

YMCA Geelong – Positive Behaviours Support Policy & Behaviours of Concern Procedure



OFFICE USE ONLY

Policy Number	Date Approved	Date Last Amended	Status
YG 108-O	14/03/2023	14/03/2023	APPROVED

1. POSITIVE BEHAVIOURS SUPPORT POLICY & BEHAVIOURS OF CONCERNS PROCEDURE

2. INTRODUCTION

The YMCA will adopt the highest standards of behaviours, guidance and conduct at all times in the delivery of services, including our attitudes and behaviours towards children/young people, staff, volunteers and members of the community.

YMCA approach behaviours with the YMCA values of respect, responsibility, honesty and caring, to ensure the safety and wellbeing of children and young people.

3. POLICY

- 3.1 The Y wants to ensure that our children, young people and staff are safe and enjoy their time at the Y so we have clear guidelines about the acceptable behaviours. This is developed with ongoing input from children/young people, parents, staff, and management and reflect best practice. Parents/ guardians will be able to access documentation regarding behaviours guidelines and expectations.
- 3.2 Expectations of behaviours will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.
- 3.3 Staff will be trained to understand that a child's behaviours can be affected by many factors including, but not limited to, the following:
 - Their age and development
 - Their general health and wellbeing
 - Staff strategies and practices
 - External factors such as family, home life, or media coverage of traumatic events
 - Sensory stimulation
 - Feeling over whelmed
 - Structure of the program, communication length or activity engagement
- 3.4 Staff will take these factors into consideration when adopting strategies to respond to challenging behaviours. The Y offers Professional development opportunities for our people to consider and learn about strategies that can assist a child cope with the situation that is contributing to the behaviours.
- 3.5 Inappropriate behaviours that require immediate staff intervention include any behaviour which cause harm to the child/young person, or others including staff and other children/young people.

- 3.6 Staff will demonstrate acceptable behaviours as outlined in the Code of Conduct.
- 3.7 Staff will show their respect by using normal tone and volume when speaking with children/young people; allowing older children greater freedom and responsibility in recognition of their developmental stage. Shouting at children should be avoided.
- 3.8 Keeping conversation short and direct “ I noticed that you are doing something that is unsafe “
- 3.9 When guiding a child/young person’s behaviour, staff will identify the behaviour as the issue and not label the child/young person. What you are seeing is a child expressing their feelings the only way they know- Our staff’s job is to help them communicate. If a child shuts down in their communication, consider using the “Zones of Regulation” or I’m feeling “ I need” cards.
- 3.10 No child will receive any form of corporal punishment, e.g. be smacked, or be placed in a room alone, frightened or humiliated in any way, verbally or emotionally punished or have food or drink withheld as a form of punishment.
- 3.11 Staff will ensure that all children are protected from bullying, violence and harassment.
- 3.12 Parents/Guardians who wish to discipline their own children whilst in the centre will not at any time use any form of corporal punishment or unacceptable language or threaten the child with harm.
- 3.13 Staff will develop supportive relationships with the children/young people which encourages them to learn skills in self-discipline, conflict resolution and interacting with others in a positive manner.
- 3.14 Staff will be given opportunities for professional development in regards to training and up to date information on strategies and ways to guide children/young people’s behaviour. Where the behaviour is beyond the scope of staff training, other stakeholders will be approached to support strategy development.
- 3.15 Staff will ensure children/young people’s supervision is appropriate to their stage of development and protects their safety and wellbeing at all times.
- 3.16 Staff, volunteers and Student Placements will be supported to learn that best practice is to include transparency in their interactions and engagement of children/young people. This includes, where possible, not being in a position where they are alone with children/young people.
- 3.17 Staff will be aware of all children/young people in their care at all times and will ensure their wellbeing.
- 3.18 Staff will be aware of places (internally/externally) that require extra supervision and position themselves to minimise danger or risk of harm.
- 3.19 Staff ratios to children/young people will be maintained at all times to ensure effective supervision.

- 3.20 There are formal expectations made by YMCA of the behaviour and conduct from children and young people and their parents/carers.
- 3.21 The YMCA values respect, responsibility, honesty and caring and safety and therefore has a zero tolerance to bullying.
- 3.22 All individuals may be excluded from participation in programs and services if they are adversely affected by alcohol, drugs and other behaviour altering substances or if they demonstrate inappropriate and unacceptable standards of behaviour as deemed by YMCA staff.
- 3.23 The YMCA will not release children to Parents/Guardians who present as adversely affected by alcohol, drug and other behaviour altering substances. This is a risk factor to the safety of the child and in contravention of our SC&YP policy.
- 3.24 Where a child/young person's behaviours are threatening/ violent/ high risk of self-harm/ harm to other children, staff or customers YMCA Staff will intervene and implement strategies from Management of Violence & Aggression International Training (MOVAIT) appropriate to the nature of the situation.
- 3.25 Where a child/young person has known behavioural regulations issues, we ask the Parents and Carers to fully disclose all information at the time of registration/booking. A behaviour support plan will be developed to outline triggers, issues and strategies to best cater for the needs of the child/young person.
- 3.26 Where a Behaviour Support Plan / Management Plan or Safety Plan is in existence at a school, YMCA will request that this information is provided to our service. A template of a behaviour management plan is available to families on www.geelong.ymca.org.au – School Holiday programs. Behaviour Support Plans should be updated prior to each program. This information will assist us provide the support a child or young person needs to participate in our programs.
- 3.27 Communication is the key to all issues. The YMCA will communicate on all issues affecting children young people in our care if deemed necessary.
- 3.28 YMCA reserves the right to request that a person is removed from a program and or services if they pose a threat to themselves, others or the staff and their behaviour falls outside of the defined target client group or scope of services. YMCA will endeavor to refer individuals to appropriate alternative services.

4. POSITIVE BEHAVIOUR SUPPORT STRATEGIES

4.1 Building a supportive relationships with children

- Do the children know your name- Introduce yourself each time you meet
- Use the child's name always – this helps the child see you know who they are, you are their leader/ safe person at the y.
- Always give praise. Did you notice they tried hard to do an activity – show you care about their participation in the program
- Did they struggle to follow instructions but you saw them actively listening to you during the activity- thank them and praise them.
- Did they come to you and let you know someone pushed in? Thank them for letting you know as you now have the opportunity to diffuse the situation. Showing that you will follow things up shows you care about their feelings and builds trust.

4.2 Be organised

- Do you know what is happening in the class/ activity? If the Y person is not organised then this creates dis-Organisation in the program which leads to distracted, unengaged children.
- If the Y person is organised they will be personally regulated as they know what is going on in the present moment and what will happen next. If the leaders do not have a clear understanding of what is happening NOW, NEXT and THEN, children in class may feel unsettled, anxious, overwhelmed, disappointed.

4.3 Recognise when a children is feeling unsettled

- Get on their level, crouch down with them and their adult
- Introduce yourself, ask their name
- Let them know who you are here to help them, and when their ready you will help them with their class
- Let them know who their coach/ educators/instructor is for the day, your coach is “ “ do you see “ “ over there, when your ready we will go their together.
- Use tools like the White Board with visual images of what you are going to do today NOW- Warm Up NEXT BAR- THEN – Beam – Children thrive on structure, routine and knowing what is happening.
- Acknowledge if the place is very loud and busy , “sometimes when its loud and busy I feel nervous too, but once I start learning I have fun”
- Figure out a plan of where their adult will be if they are watching the class, or when they will be coming to collect them for the day. “ Dad will be sitting right there so you can look over and give Dad a wave at anytime”
- Aske gently a few time throughout the activity if they are ready to come with you to meet their Coach.
- Find out the child's special interest, for they love dogs? Tell them about your dog, or when you handover to their coach/ Educator let them know they love dogs, that ways the next staff members has a conversation starter to work with during the program. Incorporate it into the program- “Lets walk to class like a cat on our tippy toes”

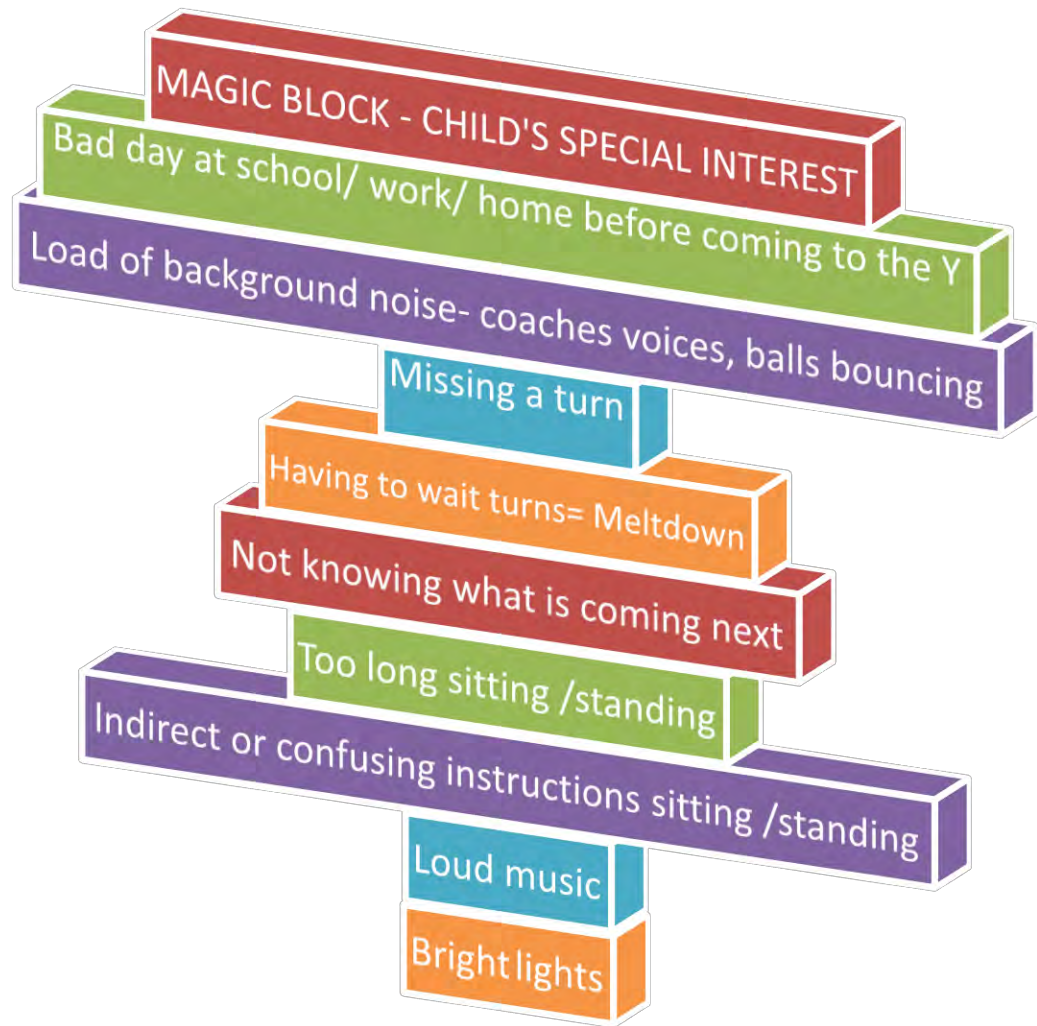
4.4 Class Engagement

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Next Review date: 14/03/2026

- Set quick achievable challenges “ can you balance on 1 leg while you listen to the next instruction”
- Keep explanations SHORT- One/ two maximum instructions at a time and use children to demonstrate
 “Lets walks like a cat to the next activity” Coach shows them how to walk like a cat
 “Now we are going to practice our swinging”
 “Well done everyone great job”
 “ Now it time for Star Jumps”
 “Georgia, Can you show us how we do Star jumps”
- Find a fun way to explain things “ were going to jump in the puddle and make a big splash in to our star jump”
- Captivate you children’s attention- If staff look bored then the children will mirror this behaviour this will lead to children being disengaged and disruptive, distractive behaviours. – Children deserve you whole attention while they are with you.
- Ensure your children are moving as much as possible incorporate hopping instead of walking, counting time of activities, challenge with number of times you can, how long can you questions?

4.5 Neurodiversity in Sport and Recreation settings

Sport and recreation settings can be challenging environments for children and young people; Consider these as building blocks and sometimes if you stack all the blocks on top of each other it could topple over. Sometimes some of the blocks cannot be taken away but there are things that we can do at the Y to help manage the challenges a child is facing.

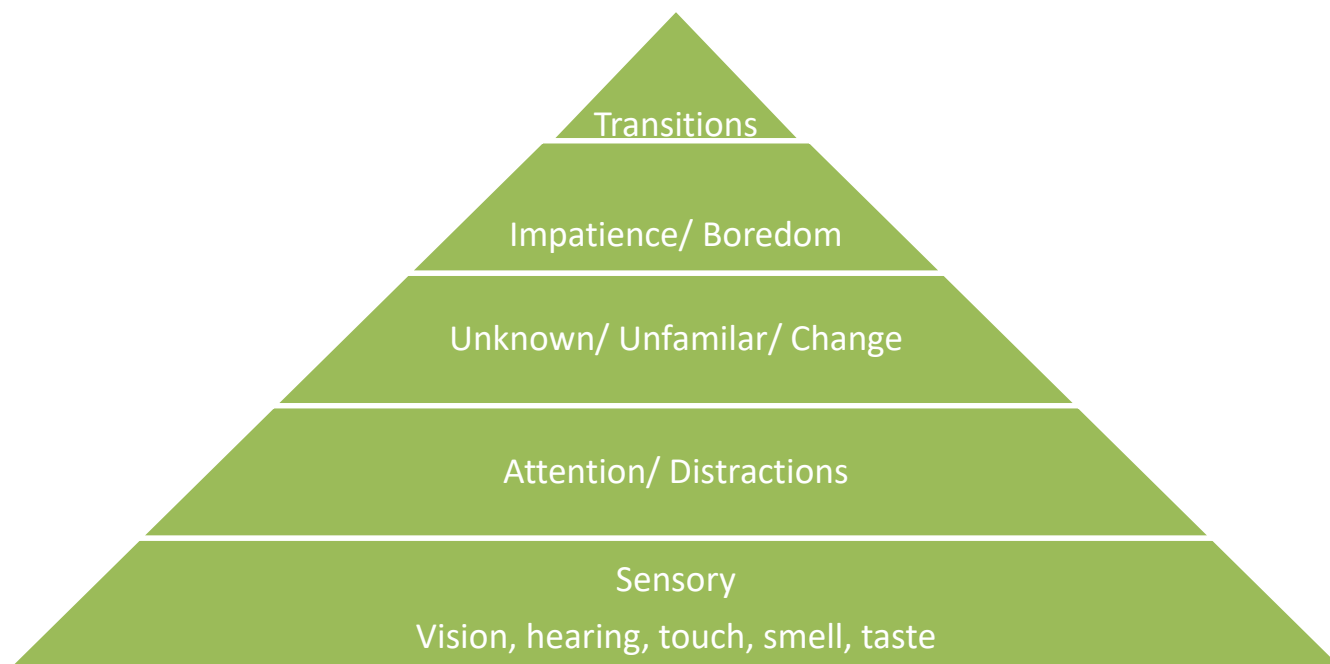


All these things impact connection and participation in sport, recreation and learning.

A child or young person with ADHD/Autism diagnosis provides us with key messages on how to support a child or young person.

- ADHD- generally seeking sensory inputs, impulsive, energetic want to move
- ASD- general avoiding sensory inputs, too loud, too bright
- Trauma- From Accident/ Injury/ Fear/ lived experience- withdrawn
- Anxiety- Worried, concerned

These strategies will help all children not just neuro-divergent to address some of the situations that occur in sport and recreation settings;



SENSORY	STRATEGIES – Ways of stopping the Building Block falling over
Nervous system process information differently- heightened or lowered Gyms with bright lights, busy, loud, smells, textures (chalk)	Talk to the kids about it! Your program class is a place of calm Control the speed – There are time that they are running around, playing and jumping these are high tempo, high energy times and only when you are directing them Let children know that they can have a “chill out” – safe spot next to you, under a blanket or in the sensory pod area. Pre- warn about different textures- “We are going to take our shoes off and the floor is soft “
ATTENTION	STRATEGIES – Ways of stopping the Building Block falling over
Impatience/ boredom from hyperactivity (Difficulty turning off) can seem like a child is easily distracted. *****Impatience and difficulty waiting for their turn is a normal stage of development for children but it is also part of the diagnosis criteria for ADHD. Important to remember that children who are constantly pushing in line or being rough often feel super uncomfortable when bored, impatient over waiting for a turn, This is out of their, as well as your control.	Sensory Toys- Movement help them to focus on tasks Minimal Sitting time Build interest and challenge to drive motivation When demonstrating, position children so they have minimal distractions
ROUTINES, STRUCTURE & TRANSITIONS	

<p>Children with Autism/Trauma- Routine and knowing what comes next increase feelings of safety</p> <p>Transitions (Moving from one thing to the next) is a challenge for ADHA /Autistic Children.</p> <p>Sports like Gymnastics, Basketball, Judo are sports that involve a lot of predictable routines!!!</p>	<p>A challenge is that your class moves from different areas in the gym/ court. At School Children find their classroom the safe space, at home it might be their room. But at the Y it is consistent Coaches and similar routines that you can implement. The equipment changes, the exercises change, the location might change- The Coach is the constant.</p> <p>Use visual timers- Sand timers</p> <p>Pre- Warn about where you are going next</p>
SPECIAL INTERESTS	
<p>These bring joy to the child and drive motivation and conversation about the things that matters- Dinosaurs, Toys, fishing?</p>	<p>Show the children you care! Talk to them, find out their interests, have a joke, be sill, be kind!</p> <p>These drive motivation- incorporate these within class/Lessons if one of you children kids -Pokémon- Jump as high as a drogonite!</p>
MELTDOWNS	
<p>Meltdowns- these are not tantrums or manipulation tactics. Meltdown happen when a child is overloaded (sensory, social, too much change, uncertainty/lack of control) they meltdown</p>	<p><u>Looks Like:</u> Yelling, swearing , running away, scratching themselves</p> <p><u>Early Warning Signs:</u> Increasing stimming/ repetitive movements, frustration, moving faster or slower, covering eyes/ears.</p> <p><u>When a meltdown occurs:</u> Stay Clam Minimal word Offer two different quite, safe, spaces Give them space and time Place a blanket next to them Do Not touch them to comfort them If acting violent- move others away <i>“ Ollie, you are safe. You can have some alone time either next to me here or in the corner next the stairs”.</i></p> <p>If you have to change activity/rotation ask the duty manager/ other coaches/ educators to supervise or to get their parent</p>

MINOR BEHAVIOURS TO ADDRESS

Attention/ wandering off/ pushing in, minor physical (pushing/being rough)

Function of behaviour- poor impulse control, difficulties waiting turn, boredom, excitement, over stimulation, being in the “Yellow Zone”

<p>Not paying attention during the session or explanation of the class</p>	<ul style="list-style-type: none"> -Use Short, Sharp Instructions - Sit time as Short as possible - Ask student questions, what do we land in? Motorbike! -Get them all up and moving -Sensory- Fidget toys - Visuals- use white board or stand next to the equipment - Student demonstrations / whole group- Less time taken to do one at a time will reduce boredom. - While one child is doing the activity get the others to do a challenge- hop for 1 minute, squat for a minute.
<p>Wandering off</p>	<ul style="list-style-type: none"> -Build interest into the station -Make a challenge for the children -Beat themselves or beat you <p>If it is more than 1-2 children wandering off, being silly</p> <ul style="list-style-type: none"> - Take brain breaks (1min) do a short game - Everyone to show you the best “angry cat/ Star/ whatever’ shape - Stop whole class and make a challenge station - Incorporate interests - Award ‘points’ (10 whole class points=a short game at the end)
<p>Pushing and being rough/over enthusiastic</p>	<p><i>If a child is ever physical this needs to be addressed as quickly as possible- every single time.</i></p> <ul style="list-style-type: none"> -Keep calm, short sharp. State their behaviour and the desired behaviour. <ol style="list-style-type: none"> 1. “George, that isn’t safe. We keep our hands to ourselves at the YMCA. You need to go practice this next to me”. Body language=calm, minimal emotion. 2.”You still aren’t being safe. Stand/sit next to me and have some cool off time. Once you are ready to be safe you can join back in (Only 1-2 mins), visual timer is a bonus “Are you ready to be safe by walking and lining up at the back Once you are ready to be safe by walking and lining up at the back of the line? Awesome! Are you ready to join back in!! You can start on the ‘Activity” I can’t wait to see your “Shape”. 3. “I have asked a few times now to line up safely but you still are pushing other children. (Thank the other children for lining up safely) “Thank you team for lining up Safely and waiting while I quickly have a chat to George. George- I need you to think about what I have asked you to be safe. I will be having a chat to your parents after class. However, I will let them know that you worked through the issues with me, were honest and apologise. If you make good choices for the

	<p>rest of the class, I will let them know that you turned it around". To other children" thanks team for waiting:"</p> <p>4. If this behaviour continues- Contact the Duty Manager or Senior Coach/Staff person in the centre and ask for support. Support could be:</p> <ul style="list-style-type: none"> - Can you watch the class while I talk to George's parents - I need to take some time out to think about how to manage the class - Can you help me with George just need some ideas on how to keep him engaged.
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BIG BEHAVIOURS AND DEFIANCE

Function – Often stems for feeling like they are lacking control

NOTE: It can hard to stay calm when a child defiant. We can panic and feel angry- which can escalate confrontation. Often children who are defiant have experience trauma. They may be autistic. In both cases, lacking a feeling of control causes children to feel unsafe. What you see as a reasonable demand- which may be as simple as 'stand here'-the y can interpret as a threat to their safety.

Boundaries/choices of what to do even though it is so hard to remain clam when the child is being directly defiant- try to remember that there is a reason for their behaviour coming from higher levels of distress or pain.

Avoid Direct Conflict.

Try to use more direct language instead of stating their behaviour and the desired behaviour. Provide options such as "Would you like to sit here or there "make sure you use visual cue with your hands.

It is also important to be aware of your tone of voice and body language.

Aim for a calm, kind Voice with minimal emotion. Your face and body should show the same

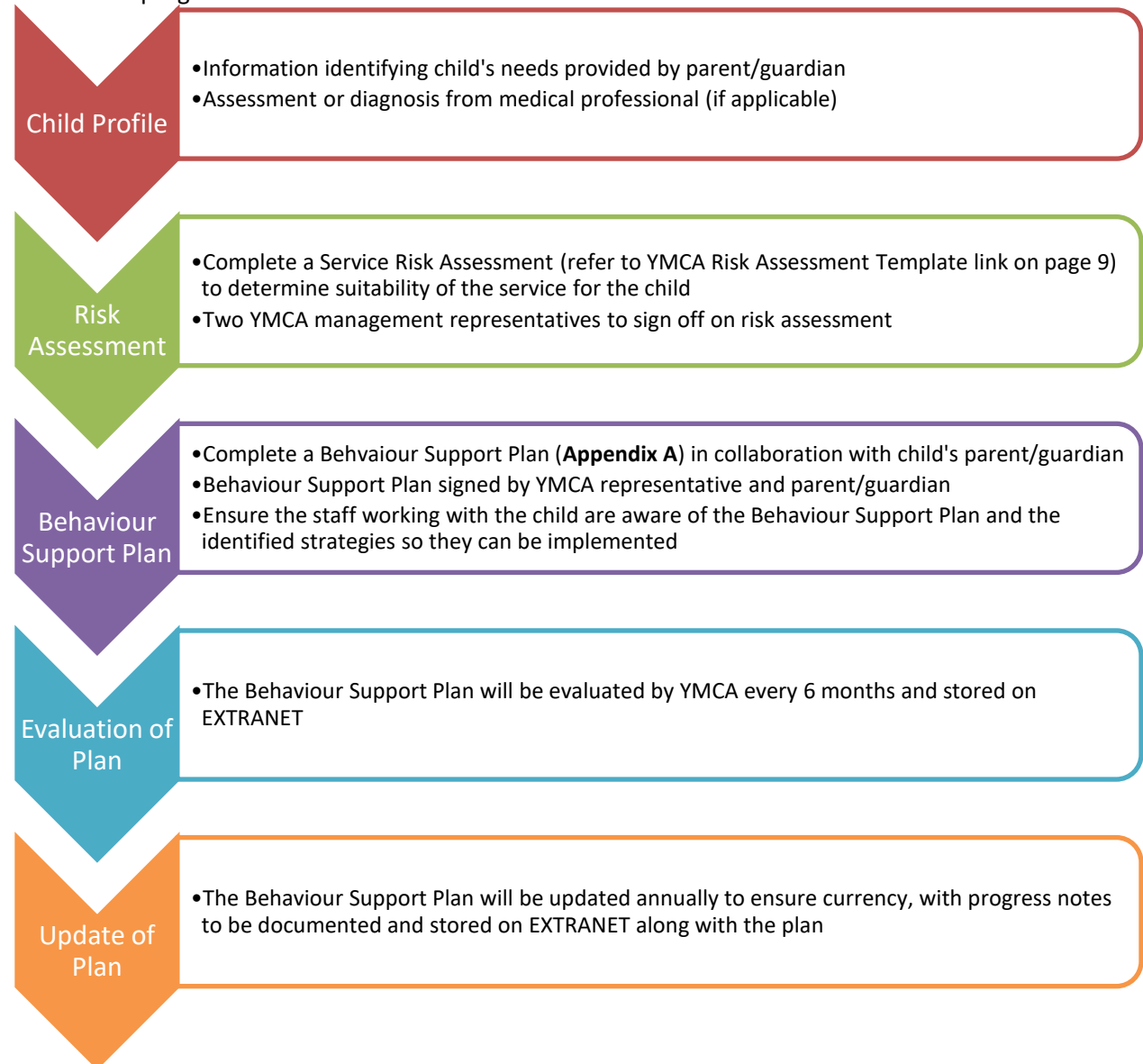
Offer Choices	<ul style="list-style-type: none"> - <i>George- It is Lenny's turn on the mats. You can go there soon, would you like to do the rings or mini tramp while you wait?</i>
<p>Try to turn direct demands into a challenge or redirection</p> <p>Major for especially neurodiverse children lack of purpose (not knowing the why)</p>	<ul style="list-style-type: none"> - <i>Eg: Pushing in front of the line</i> - <i>For majority of children communication needs to be short and sharp-"its not safe, move back" Reminders also work. However if they ask why or become defiant- try staying calm, and give more information – a safety reason why.</i> - <i>Hey George, I know that it seems like a silly rule and that you love the high rings and hate having to wait. But when you push, everyone else could fall over and get hurt"</i>
Fairness- Children and especially lots of neurodiverse children- tend to have an very strong sense of justice and fairness	<ul style="list-style-type: none"> - <i>If it was almost your turn and I reached over and grabbed the rings off you like and said" I'm going first" how would you feel?</i> - <i>Angry? Same here- it's not fair is it? That's why we have to be fair and line up behind the other kids</i>

<p>If you have tried different strategies and none work</p>	<ul style="list-style-type: none"> - <i>George I can see that you are not listening to me and a going to go on the rings anyway. I will have to talk to your parents and let them know that you aren't listening to instructions after class.</i> - <i>Address the other children "I'm sorry that George pushed in front of you- that isn't fair. Thank you all for doing the right thing and waiting safely!</i> - <i>YOU must follow sure you follow up! It super import that you follow through with anything you promise of the say you will do.</i>
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5. BEHAVIOURS OF CONCERN PROCEDURES IN EDUCATION AND CARE SERVICES

Section 5 relates specifically to Education and Care Services such as OSHC.

YMCA Educators will work to ensure the safety and security of children at all times. Staff support children in their behavioural choices in a variety of ways, depending on their age and developmental level. Effective guidance by staff will serve to minimise undesired behaviours, however behaviours such as teasing, bullying, discrimination, property damage or physically hurting another child or staff member will not be tolerated. Children are able and encouraged to participate in the development of the rules of behaviour and the consequences of breaking the rules of behaviour within each program.



5.1 Service Assessment and Behaviour Support Plan Steps

The above steps are to be implemented when required, including assessing the suitability of a service for a child upon enrolment enquiry.

5.1.1 Positive Behaviour Guidance:

Will include -

- Realistic developmentally appropriate expectations and limits.
- Ensuring children's needs are being met.
- Children understand the limits being set within the program environment.
- Developmentally appropriate strategies.
- Recognition and an understanding of cultural diversity in child rearing practices.
- Ensuring the program environment is stimulating and provides a balance of structured and unstructured activities.

5.1.2 Managing undesired behaviour:

- Remain calm and keep your voice at a reasonable speaking level and tone and use appropriate language.
- No child will receive any form of physical, shaming or humiliating consequences.
- Attend to the primary issue when deciding on the appropriate consequence.
- Behavioural consequences encourage the child to modify their behaviour.
- All staff members follow the consistent behavioural strategies with the child.

5.1.3 In the event of an incidence of bullying, or behaviours which place children, staff or volunteers at risk, the following measures will be taken:

- Parents/guardians will be notified of the incident involving their child either by telephone or upon arrival to pick up their child.
- Staff will at all times maintain confidentiality and will be sensitive during discussions that may be heard by others.
- Parents/guardians are asked to further discuss the situation with their child at home to reinforce the service rules and other children's rights to feel safe and secure.
- Staff support children through an event.
- In line with YMCA policies, all injuries and incidents are recorded and the parents/guardians notified.

5.1.4 Where undesired behaviour persists the following measures will be taken:

- A meeting will be arranged between the child, their parent/guardian, and a YMCA representative at which time a Behaviour Support Plan (refer to page 2) will be discussed and completed.
- All staff will be informed of the strategies of the Behaviour Support Plan and will support the child with strategies, positive guidance and reinforcement. Educators will document the child's behaviour via the Behaviour Support Plan.
- Ongoing and unresolved negative behaviours, and a failure to comply with the behaviour plan, may lead to the suspension of care.

5.1.5 A Behaviour Support Plan will:

- Explain why the displayed behaviour is inappropriate in the program environment.
- Document undesired behaviours that occur consistently.
- Identify any triggers that lead to the child engaging in undesired behaviours.
- Define the context in which the undesired behaviour occurs and how it could possibly harm another child or adult.
- Document the desired behaviours that are required to replace the undesired behaviours.
- Provide a collaborative approach with the child's parent/guardian or other relevant parties for example Inclusion Support Agent.
- If all methods fail to result in an improvement in behavior, the Manager will discuss alternative care with the parent/guardian, in consideration of the health and safety of the other children in care and the YMCA Educators.

5.1.6 Behavioural Support Plans for a Child with a Disability

There may be times when a child with a disability accesses one or more of the YMCA Children's Programs covered in the scope of this procedure. If the child displays behaviours of concern and is currently being supported by an external Disability Support Service Provider, the Service Manager will seek to obtain a copy of the external Behaviour Support Plan and ensure that staff are familiar with the potential triggers, risks, and response strategies in working with the individual child.

In the event that the child is not being supported by an external Disability Services Provider, or where no Behaviour Support Plan is in place, one must be developed for the child. The development of a Positive Behaviour Support Plan and Risk Assessment must be completed as outlined on page 2, in consultation and support from the Disability / NDIS Services team, or a psychiatrist or an external organisation such as Behaviour Intervention Support Team (BIST).

The use of any Restrictive Interventions (chemical, mechanical or seclusion) MUST be reported into the Department's Restrictive Intervention Data System (RIDS) by the YMCA Authorised Program Officer.

Additional Resources are located here:

[Behaviour Support Planning - Office of the Senior Practitioner](#)

[DHS BSP Toolkit Section 1 Why Develop Good Quality Plans](#)

[DHS BSP Toolkit Section 2 How to Complete a BSP](#)

[DHS BSP Toolkit Section 3 Reporting within the RIDS 2017](#)

[DHS BSP Toolkit Section 4 Useful Assessment Tools and Forms](#)

5.1.7 A Behavioural Support Plan must include:

- Specifics outlined in Appendix A – refer to page 10

5.1.8 Parents/guardians will:

- Inform YMCA Children's Programs when completing the enrolment form of their child/ren existing Behaviour Support Plans and strategies that are in place – if a Behaviour Support Plan is currently in place, meet with YMCA representative to discuss needs of child to attend service.
- Work proactively with YMCA staff to develop a plan for managing behaviour of their child/ren.
- Parents/Guardians who wish to discipline their own children whilst visiting the service will at all times use acceptable language and not, at any time, use any form of physical or humiliating punishment.
- It is unacceptable for parents/guardians to discipline any child/ren other than their own whilst in the service.
- Non-enrolled children in the company of their parents/guardians will be required to conform to the services policies on acceptable behaviour. If a parent/guardian is not able to manage their non-enrolled child's behaviour they will be asked to remove the child from the service premises.

CONSEQUENCE OF BEHAVIOUR

		Behavior that has no physical or psychological risk to participant, other children, volunteers, staff or other adults. No damage to property or equipment.	Minor physical or psychological risk to participant, other children, volunteers, staff or other adults. Minor damage to property or equipment.	Injury / First Aid Treatment required and or moderate psychological risk to participant other children, volunteers, staff or other adults. Moderate damage to property or equipment.	Injury causing hospitalization or multiple medical treatment cases, or serious psychological risk to participant, other children, volunteers, staff or other adults. Serious Damage to property or equipment.	Life threatening or multiple serious injuries causing hospitalization to participant, other children, volunteers, staff or other adults. Severe damage to Property or equipment
		INSIGNIFICANT	MINOR	MODERATE	SERIOUS	MAJOR
HOW OFTEN IS THE BEHAVIOUR OCCURRING	consistently	High Level	Severe Level			
	frequently	Medium Level	High Level	Severe Level		
	occasionally	Low Level	Medium Level	High Level	Severe Level	
	once off	Low Level	Low Level	Medium Level	High Level	Severe Level
Person who supports or is involved and made aware of implementation of strategies: (EDU) Educator (SC) Service Coordinator (M) Manager (COO/CEO) Notify Senior Team		Examples of INSIGNIFICANT behavior: -Difficulties listening. -Difficulties following instructions. -Difficulties engaging positively with others. -Difficulties engaging and participating in activities. Occasional swearing Inappropriate comments (teasing)	Examples of MINOR behavior: -Minor damage (small equipment – toys, art/craft materials, sports equipment). -Climbing dangerous objects/structures. - Sexually inappropriate comments.	Examples of MODERATE behavior: -Striking -Verbal threat. -Bullying (resulting in child feeling uncomfortable while at the service). -Stealing. -Smoking. -Cigarette possession. -Entering Out of Bounds Areas.	Examples of SERIOUS behavior: -Physical assault. -Sexual harassment. -Serious inappropriate behaviour. -High level bullying (resulting in child not wanting to attend service). -Extreme damage to service and/or contract partner property and equipment. -Alcohol and/or drug possession. -Effected by Alcohol and/or Drugs. -Serious risk taking behavior (Climbing at heights) - Absconding - Suicidal ideation or self-harm.	Examples of MAJOR behavior: - Serious Physical assault with object - Sexual Assault - Possession of a weapon

BEHAVIOUR SUPPORT STRATEGIES	
Low Level	<ol style="list-style-type: none"> 1. Monitored by (EDU) 2. Respond to child around behavior: 3. Document in communication book 4. Inform Parents on the collection of their child
Medium Level	<ol style="list-style-type: none"> 1. Monitored by (EDU) (SC) 2. Respond to child around the behavior 3. Complete Incident report 4. Inform Parents on the collection of the child and have them sign the completed incident report
High Level	<ol style="list-style-type: none"> 1. Monitored by (EDU)(SC)(AD) 2. Respond to child around behavior if no risk to self or others 3. Notify (M) of the behavior 4. Manager to notify (AM) 5. Inform parents immediately and remove child from program. 6. Complete Incident report and log on INX 7. Behavior Support Plan Initiated and Reviewed
Severe Level	<ol style="list-style-type: none"> 1. Monitored by (EDU)(SC)(AD) 2. Notify the Police 3. Respond to child around behavior if no risk to self or others 4. Notify (M) of the behavior immediately 5. Manager to notify (AM) immediately 6. Inform parents immediately and remove child from program. 7. Complete incident report and log on Incident Report system 8. Permanently remove child from service

**Ensure all incidents are logged internally on Incident Log (Incident Report Forms) and externally (when applicable) with the relevant regulatory body (for example ACECQA, DET, Worksafe).*

6. RELATED POLICY

- Interactions with Children in Children's Programs Policy
- Safeguarding Child and Young People Policy
- OHS Policy
- Risk Management Policy

7. ROLES AND RESPONSIBILITIES

Department/Role	Responsibility
Operations	<p>YMCA Responsible Person and or Nominated Supervisor and/or service/ Centre Management will oversee the implementation and service adherence to this procedure (i.e. policy and procedure compliance).</p> <p>Nominated Supervisor and/or Responsible Person with Management and Control will seek individual community feedback and facilitate an active consultation process with service users as appropriate.</p>
Managers and Supervisors	<p>Ensure the Behaviour Guidance Procedure is implemented in their workplace.</p> <p>Ensure all YMCA Personnel, including the Duty Managers/ Nominated Supervisor, receive relevant policy induction and training.</p> <p>Ensure all YMCA Personnel understand and can access the Procedure, and other related Policies and Procedures, and comply with them at all times</p>
Co-ordinators	<p>Is responsible for ensuring suitable resources and support systems to enable compliance with this Procedure.</p> <p>Also responsible for the development, monitoring and review of the Procedure and related systems, ensuring all content meets all legislated requirements.</p> <p>Drive the consultation process and provide leadership and advice on the continuous improvement of the Procedure.</p>
Educators/ Coaches/ Program Staff	<p>Attend training and induction session on Behaviour support/ Managing Complex or challenging behaviour training</p> <p>Utilise the behaviour support strategies in daily practice</p> <p>Follow protocols for the escalating a matter or reporting an incident to management</p>

8. MONITORING AND/OR EVALUATION

The Positive Behaviours Guidance Policy and Behaviours of Concern Procedure will be reviewed four years from the date of initial approval in accordance with the YMCA Policy Framework and National Quality Framework.

The ongoing monitoring and compliance to this procedure will be overseen by Area/Service Co-ordinators. The National Quality Framework Assessment and Ratings process, and Service Approval conditions, will also assist in the external audit and monitoring of the procedure, by delegates of the Department of Education and Training.

The evaluation of the procedure will be facilitated by the policy owner, using stakeholder feedback to drive continuous improvement and reflect service users' comments where practical.

9. SUPPORTING DOCUMENTS

(LINKS TO PROCEDURES AND/OR WORK PRACTICES)

- [My Time, Our Place: Framework for School Age Care in Australia](#)
- [Education and Care Services National Law Act](#)
- [Education and Care Services National Regulations 2011](#)
- [Children's Services Act 1996](#)
- [Children's Services Regulations 2009](#)
- [Disability Act 2006](#)
- [YMCA Risk Assessment Template](#)

Appendix 1 – BEHAVIOUR SUPPORT PLAN

Child's Name: Age: Child's Interests:		Date Plan was Developed: Next Review Date:							
Objective and Goals: <i>What outcomes do you want to achieve for the child within this care environment?</i>									
Strategies and Action Plan: <i>What are the steps you will take to reach your goals? What strategies are educators utilising with the child? What strategies are parents/guardians working on with the child at home?</i>									
Resources: <i>What resources will be used to assist educators to reach these goals?</i>									
Agreement: <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">YMCA Staff:</td> <td style="width: 33%;">Parent/Guardian:</td> <td style="width: 33%;">Parent/Guardian:</td> </tr> <tr> <td>Signature:</td> <td>Signature:</td> <td>Signature:</td> </tr> </table> Monthly Evaluation:				YMCA Staff:	Parent/Guardian:	Parent/Guardian:	Signature:	Signature:	Signature:
YMCA Staff:	Parent/Guardian:	Parent/Guardian:							
Signature:	Signature:	Signature:							
Monthly Sign Off YMCA Staff: Signature:									

Approved by: SMT

Meeting number and date: 14/03/2017/ 04.04.2019

Review date: 14/03/2020


Policy Owner: OSHC Co-ordinators (Katelyn Hancock/Jessica Claridge)/ Shona Eland CEO

Contact Details policy owner: Ph: 5221 8344 E:shp.geelong@ymca.org.au/ smmb.oshc@ymca.org.au

Amendment history:

Version	Date	Author	Change Description
V1	11/02/2014	Shona Eland	Uploaded to YMCA Geelong Policy Template included scope, monitoring and evaluation clauses.
V2	30/09/2015	Kimberley Maher	Updated Clauses 3.24/3.25/3.26
V3	14/03/2017	Approved by SMT	Add reference to MOVIAT training in Section 6. Roles and Responsibilities
V4	07/03/2019	Brenda Bowell/Chris Mawson	Changes policy owner from Community Programs Coordinator, Kimberley Maher to Centre Director, Paul Barbagallo Updated 3.17 Staff will be aware of places(internally/externally) that require extra supervision and position themselves to minimise danger or risk of harm. 3.27 Communication is the key to all issues. The YMCA will communicate on all issues affecting children young people in our care if deemed necessary.
V5	14/03/2023	Shona Eland/Jessica Claridge	Updated Policy to include Clause 4. Behaviours of Concern Procedures and Risk Assessment Matrix Updated Clause 5 to include Safeguarding Children and young people Policy Included Appendix 1 – BEHAVIOUR SUPPORT PLAN
V6	14/07/2024	Shona Eland	Changes Policy name from Behaviour Management Policy to Behaviour Support Policy Added clause POSITIVE BEHAVIOUR SUPPORT STRATEGIES 4.1 Building a supportive relationships with children 4.2 Be organised 4.3 Recognise when a children is feeling unsettled 4.4 Class Engagement 4.5 Neurodiversity in Sport and Recreation settings

Adopted and reviewed by YMCA Geelong Inc on 15/07/2024



Chief Executive Officer YMCA Geelong Inc.