

# Children’s Behaviour in OSHC Policy

## Policy Statement & Commitments

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Brunswick East Primary School Outside School Hours Care Service (BEPS OSHC Service) is committed to developing a safe, secure, caring and stimulating environment, which enhances children’s self-esteem and encourages them to interact positively and cooperate with others. All children have a right to feel safe in a supportive environment where a sense of belonging and wellbeing is fostered. OSHC educators at BEPS OSHC Service support children to make appropriate behaviour choices, to manage their own behaviour and to reflect and adjust their behaviour when it impacts on others.

Educators encourage the children to be responsible for their own behaviour and to develop an understanding of what is appropriate in different situations. Children are not subjected to any form of corporal punishment, emotional abuse or physical restraint.

### BEPS OSHC Service is committed to:

- providing a safe, positive and stimulating environment that encourages responsible and constructive behaviour in all children
- providing children with support, guidance and opportunities to manage their own behaviour
- enabling staff to provide appropriate guidance to children when presented with challenging behaviours
- promote the rights and responsibilities of the staff, children and visitors to the program, which will encourage a safe positive environment
- developing strategies that will encourage the dealing with and reporting of bullying incidents so that appropriate action can be taken.

### Educators’ responsibilities

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- Educators ensure a ‘Duty of Care’ to Children, and are accountable to the BEPS community.
- Supervision by educators in the yard ensures children’s safety and respect for children’s rights to play, free from bullying and harm.
- Educator’s presence is primarily proactive and preventative. Educators also intervene when conflicts of interests occur.

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- Educators promote positive tolerant respectful outside play.
- Educators support individuals or groups of children to make choices about their social interactions that are consistent with the school community values.
- Educators are visible, easy to locate, and equipped with basic first aid.
- Educators assist children to utilise strategies to regulate their own behaviour.
- Educators regularly monitor yard and classroom incidents.
- When necessary educators notify parents of inappropriate behaviour as soon as is practicable.
- Educators raise the awareness of individual children about their behaviour choices.
- Educators assist the school to assess the need for additional children's support.
- Educators assist teachers and children to collaboratively set social behaviour goals.
- Educators identify peak times (e.g. end of term) when inappropriate yard behaviour increases, to identify possible reasons for this, and facilitate appropriate preventative programs or practices.
- Educators give preference to the use of logical consequences that are related to the behaviour, are respectful of all parties, build relationships, are fair and are based on reasonable expectations.

### **Expectations of children**

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The safety and security of all children is enhanced when children make choices about behaviours that are consistent with the BEPS OSHC philosophy. Expectations about behaviour apply to all BEPS OSHC Service activities, including excursions and special events.

#### **In social interactions, children's are expected to:**

- share playground space with others
- respect other people's personal space, choices and rights to learn
- use language that is inclusive and respectful of others
- show tolerance and acceptance of others
- seek assistance from OSHC educators in regard to social, behavioural or interpersonal issues they need help with
- cooperate with all OSHC educators, visitors and members of the school community.

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**For safety and movement, children should:**

- walk along passageways, around corners and in the courtyard area
- go to the toilet always with a partner
- not ride skateboards, bicycles or scooters in the school grounds
- remain in designated areas unless permission has been granted
- use equipment safely
- wearing clothing and footwear that is SunSmart and appropriate.

**Children can working towards their personal best by:**

- taking responsibility for my own play and learning
- respecting the rights of others to play and learn
- working to their best ability in all learning situations
- being prepared to work with others
- concentrating on their play and learning
- acknowledging their own efforts and the efforts of others.

**Procedures for understanding and supporting children's behaviour**

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- BEPS OSHC Service will establish and maintain clear, consistent and simple limits in consultation with educators. These limits will be explained in a positive manner to describe 'what to do' rather than the negative 'what not to do.'
- Educators will focus on the behaviour rather than on the child, which avoids the 'you' messages that can be perceived by the child as a personal attack rather than a disapproval of their behaviour.
- Appropriate behaviour will be reinforced with words or gestures as it is occurring.
- Supervision and monitoring of the environment and children in their activities will be.
- Children will be reminded of limits through clarification and reinforcement.
- Educators will acknowledge feelings before reinforcing limits.
- Educators will model problem-solving skills.

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- Children are encouraged to undertake their own problem solving and negotiation with the support of staff through a range of strategies.
- Educators communicate with children in a positive and respectful manner, actively listening to what children have to say and acting upon this.
- Children will be redirected to other activities, if they are unable to resolve a particular situation.
- Children are provided with a role model that reflects positive values and the attitudes of the local community, and is consistent with BEPS OSHC Service policy.
- Children are encouraged to be considerate towards, and supportive of, each other
- Moral development is considered in the planning of the program.
- 'I' messages and re-direction are methods used for misguided behaviour.
- Educators will support children in labelling their feelings, and finding appropriate ways of expressing them.
- The safety and security of all children is ensured by supervising them at all times, monitoring, modelling, teaching and reinforcing safety practices.
- Educators encourage positive behaviour and give clear, consistent guidelines to about BEPS OSHC Service's expectations and professional code of conduct.
- Children are involved in developing behavioural guidelines, taking responsibility for their behaviour and understanding the consequences of inappropriate behaviour for BEPS OSHC Service.
- All children and parents feel welcome, appreciated and respected whatever their socioeconomic status, culture, colour of skin, race, ability, family type, belief system or lifestyle.
- A child's parent/guardian is consulted when their behaviour consistently conflicts with BEPS OSHC Service's behavioural guidelines.
- Sympathy and support will be provided to upset children.

### **Challenging behaviour**

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**Challenging behaviour** is any behaviour that disrupts others, often testing limits or causing disputes between children. Often this is normal social development.

When guiding children's behaviour, staff and visitors to the program, as appropriate, will:

- understand the development of each child in context of the group and acknowledge the factors, which could influence behaviour
- base expectations on the children's level of development
- respect the cultural background of each child

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- respond to the child pro-actively, rather than re-actively
- assist the child to develop behaviour and to understand the behaviour of others
- anticipate potentially inappropriate behaviour, situations and physical arrangements, which may foster inappropriate behaviour
- reinforce the child's positive behaviour and provide positive role modelling
- support the child to resolve potential conflicts, but should step in when needed
- acknowledge that it is the behaviour that is inappropriate, not the child
- allow choices in decision-making and be prepared to accept the child's decision if appropriate
- be consistent in the guidance of all children
- work cooperatively with parents/guardians and keep them informed, respecting the confidentiality of the parent/guardians and the child
- make sure the child is not put in a position where they feel frightened, ashamed, embarrassed, insecure, or isolated
- seek assistance or support when necessary
- identify and implement strategies for ongoing challenging behaviour.

**Procedure for the guidance of ongoing challenging behaviour**

**Ongoing challenging behaviour** is any behaviour that has not responded to the strategies already set out in this policy. If ongoing challenging behaviour is placing the individual concerned, other children or staff at risk, educators should:

- consult with the coordinator and assess the availability of support and discuss with the parent/guardian possible that could be implemented
- consult with external agencies and professionals about the behaviour of an individual child only if the parent/guardian has given written consent
- assess factors that may be contributing to the inappropriate behaviour (e.g. routines, grouping).

**Behaviour guidance plan**

When dealing with ongoing unacceptable behaviour, the Coordinator will assess the availability of support, through discussing with the family, where appropriate, the possible strategies that could be implemented. Consulting with other professionals and agencies as appropriate may take place.

In some circumstances, a behaviour guidance plan may be developed in consultation with the child and their family. This plan will be based on a consensus reached with the parent/guardian, to develop strategies that are clear and easily followed by all staff, parent/guardian and/or students

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and volunteers working with the child. The plan will be discussed in detail with other staff, and reviewed as required.

This mutually acceptable plan may include:

- obtaining advice from other professionals where appropriate
- establishing timelines
- ongoing consultation with parent/guardian
- an evaluation process
- reporting progress to parents
- maintaining confidentiality in relation to information gained about the child and their family.

The following steps will guide BEPS OSHC Service in collaborating with children and families to develop effective strategies for ongoing challenging behaviour.

<p><b>Develop an individual behaviour guidance plan:</b></p>	<ul style="list-style-type: none"> <li>– Base it on a consensus between staff and the parent/guardians on the strategies to be used.</li> <li>– Should be clear and easily followed by all staff or visitors working with the child and their parent/guardians.</li> <li>– Discuss in detail with relevant staff.</li> <li>– Review in a timely manner (date to be specified in plan).</li> <li>– Maintain, discuss and reward in a confidential manner.</li> <li>– Must be signed off by Program Coordinator and family.</li> </ul>
<p><b>Refer the situation to the School Principle if:</b></p>	<ul style="list-style-type: none"> <li>– The Program Co-ordinator is concerned that the child’s behaviour may put the child, other children, staff or others at risk, and that the behaviour guidance plan has not resolved the ongoing inappropriate behaviour, or</li> <li>– Additional resources are required.</li> </ul>
<p><b>The Principal and School Council shall become involved when:</b></p>	<ul style="list-style-type: none"> <li>– Requested by the OSHC Coordinator or family.</li> <li>– A complaint is lodged concerning another child’s behaviour that is threatening the safety of other children.</li> <li>– There is an occupational health and safety issue involved for staff or other at the Program.</li> </ul>

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The BEPS School Council is responsible for ensuring that alternative care has been discussed with parents/guardians and may exclude a child from BEPS OSHC Service if all attempts to modify their behaviour fail or if their behaviour affects or endangers other children.

## **Bullying**

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Bullying is an act of aggression, causing embarrassment, pain or discomfort to another, and can take many forms: physical, verbal, gesture, extortion and exclusion. Bullying is an abuse of power, and can be planned and organised or may be unintentional; individuals or groups may be involved.

BEPS OSHC Service does not tolerate bullying in any form. OSHC educators are committed to ensuring a safe and caring environment that promotes personal growth and positive self-esteem for all. BEPS OSHC Service is committed to providing a planned and consistent approach to bullying incidents.

In the event of bullying, the following steps should be taken:

- Program staff and children should report all bullying incidents to the program Coordinator, who will investigate the report and document the incident.
- Those involved will be asked to apologise to the victim/s and a record of all conversations will be kept.
- If the bullying continues, the program Coordinator will then (if the perpetrator is a child) discuss the incidents with their parent/guardian.
- If a suitable resolution is not reached, the program Coordinator will take the matter to the school principal for further action.

BEPS OSHC Service provides information for the families so that they feel confident in teaching and supporting anti-bullying strategies, and supports them in becoming empowered to cope with situations whereby their children are being bullied.

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**Sources**

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Bilmes, J 2004, *Beyond Behavior Management. The six life skills children need to thrive in today’s world*, Redleaf Press, St Paul. Minnesota.

National Professional Support Coordinator Alliance 2012, *Getting started with policies for the NQF: Policies in Practice Template – Guiding Children’s Behaviour*, [www.pscalliance.org.au](http://www.pscalliance.org.au)

Kids Helpline, [www.kidshelp.com.au](http://www.kidshelp.com.au) For anti bullying tips and general advice about children

<i>Education &amp; Care Services National Law Act 2010 (Vic) - Section 3 (2)(b); 3(3)(a)(b)(c)(d)(e)(f); &amp; 166</i>
<i>Education &amp; Care Services National Regulations (2011) – Regulations 84, 155, 156, 168(j)</i>
<i>My Time, Our Place, Framework for School Age Care in Australia</i>
<i>National Quality Standard for Early Childhood Education and Care &amp; School Age Care (2010) – Standards 1.1, 4.1, 4.2, 5.1, 5.2, &amp; 6.2; Elements 2.3.1, 2.3.4, 3.2.2, 6.3.1, 6.3.2, &amp; 6.3.3</i>

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