



5-P4 Behavioural Exclusion Procedure

Responsible	Nominated Supervisor, Centre Team		
Accountable 1	Chief Operating Officer	Accountable 2	Nominated Supervisor
Consulted	Chief Compliance and Quality Officer, Legal Team, Compliance Team		
Informed	All staff, students, volunteers, families		

Links to ECSNR 2011 and WA 2012:

R155 R156 R168 1, 2h, j R170
R177 1b R181

Links to NQS:

QA 2 QA5 QA6

Related Forms:

5-F1 Collaborative Support Plan

Related Processes:

3.6.09 Provide Behavioural Support
3.1.24 Cancel Enrolment by Affinity

Policy Statement

The objective of this procedure is to articulate Affinity Education Group's compliance with National Law and Regulations, including amendment regulations, from the Education and Care Services National Regulations 2011 and the Education and Care Services National Regulations WA 2012 as well as align practices with the National Quality Standards and other relevant legislation.

Affinity Education Group advocates for inclusivity and a welcoming environment. The dignity, rights, safety and wellbeing of all children, staff and centre visitors is of paramount importance to Affinity Education Group.

There may be circumstances where the actions and continuing behaviour of a child endangers the safety and wellbeing of other children and/or educators.

This procedure outlines clear, measurable and equitable steps to guide Centre Leadership Teams, educators and families to support children's inclusion and continued engagement, as well as how to determine when a reduction in care or termination of care is the most appropriate outcome to ongoing violent, aggressive or otherwise harmful behaviour by a child.

Procedure Strategies

The physical and emotional safety and wellbeing of children and educators is our priority.

Where children require complex behavioural support, the centre team will implement appropriate behavioural guidance strategies and remedial action to support the child's inclusion in the center's educational program. *Refer to 5-P2 Supporting Behaviours Procedure.*

Where a child has exhibited and continues to exhibit a pattern of consistently violent, aggressive or otherwise harmful behaviour, causing physical or emotional harm or potential harm to other children or employees, or causing damage to a childcare facility, the centre teams must report such instances without delay to the Incident Support Team at CSO on the Compliance, Safety and Risk Portal on Service Now.

Where a particular child is the subject of 8 to 10 incident reports (prepared under procedural requirements 2-P24 and/or 6-P6) in any 4-week period, the relevant centre manager must treat this as the child exhibiting a pattern of harmful behaviour and report those combined incidents to the Incident Support Team at CSO. A centre or area manager may determine that a lesser number of incidents is of sufficient concern to similarly report to the Incident Support Team at CSO.

Once the centre manager, or area manager, has reported the child's behaviour to CSO, supported by documented incident reports, CSO will work with and support the centre to implement the following process:

Step 1: Develop a Collaborative Support Plan

Following a determination by CSO, working with the centre team, that a Collaborative Support Plan is appropriate for the child in question, the centre team will:

- Communicate with the family about the child's behaviour and strategies used at the centre to support engagement in its education program.
- Issue the family with a letter outlining the purpose and development of the Collaborative Support Plan – a copy of a pro forma template of the letter to be issued by the centre manager to the family.
- The centre, in consultation with the family, will develop and agree to the Collaborative Support Plan.
- Implement strategies outlined in the Collaborative Support Plan to support the child for a period of 4-6 weeks.



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- When implementing the Collaborative Support Plan, the following matters need to be taken into consideration:

- Any professional development requirements are actioned so educators can effectively support the child.
- Where applicable, apply for ISS funds and/or emergency support funding.
- Progress any requests for additional head count to support the inclusion needs, approved by the centre manager, as part of the overall strategy - the additional head count needs a time allocation e.g. the 4-6 weeks of the initial implementation period.

The child's behaviour must be evaluated nearing completion of the plan at no later than week 4, including whether the parents have engaged in and supported the development of the Collaborative Support Plan.

If it is determined by the centre manager, in consultation with the area manager, that the child's behaviour has not materially improved following the implementation of the Collaborative Support Plan, or the parents decide not to engage in/support the Collaborative Support Plan, they must immediately notify the Incident Support Team at CSO.

Step 2: Reduction of booked days and/or hours

The Incident Support Team will notify Legal that the Collaborative Support Plan has not been successful and request that a letter be issued to the family – a copy of a pro forma template of the letter to be issued by Legal to the family.

The family will receive a letter from Affinity Education's Legal Team in instances where:

- families have not engaged in or supported the development of the Collaborative Support Plan; and/ or
- the child continues to display violent, aggressive or otherwise harmful behaviour that endangers the safety and wellbeing of other children and/or educators.

The letter will advise the family of the requirement to reduce the number of days and/or hours per day that the child attends the centre. The reduction in the number of days and/or hours will be determined by the centre manager, in consultation with the area manager, and advised to Legal.

The Collaborative Support Plan will continue to be implemented during the period of reduced days and/or hours to continue to support the child's engagement in the center's education program.

The child's behaviour must be evaluated at no later than week 3 following implementing the reduced days and/or hours.

If it is determined by the centre manager, in consultation with the area manager, that the child's behaviour has not materially improved, they must immediately notify the Incident Support Team at CSO.

Step 3: Termination of care

The Incident Support Team will notify Legal that the reduced days and/or hours has not been successful and request that a final letter be issued to the family – a copy of a pro forma template of the letter to be issued by Legal to the family.

Where the child continues to display violent, aggressive or otherwise harmful behaviour, even after the Collaborative Behaviour Plan has been consistently applied, the family will receive a final letter from Legal advising that their child has exhibited and continues to exhibit behaviour that endangers the safety and wellbeing of staff and other children, resulting in the child's enrolment with Affinity Education being immediately terminated.

Relevant Legislation

- Education and Care Services National Regulations 2011
- Education and Care Services National Regulations WA 2012
- Work Health and Safety Act 2011
- United Nations Convention on the Rights of the Child
- Early Childhood Australia Code of Ethics
- Disability Discrimination Act 1992



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Version Control	Date	Author	Description of Change
2.25	Feb 2025	AEG	New procedure

Responsible = those who are responsible for carrying out the task

Accountable level 1 = the owner and person accountable for the sign off or approval of a task

Accountable level 2 = the person who is accountable for the task being carried out

Consulted = the person to be consulted with and whose input, opinions and feedback are crucial to the task

Informed = the person who should be informed and made aware of the task and any updates

Policy Written by: Fiona Young	Position: Policy, Training and Development Manager	Date: Feb 2025
Approved by: Chief Operating Officer	Approved Date: Feb 2025	Next review date: Feb 2026

Educators to sign: