

2.6 Behaviour Support and Management

Policy Statement

We recognise the wide range of age groups that access Outside School Hours Care, the differing developmental needs of individual children and the variety of diverse backgrounds.

Behaviour support and management strategies play a vital role in providing a safe and happy environment for all children. Families, staff and children all have roles to play, as detailed in this policy. Behaviour support and management are approached through:

- Consistency, understanding and supporting children to self-regulate their behaviour
- Respecting each individual child, preserving and promoting their self-esteem
- Encouraging positive behavior using praise and effective programming; and
- Having regard to all principles as set out in the service Philosophy Statement.

Anti Bullying

OSHC is committed to providing a safe and caring environment, which fosters respect for others. We will not tolerate bullying behaviours. We are committed to providing a supportive program for all stakeholders including targets, bullies and witnesses.

Procedures

- Educators are trained to respond to various developmental stages of the differing ages of the children and will apply appropriate behaviour support and guidance techniques which will be consistent with the Philosophy Statement of the service.
- Educators involve the children as far as reasonably possible in developing behaviour expectations for the service.
- These behaviour expectations will be clear, child focused, based on acceptable wider community expectations, easy to understand and will be on display throughout the service
- Educators are required to
 - Discuss the behavior expectations with the children on a regular basis, reinforcing why they are important.
 - Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice
 - Monitor children's play, pre-empting potential conflicts or challenging situations and support children to consider alternative behaviors
 - Constantly and consistently use positive guidance strategies when reinforcing the service behavior expectations
 - Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions; and
 - Acknowledge children through encouragement or reward when they make a positive choice in managing their own behavior.
 - Model caring and tolerant behaviour towards children, parents and other staff members.

- Manage all observed or reported incidences of bullying as set out in this policy under “Responding to a Bullying Incident”.
- Carefully monitor children’s behaviour while participating in any of the service’s programs or activities.
- Encourage children to report any incidents of bullying that they are either involved in or witness
- Protect the target from further harm.
- Assist the bully to change his/her behaviour.

Educators are:

- Not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.
- To prompt and support children, who are experiencing anger, frustration or fear, to move to another activity, or a prearranged downtime /safe place.
- Required to follow the service behavior management strategies and techniques,
- To implement behavior support plans if deemed necessary by the Coordinator. Support plans will be developed collaboratively with the Coordinator, parent/guardian, child and other health/educational professionals as required.

Children will be encouraged to:

- Report any incidents of bullying that they are either involved in or witness
- Help someone who is being bullied
- Do everything, they can to keep the play safe and happy; and
- Use the strategies that they have been encouraged to use to deal with a bullying incident.

Parents/Guardians will be encouraged to:

- Encourage their child to report if they are bullied.
- Watch for signs of bullying and speak to OSHC educators if their child is being bullied or they suspect bullying.
- Work with the OSHC in seeking a permanent solution
- Model caring and tolerant behaviour when interacting with children, educators or other parents.
- Promote strategies that enable their child to feel empowered and confident if they have to deal with a bullying incident.
- Not approach other children attending the service regarding behavior incidents and/or issues.

When responding to a bullying incident, we will:

- Be committed to implementing positive and permanent solutions to bullying.
- Educators, children and parents will work together to stop all bullying as part of the ‘no tolerance’ approach.

In the event that an Educator needs to respond to an observed or immediately reported incident (either by witness, victim or third part), while such incident may still be occurring, the following procedure will be implemented:

- Educator will intervene and discuss with the children involved and witnesses. Mediation may be conducted between children with the aim of finding an appropriate solution to the problem. A back-up plan is considered in the event that the first solution proves unsuccessful.
- Have an agreed solution implemented with the back-up plan to be implemented if necessary.
- Document incident on appropriate forms. For reports of repeat incidents (either by witness, victim or third party):
- Interview with Coordinator, parents notified. Appropriate report on incident and management details completed. Appropriate consequences for incident discussed and implemented.
- Monitoring of implementation of consequences. Further offences may result in suspension from the service. Re-entry may require an agreed behaviour contract.

Behaviour Management Plan

It is our aim to maintain a balance within our OSHC environment by ensuring our Educators have clearly articulated the OSHC expectations (see below) to the children.

We expect that our Educators acknowledge a children's good behaviour by using encouragement, praise for effort, exhibiting an understanding of the children's interests, listening and engaging in fun conversations, embracing individuality and personally greeting each child.

Management of inappropriate behaviour will be done by using a visual system, setting and maintaining clear and consistent expectations, providing clear and precise instructions and individual talks between a child and Coordinator when required.

Our Expectations

- Kind Hands Kind Feet
- Respect each other, Respect our equipment.
- Kind Words
- Listen when others speak.
- Pick it up, Pack it up, Put it away.

Visual System

- Verbal reminder / warning to the child
- Reflection time away from the other children
- An Incident Form will be completed to be discussed with the child's parents
- Collection by parent / caregiver
- Temporary suspension from OSHC
- Termination of OSHC enrolment

References

Education and Care Services National Law Act, 2010 and Regulations 2011

Duty of Care

'My Time, Our Place' Framework for School Age Care in Australia

Child Protection Act 1999 and Regulations 2000

Family and Child Commission Act 2014

Relevant Policies: Respect for Children, Educator Ratios, Exclusion for Behavioural Reasons, Behaviour support and management, Including Children with Special/Additional Needs, Educators Practice, Observational Recording, Medication, Food and Nutrition, Communication with Families, Complaints Handling.

Date of Development	Reason for Modification	Date Ratified	Date of Review