



Churchill North Primary School Behaviour Guidance Policy After School Care/ Outside School Hours Care

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

POLICY:

To provide guidelines for a positive and safe Before and After School Care environment that meets the needs of all children.

BACKGROUND:

Churchill North Primary School Before and After School Care Behaviour Guidance Policy aims to promote 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.

Before and After School Care behaviours along with playground behaviours are based on our values of Listening, Respect, Cooperation, Teamwork, Patience, Courage, Trust and Responsibility to build the capacity of our children to become 'effective' and resilient community members.

The rights and responsibilities of students, parents and Before and After School Care staff will be the basis of the Churchill North Primary Before and After School Care 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.

RELEVANT LEGISLATION:

Regulation:

- 155 Interactions with children
- 156 Relationships in groups

LINKS TO NATIONAL QUALITY STANDARD:

Quality Area 5

- 5.1.1 Interactions with each child are warm, responsive and building 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 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 knowledge and confident self-identities.

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.

KEY RESOURCES:

- National Childcare Accreditation Council Quality Assurance
- Child Protection Act 1999
- Child Protection Regulations 2000
- Children Services Act 1996
- Children's Services Regulations 2009
- Commission for Children and Young People and Child Guardian Act 2000

HOW THE POLICY WILL BE IMPLEMENTED:

The Before and After School Care Supervisor will discuss with parents/guardians any 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.

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 they are experiencing frustration, anger and 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.

Churchill North P.S. After School Care Policy Enrolment and Orientation

- 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 support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

STAFF:

Staff will 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.

Staff will 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.

PLANNING THE ENVIRONMENT:

- 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.
- 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. Staff in this service will develop appropriate routines so that children know what to expect rather than being constantly directed.

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 INNAPPROPRIATE 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.

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/Principal and parents proceed to the next step in the Behaviour Guidance policy.
- All incidents will be clearly documented and reported via Australian Children’s Education & Care Authority (ACECQA)

- **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.

- 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.

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)*

BEHAVIOUR MANAGEMENT STEPS:

Step 1: Verbal Warning

Identify guideline not followed.
Provide and discuss with child alternative choices.

Step 2: Verbal warning/Official warning to child

Reinforce the value of positive behaviour.
Verbal communication with caregiver at pick up time.

Step 3: Reflection Time

Child has 5 – 10 minutes think time away from the group. Child is encouraged to think about their actions and how they may have affected others.

When things go wrong children are encouraged to ask:

- What happened?
- What were you thinking at the time?
- Who has been affected by your behaviour?
- What could you have done instead?
- What do you need to do to do things right?

Reminder of Before and After School Care expected behaviours.
Discussion with caregiver at pick up time.

Step 4: Collection by Parent/Caregiver

- Child is removed from group until collected by caregiver.
- Details are recorded and uploaded as an incident with Australian Children's Education & Care Quality Authority.
- The child will be encouraged to think about their actions and how they may have affected others.
- The caregiver will be called to collect their child.

- A meeting may be held with parent/caregiver to outline the programs concerns.

Step 5: Temporary Suspension from Program

- Persistent inappropriate behaviour will result in an initial suspension for 24 hours with a 1 week probation when attendance recommences.
- A Behaviour Management Plan will be put in place and discussed with child/caregiver/and senior management.
- If the parent/guardians are contacted during this period, a further suspension of one day will occur.
- Enrolment may be terminated if inappropriate behaviour persists.

Step 6: Termination of enrolment

- 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.
- Negotiation of terms for possible re-enrolment will occur after this period.

The Principal/Director and Nominated Supervisor reserves the right to miss any step if the behaviour is serious and considered to be endangering the safety and wellbeing of Before and After School Care program children and staff.

EVALUATION: This policy will be reviewed in 2021 and updated as required to comply with relevant legislation and National Quality Standards.

RATIFIED BY SCHOOL COUNCIL: