



Policy Area 5 – Relationships with Children

Policy Number	Policy Name	Version	Review Due
P-5.1	Relationships and Interactions with Children	4	Sep 2026
P-5.2	Child Behaviour Guidance	6	Dec 2025
P-5.3	Additional Needs	NEW	Mar 2026
P-5.4	Anti-Bias and Inclusion	3	Mar 2026
P-5.5	Children's Belongings	2	Sep 2023



P-5.1 Relationships and Interactions with Children

POLICY STATEMENT

In developing its' Relationships and Interactions with Children Policy, the service must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The service must also ensure we uphold the agreement made through the United Nations Convention on the Rights of the Child and the commitment to every child to protect and fulfil their rights.

It is important that everyone at the service is aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and interactions when working with children and families.

My Time, Our Place (MTO) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

We aim to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our service philosophy and the *My Time, Our Place Framework*. Educators will encourage positive relationships between children and their peers as well as with educators and families at the service, ensuring children feel safe and supported.

This policy provides guidelines to ensure:

- the development of positive and respectful relationships with each child at the service
- each child is supported to learn and develop in a secure and empowering environment

BACKGROUND

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to the relationships and interactions with children.

SCOPE

This policy applies to all DEBASCA stakeholders.

LEGISLATIVE REQUIREMENTS

Education and Care Services National Regulations and Law

Reg 73	Educational program
Reg 84	Awareness of child protection law
Reg 115	Premises designed to facilitate supervision
Reg 118	Educational leader
Reg 126	Centre-based services- general educator qualifications
Reg 145	Staff record
Reg 155	Interactions with children
Reg 156	Relationships in groups
Reg 157	Access for parents
Reg 168	Education and care services must have policies and procedures
Reg 170	Policies and procedures to be followed

ASSOCIATED DOCUMENTS

National Quality Standard:	5.1 Relationships between educators and children 5.11 Positive educator to child interactions 5.12 Dignity and rights of the children 5.2 Relationship between children 5.2.1 Collaborative Learning 6.1 Supportive relationships with families 6.1.1 Engagement with the service 6.1.2 Parents views are respected 6.1.3 Families are supported
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ACECQA Information Fact Sheets:

- Relationships with Children: https://www.acecqa.gov.au/sites/default/files/2018-07/QA5_RelationshipsWithChildren.pdf
- Interactions with Children policy guidelines: <https://www.acecqa.gov.au/sites/default/files/2021-08/InteractionsWithChildrenGuidelines.pdf>

Other:

- United Nations Convention on the Rights of the Child: <https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycsrc.pdf>
- More information: <https://www.unicef.org/child-rights-convention/what-is-the-convention>
- ECA Code of Ethics: <https://www.earlychildhoodaustralia.org.au/wp-content/uploads/2016/07/ECA-COE-Brochure-2016.pdf>
- Child Safe Standards: <https://ocg.nsw.gov.au/child-safe-scheme/implementing-child-safe-standards>

Related Policies:

Arrival and Departure Policy
Behaviour Guidance Policy
Child Protection Policy
Child Safe Environment Policy
Code of Conduct Policy
Dealing with Complaints Policy
Delivery and Collection of Children

Enrolment Policy

Communication Policy Governance Policy
Orientation of Families Policy
Privacy and Confidentiality Policy
Social Media Policy
Staffing Arrangement Policy
Student and Volunteer Policy
Supervision Policy

DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
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RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

1. IMPLEMENTATION

- Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for interactions with children (regulation 168) and take reasonable steps to ensure those policies and procedures are followed.
- To build and maintain positive and respectful relationships with children, families, and educators our service will adhere to our statement of philosophy and the ECA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations.

2. PROCEDURE

- The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability.
- Hence, in accordance with the UN Convention on the Rights of the Child, educators will develop responsive, warm, trusting and respectful relationships with the children, promoting their wellbeing, self-esteem and sense of security.
- Positive interactions between educators/adults and children can empower children to feel valued, competent and capable.
- Educators will actively engage in children's learning and decision-making during play, daily routines and ongoing activities to stimulate children's thinking, enrich their learning and encourage them to explore and manage their feelings and behaviour.
- Educators will encourage children to express themselves, and develop self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour, and respects their cultural and family values.

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P-5.1 Relationships and Interactions with Children

- 2.6. Children will be given opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service.
- 2.7. DEBASCA will ensure that no child being educated and cared for by the service is subjected to any form of corporal punishment; or any discipline that is unreasonable in the circumstances by a staff member, a volunteer, or by anyone else.
- 2.8. Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- 2.9. Each child is supported to feel secure, confident and included.
- 2.10. Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
- 2.11. Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- 2.12. Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- 2.13. The dignity and the rights of every child are maintained at all times.
- 2.14. Hence, in summation the service will provide education and care to children in a way that:
 - 2.14.1. encourages children to express themselves and their opinions
 - 2.14.2. allows children to undertake experiences that develop self-reliance and self-esteem
 - 2.14.3. maintains the dignity and the rights of each child at all times
 - 2.14.4. offers positive guidance and encouragement towards acceptable behaviour
 - 2.14.5. has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.
 - 2.14.6. considers the size and composition of the groups in which the children are educated and cared for.
- 2.15. In order to assess whether the goals and purposes of this policy have been achieved, the service will:
 - 2.15.1. regularly seek feedback from everyone affected by the policy regarding its effectiveness;
 - 2.15.2. monitor the implementation, compliance, complaints and incidents in relation to this policy;
 - 2.15.3. keep the policy up to date with current legislation, research, policy and best practice;
 - 2.15.4. revise the policy and procedures as part of the service's policy review cycle, or as required;
 - 2.15.5. notify parents at least 14 days before making any changes to this policy or its procedures.

3. INTERACTIONS WITH CHILDREN

- 3.1. Children need positive relationships with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

4. THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/MANAGEMENT AND EDUCATORS WILL:

- 4.1. create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators
- 4.2. meet educator to child ratio and qualification requirements
- 4.3. ensure all educators and staff have undertaken current child protection legislation training including mandatory reporting requirements and obligations
- 4.4. ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances
- 4.5. role-model appropriate language and behaviour
- 4.6. support children to be aware of their own feelings as well as the feelings of others
- 4.7. encourage children to treat all other children with respect
- 4.8. provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- 4.9. ensure children are aware of how to raise concerns or provide feedback
- 4.10. respond or report to children about how their feedback has been acted upon
- 4.11. assist the children to build resilience and self-assurance through positive interactions
- 4.12. guide children's behaviour positively
- 4.13. respect the rights, dignity and agency of children
- 4.14. support children within the services learning environment
- 4.15. provide appropriate supervision so children feel safe in their interactions with other children
- 4.16. speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of

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P-5.1 Relationships and Interactions with Children

non-verbal cues and communication

- 4.17. engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- 4.18. respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- 4.19. listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- 4.20. understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm
- 4.21. communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- 4.22. show empathy to children
- 4.23. ensure that the values, beliefs, and cultural practices of the child and family are considered and respected
- 4.24. ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- 4.25. regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- 4.26. facilitate children's individual development extending upon their strengths, interests and abilities

5. INTERACTIONS WITH FAMILIES

- 5.1. Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children, staff and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

6. MANAGEMENT AND EDUCATORS WILL ENSURE:

- 6.1. all families are treated equitably without bias or judgement, recognising that each family is unique
- 6.2. where possible, families are provided with information and resources in their first language
- 6.3. families and children are greeted upon arrival in a respectful manner
- 6.4. two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
- 6.5. common terminology (not jargon) is used when talking to parents regarding their child's development
- 6.6. privacy and confidentiality are respected at all times
- 6.7. information about another child or family information is never discussed with a parent or visitor
- 6.8. they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the service
- 6.9. the advice and opinion from other professional experts is requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs
- 6.10. they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks
- 6.11. verbal communication is always open, respectful and honest
- 6.12. families are provided with up-to-date service information and notices through newsletters, notice boards, emails and communication posts.
- 6.13. they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- 6.14. connections between families is promoted and enhanced through inviting families to participate in routines and events at the service
- 6.15. families are aware of our complaint handling process- (*Dealing with Complaints Policy*)

7. INTERACTIONS WITH STAFF & EDUCATORS

- 7.1. the service recognises that the way educators interact with each other has an effect on the interactions they have with children and families. Educators working within our service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our service to maintain

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positive relations and model the type of communication they want children to develop.

8. TO MAINTAIN PROFESSIONALISM AT ALL TIMES, EDUCATORS WILL:

- 8.1. engage in professional communication in order to create an effective work environment and to build a positive relationship with educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.
- 8.2. champion a child safe culture through their attitudes, behaviours and actions
- 8.3. collaborate together as a team sharing roles and responsibilities through the use of a roster where necessary
- 8.4. be respectful when listening to each other's point of view and ideas
- 8.5. maintain effective communication to ensure that teamwork occurs
- 8.6. use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- 8.7. attend in-service training to update and refresh and add to individual skills and knowledge
- 8.8. keep up to date with current legislation to child protection including mandatory reporting requirements
- 8.9. refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator is not being handled with professionalism, respect, and fairness
- 8.10. recognise each other's strengths and value the contribution each person makes to different work roles
- 8.11. work collaboratively to reach decisions which will enhance the quality of the education and care offered at the service
- 8.12. welcome diverse views and perspectives
- 8.13. work together as a team and engage in open and honest communication at all times
- 8.14. respect each other's positions and opinions
- 8.15. develop and share networks and links with other agencies
- 8.16. resolve differences promptly and positively and use the experience to develop more effective methods of working together.

9. TO MAINTAIN PROFESSIONALISM AT ALL TIMES, MANAGEMENT WILL:

- 9.1. provide new educators with relevant information about the service and program through a Staff Handbook, induction, and daily communication
- 9.2. treat educators with respect
- 9.3. be sensitive to the feelings and needs of educators
- 9.4. provide constructive feedback to educators as part of their professional learning plan support
- 9.5. value the role and contribution of each educator
- 9.6. demonstrate commitment to ongoing collaboration and engagement to support staff wellness
- 9.7. provide opportunities for all educators to have input into the program development and evaluation
- 9.8. appreciate and utilise educator skills and interests
- 9.9. provide support, assistance and mentoring to educators
- 9.10. hold regular educator meetings to encourage and support professional growth and reflective practice
- 9.11. use appropriate conflict resolution techniques to solve problems
- 9.12. ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- 9.13. provide opportunities for professional development.

10. CONTINUOUS IMPROVEMENT/REFLECTION

- 10.1. This policy will be reviewed regularly in consultation with children, families, staff, educators and management.

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P-5.1 Relationships and Interactions with Children

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2013
	1	Reformatted policy number: C-6 to P-5.1	Aug 2016
	2	Minor editing; updated to revised NQS	Aug 2018
	3	Re-worded Policy Statement Added UNICEF Convention on the Rights of the Child to Associated Documents Added clause 1-6 Re-worded clause 14 Added clause 15	Sep 2020
	4	Policy Statement re-worded Added Background Re-format Associated Documents by splitting into Legislative Requirements and Associated Documents Added Regulations into Legislative Requirements Additional standards to National Quality Standards Added ACECQA Information Sheets to Associated Documents Added ECA Code of Ethics and Child Safe Standards to Associated Documents Added Related Policies Added Implementation Added 3-10	Sep 2023

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P-5.2 Child Behaviour Guidance

POLICY STATEMENT

DEBASCA aims to provide an environment where all parents, staff and children feel safe, cared for, relaxed and where cooperation and positive interactions is encouraged between all persons.

Expectations will be clearly established based on respect – respect for yourself, respect for others, and respect for the resources we share – which help create a caring environment.

Positive behaviour and responsibility for one's actions will be encouraged and emphasized, and self-regulation skills developed through positive example and direction.

SCOPE

This policy applies to all DEBASCA stakeholders.

LEGISLATIVE REQUIREMENTS

Education and Care Services National Regulations and Law

Regulation 84	Awareness of child protection law
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 168	Education and care service must have policies and procedures
Regulation 174	Time to notify circumstances to Regulatory Authority
Regulation 175	Prescribed information to be notified to Regulatory Authority

ASSOCIATED DOCUMENTS

National Quality Standard	<p>2.1.1 Wellbeing and comfort.</p> <p>2.2.1 Supervision.</p> <p>5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>5.1.2 The dignity and rights of every child are maintained.</p> <p>5.2.1 Children are supported to collaborate, learn from and help each other.</p> <p>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.</p> <p>6.1 Respectful relationships with families are developed and maintained and families are supported in their parenting role.</p> <p>7.1 Governance supports the operation of a quality service.</p> <p>7.1.2 Systems are in place to manage risk and enable the effective management and operation of a quality service.</p>
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DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
OOSH	Out of School Hours
RPIC	Responsible Person in Charge

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee and all staff.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

1. Expectations and obligations

- 1.1. Basic expectations and clear guidelines of acceptable behaviour will be communicated verbally, through centre notices and family handbook.

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- 1.2. Parents will be made aware of the services expectations and policies on behavior via the parent handbook. Expectations will encourage respect – respect for oneself, for others and for the resources we share – to help create a caring environment for everyone.
 - 1.3. If a child appears to be agitated, or has displayed escalated, inappropriate/unacceptable behaviours, educators will give calm down time where children are encouraged to sit, calm down and reflect. Staff will follow this up by discussing with the child how the core value was broken and what options for what the child can do for next time. Educators will carefully navigate what happened, why and whether there are any underlying causes to the behaviour.
 - 1.4. At all times, the educator will seek “**connection before correction**” as a strategy to help the child become more self-aware and self-regulate. The aim will be to work together on better solutions for future situations.
 - 1.5. Positive behaviour will be encouraged by role modeling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
 - 1.6. Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills. Children will be encouraged to seek support when necessary.
 - 1.7. Staff will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
 - 1.8. Educators, school staff and parents should work in partnership in promoting a consistent and positive approach to behaviour management and engagement. Educators and parents should raise concerns as they arise and discuss ways of working together to support children in making changes if their behaviour is inappropriate.
- 2. To assist in maintaining a positive, safe and caring environment the educators, children and parents will have the following responsibilities:**
- 2.1. The educators will:**
- 2.1.1. Accept and value every child and adult regardless of race, cultural background religion, gender or ability.
 - 2.1.2. Treat children with respect, courtesy and understanding.
 - 2.1.3. Maintain positive communication with the children at all times.
 - 2.1.4. When communicating with children staff will ensure that they are understood and communicate at the child's level in a friendly positive and courteous manner.
 - 2.1.5. Use tone of voice, facial expressions, and explanations as methods of discipline.
 - 2.1.6. Avoid at all times raising their voice at children
- 2.2. The children will:**
- 2.2.1. Accept and value every child and adult regardless of race, cultural background religion, gender or ability.
 - 2.2.2. Treat each other with respect, courtesy and understanding.
 - 2.2.3. Be encouraged to maintain positive communication and relationships between staff, children and other adults.
 - 2.2.4. Ensure that appropriate language is used at all times.
 - 2.2.5. Know and fulfil their responsibilities.
 - 2.2.6. Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.
 - 2.2.7. Develop self-discipline skills through positive example and direction.
 - 2.2.8. Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.
- 2.3. The parents will:**
- 2.3.1. Treat all children, educators and other families attending the service with respect, courtesy and understanding
 - 2.3.2. Discuss any concerns regarding the behaviour of their own children or the children of other parents immediately with the Nominated Supervisor or the RPIC
 - 2.3.3. Under no circumstance confront other parents' children or chastise other parents' child at the service
 - 2.3.4. Adhere to the services Parent code of Conduct Policy
 - 2.3.5. Read and explain the services expectations to the children and support educators by regularly reminding their

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children of the services expectations

- 2.3.6. Have input into the Behaviour Management Policy by attending parent meeting or by other forms of communication
- 2.3.7. Assist in the review of the policy where necessary
- 2.3.8. Work in partnership with educators and school staff to promote consistent and positive approach to behaviour management and engagement

3. To encourage children to take responsibility for their actions, staff will:

- 3.1. Initiate conversations with all children, and develop an understanding of the child and their interests.
- 3.2. Form friendly and warm relationships with the children in their care and be supportive and encouraging.
- 3.3. Ensure that expectations, relating to the children's behaviour is explicit and clear and consequences are consistently applied.
- 3.4. Act as a role model for acceptable behaviour.
- 3.5. Encourage and praise acceptable behaviour, e.g.: through Star program or certificates
- 3.6. Focus on the behaviour, not the child.
- 3.7. Give praise and positive feedback to the children as often as possible. Provide an environment, which will foster the child's self esteem.
- 3.8. Help children develop self-regulation skills through positive example and direction.
- 3.9. Introduce older children to simple conflict resolution skills.
- 3.10. Help children to appreciate and care for each other and their surroundings.
- 3.11. Ensure that appropriate language is used at all times.
- 3.12. Never single out any child or make them feel inadequate at any time.

4. Procedure for Inappropriate and Unacceptable Behaviour

4.1. Examples of inappropriate behaviour may include (but not limited to):

Swearing / Teasing	Verbal messages or use of words in an inappropriate way for the developmental age of the student (i.e. name calling, teasing, swearing)
Physical Contact	Non-serious, but inappropriate physical contact.
Mild disruption	Talking over staff. Loud voices or noises indoors. Behaviour causing an interruption during an activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing, and / or sustained out-of-seat behaviour (i.e. tantrums, excessive yelling or screaming).
Property Misuse	Child deliberately destroys another child's equipment/possession or play in an inappropriate way (low-intensity incident) i.e. scribbles on another student's page, snaps another student's pencil through rough handling.
Late to roll call	Arriving so late that staff need to chase the child up e.g. announce on microphone, checking with other children, checking locations around DEBASCA & the school, needing to call parents.
Cheating	Act dishonestly or unfairly in order to gain an advantage, esp. in a game.
Out of Bounds	When a child is found out of bounds.
Hat	When a child consistently plays outside without a hat. <i>They can however play under shade eg: the COLA.</i>
Unsafe play	Continual unsafe play e.g.: not using equipment safely causing a higher risk to their safety or safety of others

- 4.2. Depending on the context, inappropriate behaviour can usually be corrected with a verbal discussion and/or warning. However, if the behaviour is consistent the issue may have to be escalated for more serious consequence, especially if it risks the health and safety of oneself or others.
- 4.3. If a child displays consistent inappropriate behaviour, the educator will issue a warning/have a discussion with the child and the incident will be logged in a Behaviour Log.

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- 4.4. If the behaviour continues, a meeting will be set up with the parent to reiterate expectations for behaviour and support from parents to reiterate these expectations.

4.5. Examples of unacceptable behaviour may include (but not limited to):

Excessive swearing	Abusive Language / Inappropriate Language / Profanity Verbal messages that include swearing, name calling or use of words in an inappropriate way for the developmental age of the child.
Defiance	Disrespect / Non-Compliance Refusal to follow directions, talking back and/or socially rude interactions. In this case the student refuses to follow directions after initial request has been made directly to that student
Major Disruption	Behaviour causing an interruption inside or activity. Disruption includes sustained loud talk, yelling or screaming; noise with materials; horseplay or roughhousing (i.e. tantrums, excessive yelling or screaming), constant disruption to games with anti-social behaviour.
Fighting Physical Aggression	Actions involving serious physical contact where injury may occur (i.e. hitting, punching, hitting with an object, kicking, hair pulling, scratching, etc.)
Theft	Student is in possession of, having passed on, or being responsible for removing someone else's property (i.e. taking someone else's personal belongings etc.). This also includes identity theft.
Bullying / Harassment	Harassment/ Tease / Taunt Student delivers disrespectful messages (verbal or gestural) to another person that includes threats and intimidation, obscene gestures, pictures, or written notes. Disrespectful messages include negatives comments based on race, religion gender, age, and / or national origin; sustained or intense verbal attacks based on ethnic origin, disabilities or other personal matters. Including cyber harassment.
Property damage/theft	Any form of injury or damage caused to the property, caused intentionally by the person who is not the owner of the property.
Absconding / Leaving school grounds without permission	Within school grounds or leaving school grounds or attempting to run away; leave suddenly; hide from staff (fence, roof, gates), safety issues.

Again, this will depend on the context and careful consideration will be given when discussing the situation with the children and parents. However, if unacceptable behaviour to the context of the situation.

4.6. Where a child demonstrates consistent unacceptable behaviour, educators will:

- 4.6.1. Ensure that the child is aware of the limits and what is appropriate behaviour
- 4.6.2. Ensure that the expectations are appropriate for the child's level of development and understanding
- 4.6.3. Review the consequences to ensure that they are not inadvertently encouraging the behaviour
- 4.6.4. Look for and assess possible causes for the behaviour
- 4.6.5. Discuss the issue with the parents of the child
- 4.6.6. Record all the incidents indicating what happened before and after the incident, including time, date and who was involved
- 4.6.7. Advise the Nominated Supervisor or the RPIC of the incident
- 4.6.8. Develop a plan of action, e.g.: Child Behaviour Support Plan involving behaviour management in discussion with all educators, parents and other professionals if appropriate.
- 4.6.9. Record the plan of action, ensuring that all are aware of how to implement this and develop an evaluation system and review date
- 4.6.10. If unacceptable behaviour continues over a period of time, a meeting between educators, Nominated Supervisor, child and family will be arranged. The meeting agenda will cover:
 - 4.6.10.1. 9.1.2 Alternative approaches to behaviour guidance.
 - 4.6.10.2. The child's life outside the service.
 - 4.6.10.3. Any problems that may be causing the behaviour.
 - 4.6.10.4. A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the nominated supervisor and the child's family. Should it be necessary, and with the consent of the family, advice and assistance will be sought from relevant external specialists to address the matter.

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P-5.2 Child Behaviour Guidance

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

- 4.7.1. Remove the child from the situation where possible, and/or other children from danger.
- 4.7.2. Ensure that the other person is given proper care and attention.
- 4.7.3. Advise the Nominated Supervisor or the RPIC.
- 4.7.4. Record the incident, indicating time, date, victim, injury, offender and attendant.
- 4.7.5. Ensure that any involved families are notified of the incident, and that notification is recorded.
- 4.7.6. If needed, a Risk Minimisation Plan will be drawn up before the child can return.

4.8. Restricted activities because of inappropriate behaviour, e.g.: physically hurting others, destroying property

- 4.8.1. In the booked days following a serious incident of unacceptable behaviour, the child or children involved may be restricted in the activities they may engage in at the centre.
- 4.8.2. The restrictions on the child will be decided in discussions between the centre and the parent and be relevant to the unwanted behaviour, e.g.: if a child hurt other children in the sandpit they may be restricted from playing in the sandpit for a period of time until they learn they must behave safely in order to play there again
- 4.8.3. Restricted activities are used to help a child learn the consequence of unwanted behaviour and must still ensure the child is treated with dignity and respect.

4.9. Suspension/Termination of a Child's Place for Persistent Unacceptable Behaviour:

- 4.9.1. In serious and/or repeated cases where there is no improvement, to protect other children and educators, the service reserves the right to exclude the child from the service; this may be a temporary (suspension) or permanent measure (expulsion) or reduction of care, e.g. reduced hours and/or days.
- 4.9.2. Exclusion will only be considered after:
 - 4.9.2.1. Adequate support and counselling has been provided, and
 - 4.9.2.2. Parents have been notified, formally in writing, and given opportunity to discuss their child's behaviour, and
 - 4.9.2.3. Parents have been referred to other agencies where necessary, and
 - 4.9.2.4. Careful consideration has been given to the problem by the Nominated Supervisor, RPIC and Management Committee and a Behaviour Support Plan has been written up and followed, as well as training undergone by staff, and any advice sought by support services, and
 - 4.9.2.5. Clear procedures have been established for accepting the child back into the service.
 - 4.9.2.6. And if the child has returned to the service but continues to display unacceptable behaviour despite the implementation of the above strategies, the service reserves the right to exclude the child for continued, extreme, unacceptable behaviour.
 - 4.9.2.7. In such case, the Nominated Supervisor will keep such incidents documented with supportive evidence.

4.10. Bullying Guidelines

- 4.10.1. Bullying involves physical and emotional behaviours which are intentionally controlling and hurtful which occur over a period of time.
- 4.10.2. Bullying is unacceptable and educators have a duty of care to respond to incidents of bullying quickly and responsibly. All incidents of bullying must be recorded and the Nominated Supervisor or the responsible person on duty advised of the incident. Educators will be encouraged to attend professional development to enhance their skills in dealing with the possible occurrence of this serious problem.
- 4.10.3. Educators will talk to children about bullying and listen to their ideas on dealing with bullying. Educators will teach children appropriate ways to deal with bullying and will talk regularly with children about positive ways to interact with one another.
- 4.10.4. Associate Professor Ken Rigby from the Institute for Social Research at the University of South Australia gives this seven-point definition of bullying:
 - 4.10.4.1. 1 – an initial desire to hurt; and
 - 4.10.4.2. 2 – the desire is expressed in action; and
 - 4.10.4.3. 3 – the action is hurtful; and
 - 4.10.4.4. 4 – it is directed by a more powerful person or group against someone less powerful; and
 - 4.10.4.5. 5 – it is without justification; and
 - 4.10.4.6. 6 – typically repeated; and

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- 4.10.4.7. 7 – with evident enjoyment.
- 4.10.5. It is important that all stakeholders understand and agree on what bullying means and the behaviours which will not be accepted.
- 4.10.6. Physical Bullying includes (but not limited to) – hitting, shoving, unwanted touching, pulling down shorts/pants or lifting skirts, stealing, pinching, tripping, poking, jabbing, blocking, biting, punching, chasing and cornering, vandalism, pulling hair
- 4.10.7. Emotional bullying includes (but not limited to) – making fun of, name calling, mocking, writing graffiti about, ganging up on, excluding, ignoring, making offensive racial or sexual comments, incessant teasing, threatening, putting down, offensive text messaging, belittling, shunning, lying about, offensive emailing.

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted Policies	Nov 2013
	1	Added DEPS PBEL core values	May 2014
	2	Reformatted Policy number: D-24 to P-5.2	Aug 2016
	3	Minor editing; updated to revised NQS	Aug 2018
	4	Removed PBEL as no longer relevant	Dec 2018
	5	Re-wording policy statement Added 4.10	Dec 2019
	6	Updated Legislative Requirements and Associated Documents Updated Minor re-wording 1.3 Minor re-wording 4.7.1 Minor re-wording 4.8.1 Added 'reduction of care' 4.9.1 and minor re-wording	Dec 2022

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P-5.3 Additional Needs Policy

POLICY STATEMENT

Supporting children with additional needs requires Educators to extend upon the strategies they already use in providing quality care for children. It is imperative for Educators to develop a comprehensive understanding of each child's interests and abilities and implement a program and environment that is receptive to their needs and inclusion.

DEBASCA is committed to take into account children's social and cultural diversity, including learning styles, abilities and disabilities to achieve positive experiences for children in our setting.

Our service will work collaboratively with families, the school and other professionals where needed. This is to ensure the child's needs are fulfilled and accessed when participating in activities and to achieve positive learning outcomes.

We aim to provide a supportive and inclusive environment to help the child achieve their potential. Educators will supply an encouraging and equitable environment as well as provide opportunities for the child to grow and develop as an individual.

SCOPE

This policy applies to all DEBASCA stakeholders, specifically, children, families, staff, educators, approved provider/nominated supervisor and management of service.

LEGISLATIVE REQUIREMENTS

Education and Care Services National Regulations and Law

Reg 155	Interactions with children
Reg 156	Relationships in groups
Reg 157	Access for parents
Reg 168	Education and care service must have policies and procedures
Reg 170	Policies and procedures to be followed

Disability Discrimination Act 1992

ASSOCIATED DOCUMENTS

National Quality Standard	<p>1.1.1 Approved framework</p> <p>3.1.1 Outdoor and indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.</p> <p>3.2.1 Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.</p> <p>3.2.2 Resources, materials and equipment allow for multiple uses, are sufficient in number, and enable every child to engage in play-based learning</p> <p>5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.</p> <p>5.1.2 The dignity and rights of every child are maintained.</p> <p>6.1.1 Families are supported from enrolment to be involved in the service and contribute to service decisions.</p> <p>6.1.2 The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.</p> <p>6.2.2 Effective partnerships support children's access, inclusion and participation in the program.</p>
Related Policies	<p>Anti-Bias and Inclusion Policy</p> <p>Behaviour Management Policy</p> <p>Code of Conduct Policy</p> <p>Educational Program Policy</p> <p>Enrolment Policy</p> <p>Relationship & Interactions with Children Policy</p> <p>Medical Conditions Policy</p>

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P-5.3 Additional Needs Policy

Privacy and Confidentiality Policy	
DEFINITIONS	
DEBASCA	Denistone East Before and After School Care Association
Additional Needs	<p>As outlined in the Inclusion Support Program Guideline (Australian Department of Educators, Skills and Employment, 2022), there is no current national definition of ‘<i>additional needs</i>’, though this may be understood as children who require tailored support or considerations in order to facilitate full participation in our setting. It is important to note that children who present with additional needs may not always need additional support.</p> <p>Additional needs may arise for children who:</p> <ul style="list-style-type: none"> • have a disability or developmental delay • are presenting with challenging behaviours • have a serious medical or health condition, including mental health • are presenting with trauma-related behaviours. <p>Meeting the needs and requirements of:</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander children • children from culturally and linguistically diverse backgrounds • children from refugee or humanitarian backgrounds • may also require specific considerations, such as cultural support, to ensure that these children are able to participate fully in ECEC services and experience positive outcomes” <p>(as written in the Inclusion Support Program Guideline (Australian Department of Educators, Skills and Employment, 2022))</p>
Disability	Disability is defined broadly in the Disability Discrimination Act (DDA) and does not rely on formal diagnosis of disability. Disability can be visible or non-visible. Disability in relation to the DDA includes: Physical; intellectual; psychiatric; sensory; neurological and learning disabilities as well as physical disfigurement.
Reasonable adjustments	Changes to a policy, practice, procedure, program or environment that enables a person with disability to access and participate in the service on the same basis as others. [ACECQA: The Disability Discrimination Act 2022].

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained or will be working towards training.

IMPLEMENTATION

1. The Approved Provider/ Nominated Supervisor will ensure:

- 1.1. we meet our obligations under the *Disability Discrimination Act 1992* (DDA)
- 1.2. all staff understand and comply with the (DDA) including making reasonable adjustments to the program, practices and environment in collaboration with families and children
- 1.3. support is provided to educators to make reasonable adjustments to support children with disability access and participate in the Service
- 1.4. completed enrolment forms are used to gather information about children’s additional needs and supports that may be required
- 1.5. equitable access is provided to support children with additional needs
- 1.6. communication with families is consistent and supportive
- 1.7. develop effective relationships with school leaders and the service to support the child
- 1.8. they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals

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and build skills and independence

- 1.9. they contact their local Inclusion Agency to access information and support about the Inclusion Support Program
- 1.10. they develop a *Strategic Inclusion Plan* and *Individual Support Plans* in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
- 1.11. they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional needs
- 1.12. educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
- 1.13. they access the Inclusion Support Portal (IS Portal) through PRODA
- 1.14. parents/guardians provide written consent for information about their child to be shared with relevant IA, IDFM and the Department if accessing support under the Inclusion Support Program
- 1.15. families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain those suitable resources and support is provided to both the family and the child
- 1.16. the service works in partnership with allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
- 1.17. specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
- 1.18. children are encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children, and the community
- 1.19. inclusive strategies and practices are embedded in the delivery of quality education and care
- 1.20. the privacy and confidentiality for children and families is maintained
- 1.21. the indoor and outdoor environment and equipment is designed or adapted/adjusted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include, but not limited to the use of:
 - 1.21.1. portable ramps
 - 1.21.2. use of standing frames and support swings
 - 1.21.3. specialised furniture such as chairs, tables and positioning equipment
 - 1.21.4. communication charts and Auslan dictionaries
 - 1.21.5. resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
- 1.22. the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
- 1.23. children's sensory sensitivities to pressure, texture, smell, noise, or colour are considered within the environment.

PROCEDURE

2. **In regard to the Enrolment Process, Approved Provider/ Nominated Supervisor will ensure:**
 - 2.1. All families are assessed upon enrolment regarding their child's level of care required, and all enrolments/bookings are subject to resourcing and availability.
 - 2.2. When a child has been identified with Additional Needs, the Nominated Supervisor will undertake a risk assessment (taking into account such things as additional support required, training of staff required, environmental factors, safety of all children enrolled), to determine how our service is able to accommodate the family's request subject to the following steps:
 - 2.2.1. When completing the enrolment form, parents/guardians must fully disclose any additional needs or special circumstances about their child. The parent/guardian must also upload any documentation provided by a relevant health professional, that confirms a diagnosed disability (including development delay) or diagnosed medical condition, or a current and ongoing assessment for disability.
 - 2.2.2. If it is determined that additional support will be required to ensure adequate care for a child, our service will contact the Inclusion Support Agency to apply for funding assistance (inclusion support subsidy), with permission from the parent/guardian. A *Strategic Inclusion Plan* and *Individual Support Plans* will be drafted in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
 - 2.2.3. Inclusion support subsidy may be required for the continuation of the child's enrolment, to ensure adequate

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care and safety for the child.

- 2.2.4. A Risk Management Plan and Behaviour Support Plan will also be drafted by our services' Inclusion Support educators, in collaboration with the family outlining strategies to minimize any potential risks when caring for the child, as well as strategies to meet the child's developmental goals whilst in care. This will be regularly reviewed as the child settles into care.
- 2.2.5. If a child is diagnosed with Additional Needs subsequent to their initial enrolment, that child's ongoing enrolment will be subject to the Additional Needs Enrolment process. All information obtained through the enrolment process will be kept in the strictest confidence and used only for the purposes for which it was obtained. Staff will be kept fully informed of the child's needs and it is in the child's best interests that this information is kept up to date.
- 2.3. Access to care will focus on the needs of the child, as well as access and need for additional funding and facilities, and our service's ability to meet these needs. At all times, reasonable adjustments will be made to overcome any barriers.
- 2.4. Ongoing arrangements will be at the discretion of the Approved Provider/Nominated Supervisor in consultation with parents and educators.
- 2.5. Whilst our service will endeavour to accommodate the needs of children and their families, there may be times where our service is not able to accommodate care, for example, if our service has reached capacity for the number of children with additional needs enrolled/booked at our service, and/or support funding and additional support staffing is at capacity.
- 2.6. Due to the additional information and assessment required, the application process will take additional time to complete (subject to availability). For this reason, our service requires a minimum of eight (8) weeks' notice to apply for additional funding if and where required, and where required, extra staffing/adjustments to ensure adequate care and supervision, and support the child where needed.
- 2.7. Additional staffing support may be offered by our team or by an external provider on a case-by-case approved basis if funding is provided. The staffing ratio required for a child with additional needs may be reviewed individually and may change across time following care review and consideration. A child with complex needs may require one-on-one support to reduce their barriers in engaging with our program, and an agency will need to provide this support as this cannot be funded through ISP funding.

3. Inclusion Support Program:

- 3.1. To assist in the provision of an inclusive environment for children with additional needs, our service may apply for additional support through the Inclusion Support Program (ISP) if the eligibility requirements are met.
- 3.2. The Nominated Supervisor and educators will refer to the Inclusion Support Guidelines and consult with families to submit an application.
- 3.3. Applications would need to be submitted for the different types of care the child accesses through our service (e.g term time care or vacation care).
- 3.4. The objectives of the Inclusion Support Program include:
 - 3.4.1. supporting Out of School Hours Services increase their capacity and capability to provide quality inclusive practices for all children
 - 3.4.2. to address access and participation barriers
 - 3.4.3. support the inclusion of children with additional needs
- 3.5. Any additional educator works as a member of the team to provide a quality inclusive program for all children. They are not funded to provide one to one support for an individual child. This is designed to ensure adequate supervision for all children attending a service whilst reducing barriers to inclusion for those children with additional needs.
- 3.6. ISP funding cannot be used to provide one to one support, respite care or for transportation. Children with complex needs and/or functioning in a way that limits their ability to be included in the program may be considered as requiring one to one support. Under such circumstances, agencies supporting the child will need to provide the one-to-one support as this cannot be funded through ISP funding.

4. Management/ Nominated Supervisor will ensure:

- 4.1. completed enrolment forms are used to gather information about children's additional needs and support that may be required
- 4.2. equitable access is provided to support children with additional needs

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- 4.3. communication with families is consistent and supportive
 - 4.4. develop effective relationships with school leaders and the service to support the child
 - 4.5. they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help
 - 4.6. achieve goals and build skills and independence
 - 4.7. they contact their local Inclusion Agency to access information and support about the Inclusion Support Program (see: [Inclusion Development Fund Manager](#) for your state/territory organisation)
 - 4.8. they develop a *Strategic Inclusion Plan* and in collaboration with the Inclusion Agency (IA) which will identify any barriers preventing a child's inclusion and implement strategies for improvement
 - 4.9. they seek assistance, training, and where possible, financial funding from inclusive support agencies to promote the development of skills in children with identified additional need
 - 4.10. educators are meeting the needs of each individual child, by providing educators with targeted professional development and opportunities to network with professional agencies
 - 4.11. they access the Inclusion Support Portal (IS Portal) through PRODA
 - 4.12. parents/ provide written consent for information about their child to be shared
 - 4.13. families are encouraged to meet with the educators who will be working with the child to ensure an understanding of the child's needs, appropriate methods for communication, and to ascertain those suitable resources and support is provided to both the family and the child
 - 4.14. the service works in partnership with allied health professionals and families to verify the educational program and learning environment is inclusive for each child with additional needs, including children and families from culturally diverse backgrounds
 - 4.15. specific plans and programs provided by external resource providers and professionals for children with additional needs are shared with educators and copies filed in the child's individual record
 - 4.16. children are encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children, and the community
 - 4.17. inclusive strategies and practices are embedded in the delivery of quality education and care
 - 4.18. the privacy and confidentiality for children and families is maintained
 - 4.19. the indoor and outdoor environment and equipment is designed or adapted to ensure access and participation for all children, supporting the inclusion of children with additional needs. This may include the use of:
 - 4.19.1. portable ramps
 - 4.19.2. use of standing frames and supports wing
 - 4.19.3. specialised furniture such as chairs, tables and positioning equipment
 - 4.19.4. communication charts and Auslan dictionaries
 - 4.19.5. resources and books in languages other than English to support Indigenous children and children from linguistically diverse backgrounds
 - 4.20. the program and curriculum are inclusive and meet the individual needs of children with additional needs, disability or developmental delay
 - 4.21. children's sensory sensitivities to pressure, texture, smell, noise, or colour is being considered within the environment.
 - 4.22. completed enrolment forms are used to gather information about children's additional needs and supports that may be required
 - 4.23. equitable access is provided to support children with additional needs
 - 4.24. communication with families is consistent and supportive
 - 4.25. develop effective relationships with school leaders and the OSHC service to support the child
 - 4.26. they have a thorough understanding of the NDIS plan for each child (if applicable) and assist to help achieve goals and build skills and independence
- 5. Educators will:**
- 5.1. Voice ideas or areas of concerns for Inclusion support leaders to address during their weekly meetings
 - 5.2. Write, review and update behavioural support summaries on a regular basis following observations, discussions and meetings
 - 5.3. Be provided with evidence-based resources, reading materials or education videos and training to support their understanding and skill development with working with children with additional needs
 - 5.4. Provide written and verbal communication about their children's progress, development and engagement
 - 5.5. Liaise with school teachers, executives, allied health professionals and medical professionals as needed for the

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- purposes of supporting children's diverse needs and to facilitate consistent strategy implementation
- 5.6. Model appropriate and inclusive language and behaviours or speak directly about such topics with
 - 5.7. Treat children with kindness, care, respect and equality whilst also advocate for their needs where appropriate
 - 5.8. Be flexible in their approach in order to adjust routine or program spontaneously or as needed to best support children's changing needs
 - 5.9. Create an inclusive program, which is adaptable and supportive of all children
 - 5.10. Conduct specific observations on the individual child, outlining their interests, strengths, and developmental needs to support programming including open ended learning opportunities
 - 5.11. Meet with families of children with additional needs to familiarise themselves with the specific communication needs of each child. Communication could include verbal and non-verbal communication skills and cues and may necessitate the use of systems such as sign language, the use of images, and/or learning key words in the child's home language
 - 5.12. Work with all families to meet children's developmental needs in order to build strengths and capabilities
 - 5.13. Develop an Inclusion Support Plan (ISP) in collaboration with Inclusion Agency professionals, health professionals and parents of the child and keep a copy in the child's individual record
 - 5.14. Liaise with school counsellor and other key personal at the school to ensure consistent strategies are implemented for the child at the service
 - 5.15. Work with other professionals who play a role in supporting the child's development
 - 5.16. Create a flexible environment, which can be adapted to each child's needs within the service to support the inclusion of children with additional needs
 - 5.17. Listen carefully to all children's concerns and discuss issues of inclusion and exclusion, and fair and unfair behaviour.
 - 5.18. Not judge or compare one child's development with another
 - 5.19. Talk to children about differences and acceptance.
 - 5.20. Provide opportunities for all children to play and learn together, promoting cooperative, caring, and social behaviours.
- 6. Families will:**
- 6.1. Be welcomed to collaborate with educators and senior staff regarding ways we may best support their children
 - 6.2. Share relevant, accurate and up to date information regarding their children's specific needs, interests and strengths in order to guide support and rapport building alongside other formal documents such as NDIS plans, plans to contact and liaise with other allied or medical health professionals
 - 6.3. Consent to the service liaising with appropriate external professionals for the purposes of better supporting their children
 - 6.4. Be prompted to help independently or collaboratively identify barriers to inclusion and or parts of the program that may present as challenges in order for tailored supports to be resourced or provided
 - 6.5. Adhere to service policies such as those that consider the safety of other children staff, should safety be compromised to a point that may not be managed with service resources, enrolment may be suspended or terminated
 - 6.6. Provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
 - 6.7. Share information about their child's specific needs- their interests, things they do well, strategies that are used at home to support their child, identify routines or situations that may cause physical or emotional challenges
 - 6.8. Help to identify possible barriers for inclusion and reasonable adjustments that may be required
 - 6.9. Consent to our service accessing external professional support if required to assist educators manage the diagnosed, or undiagnosed additional needs of their child
 - 6.10. Collaborate with external professional support agencies and educators to implement plans to support inclusion
 - 6.11. Provide written consent for information about their child to be shared on the IS Portal if accessing support under the Inclusion Support Program
 - 6.12. Adhere to our policies that should the safety of other children and staff be compromised enrolment may be suspended or terminated.
- 7. The *Additional Needs Policy* will be reviewed on a regular basis in conjunction with children, families, educators, staff and management**

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CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	New policy created	Mar 2023

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P-5.4 Anti-Bias and Inclusion

POLICY STATEMENT

All children have the right to be treated equally. We aim to provide an inclusive environment for all children, families, and educators, acknowledging the uniqueness of everyone regardless of their race, gender, sexuality, religion, culture, physical and mental abilities and/or socio-economic background. This policy ensures all children, families and educators are welcome, treated equitably and with respect.

Our Anti-Bias and Inclusion policy underpins the philosophy of the Service. The role of educators is to encourage children to share and learn about the individuality of each child, their family and their role in the Service. This policy aims to assist children to form positive social relationships and to accept and include the diversity of members of the Service community.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

Anti-Discrimination Act

Education and Care Services National Regulation

155 Interactions with children
156 Relationships in groups
157 Access for parents

National Quality Standard

5.1, 5.2; 6.1, 6.2

DEFINITIONS

DEBASCA

Denistone East Before and After School Care Association

RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

1 In Relation to Cultural or National Origin and Racial Identity:

- 1.1 Educators will recognise bias and prejudice and self-regulate their own prejudices.
- 1.2 Educators will foster children's competencies and self-image by recognising and promoting children's skills, abilities and interests.
- 1.3 Educators will actively promote equal opportunity and be aware of the effect of their attitudes on children's development.
- 1.4 Educators will regularly assess the program, materials and equipment for evidence of discrimination, sexism, and other bias.
- 1.5 Children, families, and educators will have access to information and training about other cultures/racial identity, especially those relevant in the Service.
- 1.6 Educators will work with one another, and with children and families to continue to extend both their individual and communities cultural competence.
- 1.7 Educators will expose children to a wide variety of concrete materials from daily life of families/cultures.
- 1.8 Where possible, the Service will employ educators and staff that reflect various cultural, national origin and racial identities.
- 1.9 Educators will affirm and foster children's knowledge and pride in cultural identity.
- 1.10 Educators will foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities.
- 1.11 Educators will teach children to overcome any inappropriate responses triggered by cultural differences.
- 1.12 Educators will encourage children to ask about their own and other's physical characteristics.
- 1.13 Educators will enable children to feel pride, but not superiority, about their racial identity.

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P-5.4 Anti-Bias and Inclusion

- 1.14 Educators will encourage family input into the program, sharing culture, racial identity i.e. First language and to participate on a level that they feel comfortable.
- 1.15 Educators will collect information from each family upon enrolment and incorporate it in the program to meet individual family needs re: ethnicity and home language.
- 1.16 Where possible, we will use educator, staff and children's first language verbally and visually within the Service environment.
- 1.17 Educators and staff will respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play and dolls that will encourage open discussion and exploration.
- 1.18 Where possible, creative materials will include materials of different skin tones.
- 1.19 Educators and staff will present books that reflect different languages and children's first language.
- 1.20 Educators and staff will know and understand the needs, strengths and attitudes of each culture who attend the Service.
- 1.21 Educators will challenge inappropriate or stereotypical conversations with children.

2 In Relation to Gender Equity

- 2.1 Educators will ensure that all children are given equal opportunities to engage in all experiences and interactions regardless of their gender.
- 2.2 Educators will monitor and reflect on their own interactions for bias and reflect regularly on the language used with children.
- 2.3 Educators will aim to use gender inclusive language.
- 2.4 Educators will assist children to identify stereotypes and unfair treatment so that they can discuss ways in which to include the perspectives of others.
- 2.5 Educators will provide resource materials that are not stereotypical.
- 2.6 Educators will provide diversity of gender play e.g., Mechanic workshop, males and females in work and play clothes.
- 2.7 Educators will provide non-gendered examples of roles jobs and position in our community

3 In Relation to Diversity in Family Composition

- 3.1 Educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- 3.2 Educators should be aware of the range of child rearing practices and attitudes of different cultures within Australian society.
- 3.3 Educators will create an environment that is welcoming to all families.
- 3.4 Educators will respect each family, and work in partnership to support the child's emergent identity as an individual, member of their family, our Service and the community.
- 3.5 Educators will provide resources, books, puzzles that reflect diversity in family structure including same sex, single parent, extended, nuclear, step and adopted families.
- 3.6 Educators will engage in simple discussion about families that focus on fact rather than values e.g. "some children live with their Mum or Dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads.
- 3.7 Educators will be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluating the effect these may have on their attitudes and interactions with families.
- 3.8 Educators will incorporate various family lifestyle choices during discussions ensuring that they reflect diversity in income. They will treat all families regardless of socioeconomic background with respect.
- 3.9 Educators, staff and children will discuss how members of the community can support one another through the provision of resources, donations of goods or time etc.

4 In Relation to Indigenous and Torres Strait Islander People

- 4.1 Educators will deepen their own knowledge and understanding of Indigenous and Torres Strait Islander culture through attending professional development, reading current information and regularly reflecting together as a team to embed Indigenous and Torres Strait Islander perspectives and culture into the program in a positive way, consistent with how local Indigenous community wish to be presented.
- 4.2 The Service will develop an acknowledgement of country, which will be displayed and will be conveyed during special events and incorporated into the program on a regular basis.
- 4.3 Educators will develop awareness/understanding about the Indigenous and Torres Strait Islander people as part

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P-5.4 Anti-Bias and Inclusion

of the cultural heritage of all Australians.

- 4.4 Educators will show respect for the Indigenous and Torres Strait Islander culture, aiming to instill sensitivity/appreciation of the culture and a knowing and valuing of individuals.
- 4.5 Educators will encourage access of the Indigenous and Torres Strait Islander community into the mainstream of children services.
- 4.6 Educators will show sensitivity and respect the numerous Indigenous and Torres Strait Islander languages by incorporating where possible verbal and visual language into the Service environment.
- 4.7 Educators will access and encourage involvement of the Indigenous and Torres Strait Islander families, Educators, staff and community members who have a vast knowledge of their culture.

5 In Relation to Ability

- 5.1 Educators will provide an inclusive educational environment in which all children can succeed.
- 5.2 Educators will promote acceptance, respect and appreciation for individuals' varying abilities.
- 5.3 Educators will consult with all families and other professionals to enable full participation in the program for children with varying abilities. Educators and staff will evaluate and alter the environment to enable all children to develop autonomy, independence, competency, confidence and pride.
- 5.4 Educators will provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different.
- 5.5 Educators will empower all children in their own learning to ensure that they gain a feeling of self-respect.
- 5.6 Educators will treat all children equally and develop an understanding that everyone has something important to contribute.
- 5.7 Educators will observe all children and with family consultation, provide an individualised program to extend the child's interests and abilities.
- 5.8 Educators will display images of people of a range of ages, including elderly people and young children doing different activities.
- 5.9 Educators will create an environment where all children can participate in activities and experiences.

6 Promoting inclusion and diversity in the curriculum

- 6.1 Educators will role model and use opportunities to address issues of fairness and justice. This will be done through the use of appropriate resources and informal discussions during play and activities.
- 6.2 Educators will promote positive influences, modelling appropriate communication, nonbias or gender specific language and attitudes.
- 6.3 Educators will take a flexible approach with children and families.
- 6.4 Educators will develop appropriate expectations for each child.
- 6.5 Management will assist Educators and staff with the development of required skills and knowledge for working with children and families.
- 6.6 Management and Educators will work with Inclusions support facilitators to aid the inclusion of children with additional needs.
- 6.7 Educators will explore the values and uniqueness of the diversity within the Service. These opportunities will form part of the curriculum.
- 6.8 Educators will adapt activities, interactions, communication, the environment and documentation to ensure all children and families are actively included to participate in the curriculum.
- 6.9 Educators will provide children with a range of resources, equipment and opportunities to enhance their awareness of ad access to diversity.
- 6.10 Educators will involve families in the planning of learning opportunities reflective of their culture.

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P-5.4 Anti-Bias and Inclusion

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	Reformatted DEBASCA policies	Nov 2013
	1	Reformatted Policy Number: E-6 to P-5.4	Aug 2016
	2	Updated to Revised NQS; Added clause 5	Aug 2018
	3	Renamed policy to 'Anti-Bias and Inclusion' (previously named Reducing Bias and Prejudice) Policy statement re-worded Clause 1-4 re-numbered to 1.1-1.4 Clause 5-6 re-numbered to 3.1-3.2 Clause 7 re-numbered to 6.1 Added all other clauses as new items	Mar 2023

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P-5.5 Children's Belongings

POLICY STATEMENT

This policy clarifies responsibilities for children's property when brought with them to DEBASCA. We acknowledge that children will bring to the service or carry with them certain personal belongings. This policy outlines the types of belongings that children may bring with them and the level of associated responsibility. Overall, however, the service encourages that children leave all personal toys/games at home and play instead with the resources provided at the service.

We aim to ensure families and educators are aware of their responsibility regarding children's belonging including keeping them safe.

SCOPE

This policy applies to all DEBASCA stakeholders.

ASSOCIATED DOCUMENTS

National Law	Education and Care Services National Law Act 2010
Education and Care Services National Regulations	168 Education and care services must have policies and procedures
National Quality Standard	2.2 Safety 5.1 Relationships between educators and children

DEFINITIONS

DEBASCA	Denistone East Before and After School Care Association
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RESPONSIBILITIES

Responsibility for implementation of this policy lies with the Director or other authorised representative approved by the Director and the Management Committee.

TRAINING REQUIREMENTS

Personnel having responsibilities under this procedure will be appropriately trained.

PROCEDURE

1. The service and educators are to:

- 1.1 Request that children leave their toys at home, unless they are essential to a child's emotional wellbeing and/or sense of belonging. We have numerous stimulating and challenging resources for children to engage with.
- 1.2 During exceptional program circumstances, allow children to bring specific personal belongings related to the program e.g. bikes on Wheel's Day, or an iPad for Tech Club.
- 1.3 Not permit children to bring chewing gum, toy weapons, or valuable technological items such as mobile phones, iPods and game consoles (unless specifically requested for the program), as per school policy.
- 1.4 Allow musical instruments and overnight bags to be left at the centre in the area provided, however the service cannot accept responsibility for any lost or stolen items. During session times, any very large items may need to be kept elsewhere (e.g.: classroom) at school if space at the service does not allow for safe storage
- 1.5 Not be held responsible for damaged, lost or stolen items. If children bring toys/game or choose to leave belongings at the service it is at their own risk.
- 1.6 Remind families through of appropriate personal belongings acceptable at the service, where necessary

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P-5.5 Children's Belongings

- 1.7 Trading of belongings (e.g. trading cards) is not permitted. The service will not take responsibility for items which are lost due to children trading them. Hence, it is recommended that children leave all toys and games at home. If persistent problems arise due to this issue, children may not be permitted to bring any personal toys/games to the service.
- 1.8 Enforce a non-violent toy policy in which we seek family assistance in preventing their children to bring in violent toys from home. If a child does bring such toy to the Service, educators will thoughtfully explain to the child why we do not play with violent toys and games at the Service.
- 1.9 Enforce an appropriate toys/games policy. If a child brings a toy/game which is inappropriate (e.g.: a game with inappropriate content) the toy/game will be kept away from the children and returned to the parent upon pick up. If a child does bring such toy to the Service, educators will thoughtfully explain to the child why these items are not appropriate for the service.
- 1.10 Actively encourage children to care for their belongings by:
 - 1.10.1 Reminding children appropriately when belongings need to be placed in storage.
 - 1.10.2 Providing suitable storage to keep belongings safe.
 - 1.10.3 Collaborating with families any item of personal belonging, which is either special, expensive, or at risk of being damaged, to be kept in a secured and safe position.
- 1.11 Provide appropriate storage for lost property that will be available to children and families at all times. It is the responsibility of parents and children to regularly check Lost Property for any lost items. Educators will support families by keeping the Lost Property area as organised as possible, however responsibility for finding items lies with the child and families.
- 1.12 Keep the Lost Property area as organised as possible. Should unlabeled items be left at the service for an extended period of time, educators will cull those items from the lost property area, or donate them to charity.
- 1.13 Ensure that where children wish to bring in DVD/Blu-ray, music or electronic games, these are discussed with the Nominated Supervisor and be rated no higher than PG.

2 Families are to:

- 2.1 Be responsible for providing the child with appropriate belongings and property required for active participation in the Service. This property may include (but is not limited to):
 - Enclosed footwear
 - Weather appropriate clothing
 - Wide brim hat
 - Suitable School bag (backpack)
 - Appropriate food and lunch box
- 2.2 Ensure all personal property and belongings is clearly named or labelled.
- 2.3 Take responsibility to locate any lost items themselves from the lost property box.
- 2.4 Ensure that their child understands their responsibility in keeping any personal belongings safe, and that there is risk associated with bringing these items to the Service.

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P-5.5 Children's Belongings

CHANGE HISTORY	Version	Amendment Details	Date Amended
	New	New policy P-5.5	Mar 2018
	1	Added 1.5 re: trading cards	Jun 2018
	2	Reworded Policy Statement Added 1.3, 1.4, 1.9 Reworded 1.7 by adding second sentence Reworded 1.11 by adding second sentence Removed clause 3 (repetitive)	Sep 2020

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