



BELAIR PRIMARY SCHOOL OUT OF SCHOOL HOURS CARE

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BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance in a supportive and respectful environment is protected in National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. The Belair Primary School OSHC service is committed to providing positive guidance to children. The safety of all children and educators is a priority in this process.

MY TIME OUR PLACE: FRAMEWORK FOR SCHOOL AGE CARE IN AUSTRALIA

OUTCOME 1: Children have a strong sense of identity	
1.1	Children feel safe, secure, and supported.
1.2	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
1.3	Children develop knowledgeable and confident self-identities.
1.4	Children learn to interact in relation to others with care, empathy and respect.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
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EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups

RELATED POLICIES

Educational Program Policy
 Incident, Illness, Accident and Trauma Policy
 Medical Condition Policy
 Privacy and Confidentiality Policy
 Enrolment Policy
 Supervision Policy

PURPOSE

We aim to create positive relationships with children so they feel safe, secure, and supported within our OSHC service. We will ensure children are consistently treated respectfully, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including My Time Our Place (MTOP), The Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to children, families, staff, management, and visitors of the OSHC service.

IMPLEMENTATION

The behaviour guidance strategies used by educators at our OSHC service are designed to give children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual.

Educators understand that as children grow and develop, self-regulation becomes an important aspect of social and emotional development, as they begin to understand how their actions affect others.

We believe in providing boundaries, as part of a caring and secure relationship with children and families, to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three aspects to promoting positive behaviour:

1. A learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.
3. Strategies for decreasing undesired behaviours.

MANAGEMENT/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL ENSURE:

- Information is gathered from families about their children's social skills and relationship preferences, which will be recorded in the child's individual file. Our educators will use this information to engage children in experiences that support children to develop and practice their social and decision-making skills.
- A partnership is developed with the school and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties, to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children are acknowledged when they make positive choices in managing their behaviour.
- Positive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies that educate children about behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators continuously enhance their skills and knowledge in guiding children's behaviour.
- A Strategic Inclusion Plan (SIP) is developed with Gowrie SA as required for individual children.
- The SIP is reviewed on a periodic basis, reflecting changes that have been applied through the implementation of the plan.

EDUCATORS WILL:

- Encourage and support each child's social and emotional development, striving to help children develop self-regulation and an understanding of the feelings of others.
- Actively work with younger children to promote and role-model positive ways to interact with others.
- Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others.
- At all times provide positive role-modelling in their dealings with children, other educators and families.
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- Talk calmly with children about the consequences of their actions and the reason for rules.

- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to reflect on triggers and sources of inappropriate behaviour.
- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds and from different age groups and genders.
- Implement “Time with” an adult, which will be used when all other strategies (above) have been exhausted. “Time with” allows children time to reflect on their actions, assisting in fostering self-discipline, and to acknowledge that there are consequences to actions. “Time with” will occur under the supervision of educators.
- Take into consideration the child’s past experiences, as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies that will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions.
- Consult with industry professionals to support individual children within the OSHC service as required and implement strategies within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour guidance.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation.
- Complete an, ‘Incident Report’, ‘Reflection Sheet or ‘Notice of Reflection Time’ sheet as required, with each incident that occurs. Families are to be notified when this occurs and will be required to read and sign in an instance where a child or children's safety has been jeopardised.
- Continue observing the child. Where a similar incidence occurs three times, the child’s parents and educators will meet to discuss the behaviour of concern as they assist in creating a Behaviour Support Plan to support the child in the environment.
- Be sufficiently informed, trained and supervised to implement the Strategic Inclusion Plan (SIP) created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Exchange information with families about behaviour guidance that is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.

- Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
- Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.
- Encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, and provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity.
- Learn about children's relationships with others and the relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.
- Inform families of behaviour concerns the OSHC service may have with their child on a daily basis, ensuring that positive aspects of the day are also communicated.
- Remain calm and tolerant as they encourage children who are strongly expressing distress, frustration or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.

FAMILIES WILL:

- Collaborate with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour.

CHILDREN WILL:

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour appropriate to their developmental stage.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Gradually develop an understanding of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts.
- Build on strengthening their communication through:
 - greeting others when they arrive and depart from the service

- sharing resources
- assisting when it is time to pack away the indoor and outdoor environment
- using manners such as please and thank you.
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development level.
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

POSITIVE BEHAVIOUR STRATEGIES:

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security.

Our OSHC service will:

- Establish positive relationships with children.
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions.
- Promote positive, empathetic relationships between children, assisting them to develop respectful relationships.
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation.
- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.
- Model appropriate behaviours.
- Provide positive feedback and focus on children's strengths and achievements and build on their abilities.
- Be understanding and supportive, acknowledging children's emotions.
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promote children's initiative and agency.
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate, challenging and interesting activities, experiences and equipment for children to use and become engaged in.
- Provide opportunities for children to explore both the indoor and outdoor environment.
- Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests.
- Ensure there are sufficient materials and equipment.
- Implement a regular routine to support children's positive behaviour. Routines help to provide a sense of security so children feel settled.
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SOURCE:

Association of Children's Welfare Agencies: www.acwa.asn.au
 Australian Children's Education & Care Quality Authority. (2014).
 Early Childhood Australia Code of Ethics. (2016).
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
 Guide to the National Quality Standard. (2017).
 KU Children's Services Inclusion Support Programme:
https://docs.education.gov.au/system/files/doc/other/overview_of_the_strategic_inclusion_plan-web_0.pdf
 Porter, L. (2016). *Young children's behaviour: Guidance approaches for early childhood educators*. Australia: Allen & Unwin.
 NAPCAN: www.napcan.org.au
 Raising Children Network. (2019): <http://raisingchildren.net.au>
 Revised National Quality Standard. (2018).
 Women's and Children's Health Network: Child and Youth Health: www.cyh.com

REVIEW

POLICY REVIEWED	MODIFICATIONS	NEXT REVIEW DATE
February 2020	Policy adapted to service.	February 2021

Appendix 1**Behaviour Guidance – Consequence Steps**

At all steps, conversation with the child is focussed on raising the child's awareness of their behaviour and its impact on others, and guiding the child to own/be responsible for their behaviour.

- 1.) Verbal reminder of inappropriate behaviour.
- 2.) Verbal reminder of inappropriate behaviour.
- 3.) Time With: a child will be directed to move to another area. Educator will discuss inappropriate behaviour with the child while referring to 'OSHC Behaviour Expectations'. Parents are notified of behaviour upon collection.
- 4.) Time With: a child will be directed to OSHC Room office area. Educator or SN will discuss inappropriate behaviour with the child while referring to 'OSHC Behaviour Expectations'. Child completes reflection sheet and discusses completed reflection sheet with educator or SN. Reflection sheet is shown to parents and discussed and then given to director.
- 5.) Time With: a child will be directed to OSHC Room office area. Educator or SN will discuss inappropriate behaviour with the child while referring to 'OSHC Behaviour Expectations'. Staff member completes yellow 'Notice of Reflection Time' sheet and also calls parents to notify of behaviour. Sheet is shown to parents upon arrival and discussed and parents sign sheet. Sheet is then given to director. **If behaviour was bullying or violence, please skip steps 1-4 and go straight to step 5.**
- 6.) If behaviour is repeated, Director, parents and child meet and a 'Behaviour Guidance Meeting Agenda' is completed and an 'Individual Behaviour Support Plan' is devised.
- 7.) Exclusion:-
In the event of ongoing inappropriate behaviour, the child will not be permitted to return to the service. The response to inappropriate behaviour depends on the frequency and severity of the behaviour. Staff

will discuss the child's behaviour with families at every stage of the behaviour management process.

Consequences of child leaving the school grounds.

This would be an extreme circumstance where a staff member looking after a child and the child runs/leaves the school grounds.

When a child leaves the school grounds, staff will not go after them (occupational health and safety for staff and child). The staff will follow to as far as the school boundary while contacting the Director/Nominated Supervisor. The staff member will be noticing what the child is wearing, in what direction and vicinity the child is going, and will report back to the Director/Nominated Supervisor.

Director/Nominated Supervisor will contact the police relaying the name, age, description of the child and in what direction and vicinity they were going.

Director/Nominated Supervisor will then contact the child's parents to report that their child has left the school grounds and that the police have been notified.

Director/Nominated Supervisor will report to the Principal then do a 'Notification of Serious Incident' (ACECQA portal).

The staff member reporting the child leaving the school ground will document all that they witnessed.

Director/Nominated Supervisor will also then make contact with the parent to discuss External Exclusion.

External Exclusion:-

Parents/Caregiver will be contacted and asked to collect their child as soon as possible. If parent is not available to collect the child, the parent will need to contact someone else to take the child home. The child may then be excluded for a nominated period of time. A re-entry meeting will be held between the Director/ Nominated Supervisor/Principal, child and families, and other appropriate persons to negotiate the conditions of the child's re-entry to the Service.

It is understood that the Director/ Nominated Supervisor has the authority to use personal discretion in managing any incident of inappropriate behaviour.

Appendix 2**OSHC Behaviour Expectations****We have a right to be safe.****This happens when we:**

- arrive at OSHC on time;
- stay within sight of the OSHC staff;
- follow directions and OSHC routines;
- keep our hands and feet to ourselves (no hitting or kicking);
- tell a staff member when we need to go to the toilet or drink fountain, and go with another child;
- and move safely around the OSHC spaces.

We have a right to be respected.**This happens when we:**

- speak and behave kindly towards each other;
- listen when the OSHC staff are talking to us;
- use our manners;
- share;
- care for the OSHC environment;
- settle conflicts and solve problems peacefully;
- raise our hands at mat chat (no calling out);
- and respect our own and others' belongings.

We have a right to be included.**This happens when we:**

- invite everyone to join in (you can't say "You can't play");
- participate in the learning activities;
- and acknowledge everyone.