

Children's Wellbeing in OSHC Policy

Policy Statement & Commitments

Brunswick East Primary School Outside School Hours Care Service (BEPS OSHC Service) provides this policy to reflect the shared values of the school community. This policy provides BEPS OSHC Service with guiding principles for promoting children's wellbeing.

Policy Background

The Brunswick East Primary School welfare committee undertook professional reading. Welfare consultant Jo Lange conducted workshops with OSHC educators and parents to assist in the evaluation of existing welfare practices and to assist in the formulation of a new policy. We believe that approaches developed by the following theorists are consistent with our values about children's wellbeing and have utilised these in the development of this policy-

- Carl Rogers
- Rudolf Dreikurs
- Ron Canter
- Bill Rogers
- Alfie Kohn
- Abraham Maslow.

Wellbeing partnership

BEPS OSHC Service is committed to providing a safe, caring and supportive learning environment which ensures that the experience of learning is successful for all children.

BEPS OSHC Service fosters a culture of positive, tolerant and respectful relationships.

The Children's Wellbeing in OSHC Policy is based on the understanding that children have the primary responsibility for their behaviour, and that parents and OSHC educators work in partnership to assist children.

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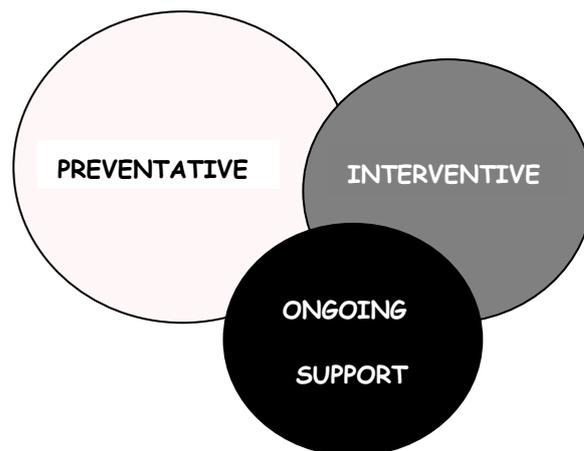
Wellbeing support network

The important task of ensuring children's wellbeing is undertaken by all OSHC educators. The OSHC educators recognise and value the individuality and diversity of the community. Our view of education is holistic and encompasses emotional, social, physical and cognitive wellbeing.

The school provides additional support for children, OSHC educators and parents through the provision of key personnel, its Educational Psychologist, Wellbeing Co-ordinators and supportive leadership. Our key personnel also provide indirect support to children and families by providing referral to external resources and support agencies.

Wellbeing principles and practices

- We give preference to strategies and approaches that lead to children's developing intrinsic motivation.
- BEPS OSHC Service applies this policy, mission and values across all practices and programs.
- BEPS OSHC Service ensures accountability to all members of our school community.
- BEPS OSHC Service implements welfare support structures and programs that prioritise and address the identified needs of individual children or the OSHC service as a whole.
- OSHC educators will receive ongoing professional development to enhance knowledge and skills.
- BEPS OSHC Service encourages and foster learning and social behaviours that are consistent with the values of our school community.
- BEPS OSHC Service prioritises primary prevention and early intervention strategies as the most effective means of enhancing children's wellbeing, and also provides ongoing support when needed.



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Wellbeing Programs

- BEPS OSHC Service assists children's development of social skills through the explicit teaching of social skills and values. Children learn how to manage their emotions, to resolve conflict and to modify their own behaviour.
- We provide proactive curriculum programs for all children.
- BEPS OSHC Service educational programs develop positive interactions, self-esteem, confidence, resilience and the ability to self-manage behaviour.
- BEPS OSHC Service educational programs build upon prior learning, are sequential and are tailored to meet developmental needs.

Community Wellbeing

- BEPS OSHC Service encourages participation in activities and programs that develop a sense of community and pride.
- BEPS OSHC Service welcomes parent participation in classrooms and other curriculum programs.
- BEPS OSHC Service acknowledges the diversity of our community by acknowledging multicultural events such as Carnevale, Christmas, Ramadan, Chinese New Year and Diwali.
- Our community makes decisions democratically through participation in groups such as School Council, OSHC Management Sub-committee, and junior representatives.
- OSHC educators and parents collaborate to promote children's wellbeing through regular OSHC Management Sub-committee meetings.
- We encourage community feedback and input to enhance our practices.

Evaluation

- BEPS OSHC Service is committed to high quality wellbeing programs.
- BEPS OSHC Service is committed to regularly evaluating this Children's Wellbeing in OSHC Policy and practices.
- BEPS OSHC Service seeks feedback from OSHC educators, parents and children throughout the year.
- BEPS OSHC Service monitors children's behaviour to ensure the emotional and psychological safety of all children and to promote positive participation in the service.

Rights & Responsibilities

BEPS OSHC Service promotes the rights and responsibilities of children, families and educators at all times.

Rights and responsibilities for Children

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<p>Children have the right to:</p>	<ul style="list-style-type: none"> • be treated with respect • be accepted for who they are as an individual • be listened to • be encouraged, helped and praised • have a learning environment in which they have equal access to equipment, programs and educators time • work and play in a supportive environment without intimidation, bullying or harassment • be safe and happy in the BEPS OSHC Service environment.
<p>Children have the responsibility of:</p>	<ul style="list-style-type: none"> • being cooperative and considerate • respecting the rights of others, and their property • playing safely, and allowing others to play without interference • assisting others to feel safe and happy • participating and work to the best of their ability • following BEPS OSHC Service rules.

Rights and Responsibilities of Families

<p>Families have the right to:</p>	<ul style="list-style-type: none"> • be treated with respect and have their opinions valued • be welcomed at BEPS OSHC Service • expect that their children will be educated in a secure environment in which care, courtesy and respect for the rights of others are encouraged • be regularly informed about their child’s wellbeing, learning and development at BEPS OSHC Service • be informed regularly about general events and issues • assist in formulating BEPS OSHC Service policies through sub-committees • be actively involved in their children’s education.
<p>Families have the responsibility of:</p>	<ul style="list-style-type: none"> • respecting all members of the BEPS OSHC Service community • acting as a partner’s in their child’s learning with OSHC educators • supporting the wellbeing, learning and development needs of their children • being aware of and supporting BEPS OSHC Service policies and procedures • supporting BEPS OSHC Service in its efforts to maintain a positive and safe learning environment.

Rights and responsibilities for OSHC Educators

<p>Educators have the right to:</p>	<ul style="list-style-type: none"> • be treated with respect • teach in an orderly and cooperative environment • work in a safe, supportive and discrimination free environment • be shown courtesy and consideration by all the community • be supported and assisted by families in their child’s learning • be valued as a professional • access professional development.
<p>Educators have the responsibility of:</p>	<ul style="list-style-type: none"> • implementing the Children’s Wellbeing in OSHC Policy fairly and consistently • ensuring they are non-discriminatory, caring, courteous and considerate in dealing with all members of the school community. • providing a quality, engaging education program. • offering support to colleagues. • reporting regularly to families on their child’s progress • attending professional development • responding effectively to educational initiatives and priorities.

Sources & Legislative References

Brunswick East Primary School Student Wellbeing Policy (2010)

<i>Equal Opportunity Act 1995</i>
<i>Sex Discrimination Act 1984</i>
<i>Racial Discrimination Act 1975</i>
<i>Disability Discrimination Act 1992</i>
<i>Occupational Health & Safety Act 2004</i>
<i>Racial and Religious Tolerance Act 2001</i>

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