



Magill OSHC Behaviour Guidance Policy

Reviewed: September 2017

Next Review: September 2019

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.

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 use positive child behaviour guidance strategies at all times. Positive behaviour guidance must take into account children's self-esteem, dignity and rights and individual levels of development and understanding.

The rights and responsibilities of students, parents and OSHC staff will be the basis of the Magill OSHC 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 school, with the expectancy of a positive and supportive response from parents. Implicit in this policy is the right for all children staff and families to have a safe environment that respects all users. It is important to note that any child who is suspended from school cannot attend OSHC or Vacation Care for the period of that suspension, unless negotiated with the Principal.

Parents/guardians and children will be informed of the Behaviour Guidance Policy, through the enrolment package. Whilst there is recognition of the importance of Out of School Hours Care to caregivers, this also needs to be balanced with having a safe and respectful environment for all children and staff.

HOW POLICY WILL BE IMPLEMENTED

The OSHC Director will discuss with parents/guardians any behavioural issues of concern and regularly exchange information about children's behaviour and encourage parents to provide relevant information, which may assist in understanding a child's behaviour. Where appropriate and in consultation with families, involve Departmental personnel 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:

- Our service 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.
- Our educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Our 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.
- Our educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- Our 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.
- Our educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Our educators will work with each child's family and, where applicable, their school, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Our service will collaborate with schools 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.
- Our service will ensure that children are being allowed 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.
- Our service will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- Our 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.
- Our 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.
- Our service will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. We 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 nominated supervisor 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.
- Our service will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

Magill Out of School Hours Care Staff are required to:

- Undergo appropriate behaviour guidance training through in-services or other appropriate models.
- Role model appropriate behaviour at all times. They shall verbally interact with children, listen to them 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” - “Chairs are for sitting” NOT “Don't stand on the chair”
 - Encourage and focus on positive behaviours as they occur
 - Plan a weekly or monthly program to provide children with a successful mixture of choice and structure.

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.
- 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.
- 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 under supervision 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 well being of others, exclusion from the program will occur.**

Exclusion for Behavioural /Reasons

If a child continues to display inappropriate behaviour after the Behaviour Contract has been implemented the following action will be taken.

- Parent/guardian called to collect child from Program
- Continued unacceptable behaviour will result in suspension of care
- Initial suspension will be for 24 hours with a 1 week probation period when attendance recommences and a Behaviour Contract will be put in place
- If the parent/guardians are contacted during this period, a further suspension of one day will occur.
- If unacceptable behaviour continues after this period, care will be terminated for a period of one Term.

What We Want the Children to Learn at Magill 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

- 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

Magill OSHC Behaviour Management Steps

<p>Step 1: Verbal reminder / Warning</p>	<p>Identify guideline not followed. Provide and discuss with child alternative choices.</p>
<p>Step 2: Verbal Reminder / Official Warning To Child</p>	<p>Reinforce the value of positive behaviour. Verbal communication with caregiver at pick up time</p>
<p>Step 3: Reflection Time</p>	<p>Child has 5 -10 minutes rethink time away from the group. Child is encouraged to think about their actions and how they may have affected others.</p> <p>When things go wrong children are encouraged to ask:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by your behaviour? • What do you need to do to make things right? <p>Reminder of OSHC guidelines. Discussion with caregiver at pick up time.</p>
<p>Step 4: Collection by Parent/Caregiver</p>	<p>Child is removed from group until collected by care giver. Details are recorded.</p> <p>The child is encouraged to think about their actions and how they may have affected others.</p> <p>The caregiver will be called to collect child. Feedback will be expected from child and caregiver when the child next attends.</p> <p>A letter home to parents outlining the Centre’s concerns which will also be discussed with the school senior management.</p>
<p>Step 5: Temporary Suspension from OSHC</p>	<p>Persistent inappropriate behavior will result in an initial suspension for 24 hours with a 1 week probation period when attendance recommences.</p> <p>A Behaviour Contract will be put in place and discussed with child/caregiver/and senior school management.</p> <p>If the parent/guardians are contacted during this period, a further suspension of one day will occur.</p> <p>Enrolment may be terminated if inappropriate behavior persists.</p>
<p>Step 6: Termination of OSHC enrolment</p>	<p>If unacceptable behaviour continues after this period, care will be terminated for a period of one Term after reasonable measures have been taken to encourage positive involvement.</p> <p>Negotiation of terms for possible re-enrolment will occur after this period.</p>
<p>THE OSHC DIRECTOR RESERVES THE RIGHT TO MISS ANY STEP IF THE BEHAVIOUR IS SERIOUS AND CONSIDERED TO BE ENDANGERING THE SAFETY AND WELL BEING OF OSHC CHILDREN AND STAFF</p>	