i). Any further suspension in that school term or vacation care period is also two weeks, and the Approved Provider reviews whether exclusion (Step 5) needs to be considered. • Return meeting held by the Nominated Supervisor or Educational and Senior People Leader with the child's parent/carer before or on the child's return; ISP developed to support the child (or updated if the child already has an ISP).
5	**Exclusion**	A serious, continuing risk remains after suspension and review of the ISP, or a deliberate act has caused significant harm and the risk cannot be safely managed.	• Decision made by the Approved Provider and Nominated Supervisor, confirmed in writing with reasons.

g) Reflection Forms:

- If a child's behaviour requires documenting and reflection, an educator and the child complete a developmentally appropriate reflection form together.
- For younger children this may be a visual emotions chart, with the educator talking through the form and recording the child's responses.
- For older children it may be a combination of talking through the incident and the child writing on the reflection form.
- The educator also records what happened, what came before it and what helped. Reflection forms are a learning tool, not a punishment, and children are not asked to sign them.
- The incident is shared with the child's parent/carer the same day, at pick-up or by phone call, in a supportive way, focusing on what happened, what helped and what comes next. They are given a copy of the reflection form.

h) Individual Support Plans:

When an ISP is needed (see Step 2 in f), the Nominated Supervisor or Educational and Senior People Leader meets with the child's parent/carer within 3 business days, by phone or in person, with the child joining where appropriate. Educators' input is gathered before the meeting. The meeting will cover:

- what the behaviour may be communicating, and the child's life outside the service;
- triggers, early warning signs and what calms the child;
- adjustments to the environment and program, and skills to teach;
- any disability, medical or developmental needs and the reasonable adjustments required.

The Nominated Supervisor or Educational and Senior People Leader liaises with the school when creating the plan, if the child attends BHPS.

The plan is written up within 5 business days of the meeting, shared with the parent/carer and all educators working with the child, stored confidentially, and reviewed after any serious behaviour incident.

An ISP carries over into the next school term and vacation care period. It is a document to help and support the child and educators, and stays in place until it is reviewed and no longer needed.

When the plan is made, the parent/carer is told which major behaviour in the same school term or vacation care period will lead to a one-week suspension (Years 3–6: the 3rd, Years 1–2: the 4th, Kindergarten: the 5th; see Step 4 in f).

i) Suspension and Exclusion:

Suspension follows Step 4 in f): a suspension (one week, or two weeks for a repeat, as set out below) when a child reaches the major behaviour set for their year group within one school term or vacation care period while they have an ISP (Years 3–6: the 3rd, Years 1–2: the 4th, Kindergarten: the 5th), or after a serious behaviour incident where the Nominated Supervisor decides, after evaluating the incident, that suspension is needed. Exclusion is considered only when a child's behaviour poses a serious, continuing risk to the safety of the child or others that cannot be managed through reasonable adjustments, an ISP and, where relevant, inclusion

support. Before any decision, the Nominated Supervisor (for suspension) or the Approved Provider and Nominated Supervisor (for exclusion) must:

1. Confirm that an ISP has been in place and properly implemented (unless the decision follows a serious behaviour incident), and that inclusion support has been considered where relevant.
2. Consider the child's safety, rights and best interests as the paramount consideration, including the impact on the child and their parent/carer.
3. Consider whether the child has a disability or other need, and whether further reasonable adjustments could reduce the risk.
4. Meet with the child's parent/carer, explain the concerns, and give them a genuine opportunity to respond and propose strategies.
5. Record the reasons for the decision and give them to the parent/carer in writing.

Length of suspension:

A first suspension is for one week, regardless of how many days the child is booked. Booked sessions are charged during a suspension, at the discretion of the Nominated Supervisor. The Nominated Supervisor informs the Approved Provider (PMC) of every suspension within 1 business day. After a suspension, 1 more reflection form in the same school term or vacation care period will lead to a two-week suspension, following the steps in i). Any further suspension in that school term or vacation care period is also two weeks, and the Approved Provider reviews whether exclusion (Step 5) needs to be considered. If the school term or vacation care period ends before a suspension is over, the rest of the suspension carries over into the child's next bookings in vacation care or the next school term.

Return Procedures:

A return meeting is held by the Nominated Supervisor or Educational and Senior People Leader with the child's parent/carer before or on the child's return, and an ISP is developed to support the child (or updated if the child already has an ISP). The parent/carer is told that 1 more reflection form in the same school term or vacation care period will lead to a two-week suspension, following the steps in i), and how to request a review (see Requesting a review below).

Permanent exclusion is a decision of the Approved Provider and Nominated Supervisor, after the steps above and external advice where appropriate. Asking a parent/carer to collect a child during a serious behaviour incident is an immediate safety response, not a suspension; it is recorded and followed by a meeting. Suspension or exclusion is never used to exclude a child from a particular event, or because a child needs more support than is easy to provide.

Requesting a review:

- The child's parent/carer may request a review in writing within 1 business day of being notified of a suspension or exclusion.
- The review is carried out by a Parent Management Committee (PMC) member who was not involved in the decision.
- The outcome is given in writing within 2 business days.
- The original decision stands during the review.

j) Recording and Reporting:

The Nominated Supervisor ensures each report set out in the Reporting: Who to Tell and When table at the end of this procedure is made on time. These timeframes are requirements. Where an allegation involves the Nominated Supervisor, the Approved Provider takes responsibility.

Records of incidents, reflection forms, ISPs, suspensions and notifications are kept confidentially in line with Regulation 183 and the Confidentiality policy. No one who raises a concern in good faith will be disadvantaged. Educators may report directly to the NSW Early Learning Commission, the Office of the Children's Guardian or the Child Protection Helpline if they believe a concern has not been acted on.

k) Roles, Responsibilities and Training:

Approved Provider (Parent Management Committee, PMC)

Puts children's best interests first in governance decisions; approves this policy; makes exclusion decisions with the Nominated Supervisor and is informed of all suspensions within 1 business day; ensures notifications are made; ensures required staff complete child protection and national child safety training.

Nominated Supervisor (Centre Director)

Implements this policy; inducts and coaches educators; leads ISPs; makes suspension decisions and informs the Approved Provider of each suspension within 1 business day; takes part in exclusion decisions; makes notifications to parents/carers and the regulator; monitors practice and addresses concerns early. The Educational and Senior People Leader may hold ISP and return meetings with parents/carers in place of the Nominated Supervisor.

Educators, staff, volunteers and students

Use positive guidance; never use prohibited practices; record and report incidents and concerns; follow ISPs.

Parents/carers

Share relevant information; take part in planning; support consistent strategies at home.

Children

Share ideas about expectations; learn and practise respectful behaviour; tell a trusted adult when something feels wrong.

Training

All educators complete induction on this policy, inappropriate discipline and inappropriate conduct, child protection and reporting duties before working with children. Child protection and national child safety training is completed within the timeframes required by the National Regulations, and records are kept.

Reporting: Who to Tell and When

This table forms part of the procedure (see j) Recording and Reporting). The Nominated Supervisor ensures each report is made on time; these timeframes are requirements. Where an allegation involves the Nominated Supervisor, the Approved Provider takes responsibility.

Situation	Who to tell	Timeframe
Major behaviour incident, reflection form or physical intervention	Parent/carer; record kept	Same day
Child involved in an incident of inappropriate conduct (also check whether any row below applies, for example if a staff member is involved)	NSW Early Learning Commission (NQA IT System); PMC; Parent/carer; record kept	As soon as practicable, within 24 hours
Incident or allegation of physical or sexual abuse of a child while in care	NSW Early Learning Commission (NQA IT System); PMC; Parent/carer (unless Police advise otherwise)	Within 24 hours
Allegation that a staff member, volunteer or student has committed a sexual offence or sexual misconduct involving a child (reg 175(2)(ea))	NSW Early Learning Commission (NQA IT System); PMC; Parent/carer (unless Police advise otherwise); also check the reportable allegation row below	Within 24 hours
Serious incident (R12), or complaint alleging a serious incident	NSW Early Learning Commission; PMC; Parent/carer	Within 24 hours
Complaint alleging the National Law has been breached	NSW Early Learning Commission; PMC	Within 24 hours
Circumstance at the service that poses a risk to a child's health, safety or wellbeing	NSW Early Learning Commission; PMC	Within 7 days
Reportable allegation against an employee, volunteer or contractor	Office of the Children's Guardian, by the Head of Relevant Entity; PMC; Parent/carer (unless Police advise otherwise)	Within 7 business days; interim or final report within 30 days
Reasonable grounds to suspect a child is at risk of significant harm	Child Protection Helpline 13 21 11 (or Mandatory Reporter Guide); Police 000 if in immediate danger	As soon as practicable

CONSIDERATIONS:

The laws, regulations, standards, frameworks and related service policies that apply are listed in Appendix 2.

ENDORSEMENT BY THE SERVICE:

Approval date: November 2026

Date for review: November 2028, or earlier if law or guidance changes

Procedure History

The review and version history of this procedure is in Appendix 3.

Appendix 1 – National Quality Standard

This policy and procedure relate to the following Quality Areas, Standards and Elements of the National Quality Standard.

Quality Area 1: Educational Program and Practice
Standard 1.2: Educators facilitate and extend each child's learning and development
Element 1.2.1: Educators are deliberate, purposeful, and thoughtful in their decisions and actions.
Element 1.2.3: Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.
Quality Area 2: Children's Health and Safety
Standard 2.2: Each child is protected
Element 2.2.1: At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
Element 2.2.2: Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practised and implemented.
Element 2.2.3: Child Safety and Protection: Management, educators and staff are aware of their roles and responsibilities regarding child safety, including the need to identify and respond to every child at risk of abuse or neglect.
Quality Area 5: Relationships with children
Standard 5.1: Respectful and equitable relationships are maintained with each child.
Element 5.1.1: Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
Element 5.1.2: The dignity and rights of every child are maintained.
Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships.
Element 5.2.1: Children are supported to collaborate, learn from and help each other.
Element 5.2.2: 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: Collaborative partnerships with families and communities
Standard 6.1: Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Standard 6.2: Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7: Governance and Leadership
Standard 7.1: Governance supports the operation of a quality service that is child safe.
Element 7.1.2: Systems are in place to manage risk and enable the effective management and operation of a quality service that is child safe.
Standard 7.2: Effective leadership builds and promotes a positive organisational culture and professional learning community.
Element 7.2.1: There is an effective self-assessment and quality improvement process in place.

Appendix 2 – Considerations

The following laws, regulations, standards, frameworks and service policies apply to both the policy and the procedure.

Education and Care Services National Regulations	National Quality Standard	Other Service policies/documentation	Other
Education and Care Services National Regulations (as applied in NSW): R12, 73, 74, 76, 84, 87, 147, 155, 156, 157, 168, 170, 171, 174, 175, 176, 183	1.2, 1.2.1, 1.2.3 2.2, 2.2.1, 2.2.2, 2.2.3 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2 6.1, 6.2 7.1, 7.1.2, 7.2, 7.2.1	- Confidentiality - Enrolment & Orientation - Providing a Child Safe Environment - Interactions with Children - Management of Incident, Injury and Trauma - Child Protection - Safe Use of Digital Technologies and Online Environments - Dealing with Complaints	- Children (Education and Care Services) National Law (NSW): s2A, 4, 5AA, 162A, 165, 166, 166A, 167, 174 - Children (Education and Care Services National Law Application) Act 2010, as amended 2025 - Children (Education and Care Services) NSW Regulation 2025 - Children's Guardian Act 2019 - Children and Young Persons (Care and Protection) Act 1998 - Disability Discrimination Act 1992 - Disability Standards for Education 2005 - UN Convention on the Rights of the Child - My Time, Our Place V2.0 - Bullying No Way

			national definition of bullying

Appendix 3 – Policy and Procedure History

Policy History

Version	Date reviewed	Who by	Area changed	Changes made	Authorisation
2.0	12 August 2015	Liz Watkinson		Changes to wording	Kerry Sinclair 12 February 2016
3.0	17 August 2016 26 July 2017	Eloise Campbell and Craig Dent Rowan Friend and Belinda Edmunds	Guidelines Policy	Added 'not to share food' Separate policy from procedure Change 'psychologically' to 'emotionally'	Belinda Edmunds 31 July 2017
4.0	8 May 2018	Rowan Friend and Jennifer Giddins	Policy	Behaviour Expectations added	Jane Ellis 11 May 2018
5.0	1 May 2019	Rowan Friend and Alex Cowie	Standards	Updated to the new NQS	Kate Sellick – 8 May 2019
6.0	September 2023	KW OSHC Consulting	Policy Statement	Refined and made direct links to the UN Convention on the Rights of the Child Enhanced clarity and comprehension of policy statement Reinforced importance of children input into development of expectations and consequences	Rowan Friend – 3 Sept 2024

				aligning with MTOP L.O 2	
			Definitions	Inclusion of definitions of: Behaviour Guidance Self-Regulation Inclusion	Rowan Friend – 3 Sept 2024
8.0	November 2026	Marije Veerbeek	Policy Statement	Child's best interests made paramount; aligned with s166 and new s5AA and s166A; updated to MTOP V2.0	Tom Culver and Renee Fine
			Definitions	12 definitions added, incl. minor and major behaviour; 'family' changed to 'parent/carer'	
			Standards	Updated to 2026 NQS (2.2.3); 5.1.2 added	
			Considerations	Updated to current NSW legislation	

Procedure History

Version	Date reviewed	Who by	Area changed	Changes made	Authorisation
2.0	12 August 2015	Liz Watkinson		Changes to wording	Kerry Sinclair 12 February 2016

3.0	17 August 2016 26 July 2017	Eloise Campbell and Craig Dent Rowan Friend and Belinda Edmunds	Guidelines Guidelines	Added 'not to share food' Replaced guidelines	 Belinda Edmunds 31 July 2017
4.0	8 May 2018	Rowan Friend and Jennifer Giddins	Guidelines	Replaced guidelines Added action taken, Dojo System	Jane Ellis 11 May 2018
5.0	1 May 2019	Rowan Friend and Alex Cowie	Standards	Updated to the new NQS	Kate Sellick – May 2019
6.0	1 Sept 2022	Rowan Friend, Jennifer Giddins and Mica del Barro	Points c,d,e,f,g	Removed class dojo system and behaviour forms. Added reflection forms	Danielle Kavanagh – Sept 2024
7.0	September 2023	Katie Woods		Change parents to families to be more inclusive. Re-worded and expanded section on exclusion processes to ensure it was in a supportive tone. Reformatted and reworded	Rowan Friend – 3 Sept 2024

				some sections to enhance clarity and comprehensiveness of the procedures	
8.0	November 2026	Marije Veerbeek	a) b)	Values wording fixed; national bullying definition and response steps added	Tom Culver and Renee Fine
			c)	Added co-regulation, calm spaces and restorative practice; 'behaviours of concern' used throughout	
			d) e) (new)	Prohibited practices and physical intervention added	
			f) g) h)	Minor and major behaviour steps and flowcharts added; counts restart each school term; isolation	

				wording removed; children no longer sign forms; ISPs carry over	
			i)	Suspension by year group; review timeframes shortened; fees apply	
			j) k) (new)	Reporting timeframes updated; roles and training added	
			Considerations	Updated as for policy	