

OUT OF SCHOOL HOURS CARE

Berri OSHC Student Behaviour Guidance Policy



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Links to the National Quality Standards

QA5	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel secure, confident and included.
	5.2.1	Each child is supported to work with, learn from and help others through collaborative learning opportunities.
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
	5.2.3	The dignity and the rights of every child are maintained at all times.

Links to the National Regulations

Regs	155	Interactions with children
	156	Relationships in groups

Links to My Time, Our Place

LO1	Children feel safe, secure, and supported.
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Children develop knowledgeable and confident self-identities.
	Children learn to interact in relation to others with care, empathy and respect.
LO2	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Children respond to diversity with respect.
	Children become aware of fairness.
	Children become socially responsible and show respect for the environment.

Policy Statement

At Berri Out of School Hours Care (Berri OSHC) behaviour guidance aims to promote in children the development of self-discipline, self-direction, awareness and respect of self, other people and the environment. To enable each child to develop a positive self-concept, staff will always use positive child behaviour guidance strategies. Positive behaviour guidance must consider children's self-esteem, dignity and rights and individual levels of development and understanding.

The rights and responsibilities of children, families and OSHC staff is the basis of Berri OSHC's Behaviour Guidance Policy and for determining procedures described in this policy. The approach implicit in this policy is that of a positive and supportive role from the service, with the expectancy of a positive and supportive response from families. Implicit in this policy is the right for all children, staff and families to have a safe environment that respects all users.

Parents and carers and children will be informed about the Behaviour Guidance Policy, through the enrolment package and also on the Berri PS Website Home Page Tab – OSHC.

Whilst there is recognition of the importance of Out of School Hours to caregivers, this also needs to be balanced with the provision of a safe and respectful environment for all staff and children.

Implementation

The OSHC Director, Assistant Director or Responsible Persons will discuss with parents/guardians any behavioural issues of concern and regularly exchange information about children's behaviour and encourage parents/guardians to provide relevant information, which may assist in understanding a child's behaviour.

Where appropriate and in consultation with families, involve Berri Primary School School staff and other agencies to support staff and families in the effective management of children's behaviour.

The behaviour guidance we provide children with will be guided by the following practices:

- Berri Primary School OSHC will encourage children 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.
- Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Berri OSHC will work with each child's family and, where applicable, Berri Primary School staff, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- The service will collaborate with 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.

- The service will ensure that children are free to make choices and experience the results of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- The service will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- Educators will use positive language, gestures, facial expressions and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration or anger.
- Educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.
- The service will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. Berri Primary School OSHC will also have strategies in place to involve children in developing behaviour limits and the consequences of inappropriate behaviour. Strategies will also be put in place for the Director and educators to manage situations when a child's behaviour is particularly challenging and when families have different expectations from the service in relation to guiding children's behaviour.
- The service will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

Behaviour guidance management strategies shall not include any form of physical, verbal, emotional or corporal punishment including punishment that humiliates, frightens or threatens a child.

Berri Primary School OSHC staff are required to:

- undertake training using appropriate behaviour guidance practice through models and/or professional learning at staff meetings,
- role model appropriate behaviour at all times. They shall listen to the children with respect and encourage respect for themselves, others and the environment,
- assist the children to focus on the consequences of the child's actions and to make suitable choices regarding their actions and behaviour. In encouraging appropriate behaviour, staff shall:
 - develop and apply age-appropriate limits and guidelines to promote appropriate social interaction between children,
 - use positive directions, for example "do", instead of "do not;" and
 - encourage and focus on positive behaviours as they occur.

In planning an environment to minimise potential difficulties, staff shall:

- encourage respect for the children's environment and equipment,
- allow choices, alternatives and opportunities to problem solve, when possible,
- children must be able to freely choose from a range of activities,
- modify and adapt the environment where possible, to allow space for play and movement between activities as well as quiet areas for individual play,
- provide stimulating, age-appropriate activities and materials,
- consider individual needs of the children in care. The program should fit the children's interests rather than the children fit the program; and
- develop appropriate routines so that children know what to expect rather than being constantly directed. Routines help to plan the day and ideally should provide a balance between indoor and outdoor time, energetic and quiet activities and opportunities for eating and resting.

We expect children to:

- Follow instructions promptly and without arguing
- Play appropriately with others
- Speak politely and use manners
- Respect people, property and self
- Play within the boundaries
- Stay within sight of a staff member
- Use equipment appropriately
- Ask a staff member for help if needed
- Help to clean up

We expect children not to:

- Answer back or to use inappropriate body language
- Hurt other people, fight or use any aggressive behaviour
- Use bad language (swearing)
- Tease, use “put downs”, call people names or exclude others
- Damage property
- Go into out of bounds areas
- Go out of sight of the staff
- Disobey staff instructions
- Use other people’s property without permission

WHEN INAPPROPRIATE BEHAVIOUR OCCURS STAFF SHALL:

- be fully aware of all the factors surrounding an incident and take time to assess the situation before reacting to a child’s actions,
- respond calmly and rationally,
- if potential harm or risk to staff or children is likely, staff shall act quickly and in a protective manner,
- ensure response is in adherence with service policies and procedures and conforms to Children’s Service Act 1996 and Children’s Service Regulations 2009,
- consult with other staff if difficulties arise and consult with the Director; and
- document incident fully and inform family and child/ren.

When inappropriate behaviour occurs, staff shall use behaviour management techniques such as:

- Distraction (changing the focus of the activity or behaviour) and a reminder of rule and responsibilities.
- Redirection (substitution a positive activity for a negative activity).
- Planned ignoring (for behaviour that is attention seeking) while maintaining a safe environment for all children.
- Active listening, discussion and observation with natural consequences. (to determine underlying cause of behaviour)
- Program staff will discuss the matter with the child to resolve the issue and work on strategies with the child to help change the behaviour. Removal from the situation to a quiet area undersupervision to sit and think about behaviour and discussions of how to better handle the situation next time.
- Parent/guardian notified when they collect their child from the program.
- Children, who have gone through the previous steps with no change to their behaviours, will then in consultation with the OSHC Director and parents. The OSHC Director's line manager will be notified.

If unacceptable behaviour cannot be rectified, or if it endangers the safety and wellbeing of others, exclusion from the program will occur.

Exclusion for Behavioural /Reasons

Please see the table below titled – Behaviour Guidance Steps. This table of steps will be used to guide actions of OSHC staff in supporting children to behave appropriately, and also in applying consequences of unacceptable behaviour/s.

What We Want the Children to Learn at Berri OSHC

- Responsibility for their own actions
- Respect for their surroundings, others and themselves
- To develop the skills to make right and safe choices in life

Behaviour guidance management strategies shall not include any form of physical, verbal, emotional or corporal punishment, including punishment that humiliates, frightens or threatens a child.

Children Services Act 1996 Part 4 and Children Services Regulation 2009 (s28)

Sources

- <http://www.acecqa.gov.au/national-quality-framework/national-law-and-regulations/national-regulations>
- Education & Care Services National Regulations (2011) – Regulations 155, 156
- National Childcare Accreditation Council Quality Assurance
- Child protection Act 1999
- Child Protection Regulations 2000
- Children Services Act 1996
- Children Services Regulations 2009
- Commission for Children and Young People and Child Guardian Act 2000

Behaviour Guidance Steps

Step 1 Verbal reminder/warning	Reminder of OSHC expectations with reference to which one is not being followed
Step 2 Moved to another play space	Discussion about their actions and impact on others Child will be asked to choose another play space for remainder of the session Responsible Person on duty informed
Step 3 Reflection Reset Restorative discussion	Discussion held with Director or Responsible Person about safety, wellbeing and OSHC expectations. This encourages further reflection by the child by encouraging them to think and discuss: What happened? Who has been affected by the behaviour? What could be done to make things right? This may take place after a 'reset' period if child is distressed or disengaged Behaviour note to be written in collaboration between Director, or Responsible Person on Duty Parent/guardian informed upon collection by Responsible Person on duty, or Director Behaviour note to be read and signed by parent/guardian
Step 4 Collection by parent/carer	Inappropriate behaviour that is not resolved by the initial steps or behaviour that threatens other children's safety, staff's safety or absconding from the service will result in parent/carer contacted for collection. Incident and details recorded Child will be removed from the group until collected Behaviour note to be written in collaboration between Director, Assistant Director or Responsible Person on Duty Parent/guardian informed upon collection by Assistant Director or Director Behaviour note to be read and signed by parent/guardian
Step 5 Behaviour support plan	3 or more behaviour notes in a term (one Vacation Care period is equivalent to a term) will result in a meeting with the Director, family and the child Behaviour support plan to be collaboratively created using template Current strategies to be discussed with input from family. Support from inclusion agencies or professionals may be discussed Copy to Berri PS Principal and also to child's school principal (should it differ)
Step 6 Temporary suspension from service	If unacceptable behaviour continues after this period, care will be terminated for a period of time after reasonable measures have been taken to encourage positive involvement. First suspension shall be between 1 and 2 weeks Second suspension – 3 to 4 weeks
Step 7 Termination of service enrolment	If unacceptable behaviour continues after 2 suspensions, enrolment at the service will be terminated for a period of one term, after reasonable measures have been taken to encourage positive involvement. Negotiation of terms for possible re-enrolment will occur after this period.
<p>The OSHC Director and/or Berri PS Principal reserves the right to skip any step if the behaviour is serious and considered to be immediately endangering children, staff or property.</p>	

BERRI OSHC Student Behaviour Support Plan

Name of Child						
Age		DOB				
Date of plan						
Behaviours of Concern						
Alternative Behaviours – Goals						
Child's Interests / background information that may be helpful						
Support Strategies		Known Warning Signs / triggers of Impending Behaviour				
Positive Behaviour recognition		Who is responsible for providing positive recognition?				
Consequences for Inappropriate Behaviour		Responsibility for Implementing Consequences?				
Resources needed (Internal)		Resources needed (External)				
Signed: <table style="width: 100%; border: none;"> <tr> <td style="width: 33%;"></td> <td style="width: 33%; text-align: center;">Student</td> <td style="width: 33%; text-align: right;">Director</td> </tr> </table>					Student	Director
	Student	Director				
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Review Date:						
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