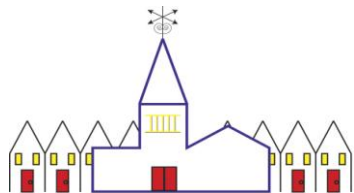

Wales Street Primary School



OUT OF SCHOOL HOURS CARE POLICY -BEHAVIOUR GUIDANCE

Policy No: 2.92

This policy outlines the role staff can play in making Wales Street Primary School Out of School Hours Care a safe and happy place. 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. The rights and responsibilities of students, parents and staff will be the basis of the Behaviour Guidance Policy and for determining procedures described in this policy. Implicit in this policy is the right for all children staff and families to have a safe environment that respects all users. 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.

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.

HOW POLICY WILL BE IMPLEMENTED

- The Coordinator will discuss with parents/guardians any behavioural issues of concern and regularly exchange information about children's behaviour
- Encourage parents to provide relevant information, which may assist in understanding a child's behaviour.
- To guide children towards positive and responsible behaviour.
- To develop positive relationships and enhanced communication with children so that all children and staff are treated with equal respect.
- To plan and provide an environment that minimises potential behavioural difficulties.
- To ensure that parents and staff are familiar and in agreement with the type of behaviour management strategies being used.

For all children in care, staff shall:

- Develop positive, supportive and individualised relationships.
- Be sensitive to the child and aware of the many factors, which influence behaviour, including physical, emotional, family or group aspects.
- Establish consistent clear guidelines that are understood and respected by both children and adults and that do not show bias or favoritism. These guidelines to be reviewed by ongoing discussion.
- Understand that each child is an individual with unique needs, preferences abilities and cultural and family backgrounds.
- Develop/increase an understanding of child development and the behaviours that are expected and indicative of the developmental stage of each child.

- Acknowledge that the child needs to have many successful experiences to develop confidence, self-esteem and move towards independence.
- Guide the child towards acceptable behaviour using a consistent, fair and friendly instructive approach with logical consequences and clear alternatives.

Staff involves the children as far as reasonably possible in developing Rules, Responsibilities and Limits of Behaviour for the Program. The Rules, Responsibilities and Limits of Behaviour will be clear, child focused, based on acceptable wider community expectations and easy to understand and will be on display throughout the Program, as well as in the Staff Handbook and in the Family Handbook available to all parents/ guardians on enrolment. The rules/responsibilities will be in accordance with school guidelines. Staffs are required to discuss the Rules, Responsibilities and Limits of Behaviour with the children on a regular basis.

Out of School Hours Care Staff are required to:

- Undergo appropriate behaviour guidance training through in-services or other appropriate models.
- Role models 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.

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 Coordinator
- Document incident fully and inform family and child/ren

Step 1

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)

Step 2

In the event of further disciplinary problems arising, the following consequences will result. Consequences process will take place

- Written warning in the "Incident/bullying Form" Attachment 1- explaining the reason for the warning and any related incidents from observation sheets. Attachment 2
- 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. A parent/guardian signature will be required on the "Incident/Bully Form.

Step 3 - Continuous inappropriate behaviour/Behaviour Contract:

- Children, who have gone through the previous steps with no change to their behaviours, will then in consultation with the Coordinator and parents, go onto positive/good behaviour contract which will be implemented with the child, parent/guardian and Coordinator.
- The Assistant Principal be notified and parent/guardian will be issued a copy of the Behaviour Guidance Policy.
- If unacceptable behaviour cannot be rectified, or if it endangers the safety and well being of others, exclusion from the program will occur. Attachment 3

Step 4

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 Behaviour Contract will still continue to be 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.

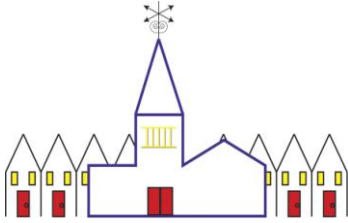
What We Want the Children to Learn

- **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
Wales Street Student Welfare and Code of Conduct Policy
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



OUT OF SCHOOL HOURS CARE - BULLYING & INCIDENT REPORT FORM

Incident reported at <input type="checkbox"/> Before Care <input type="checkbox"/> After Care	Date	Time
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CHILDREN INVOLVED

Name/s:

NATURE OF COMPLAINT:

Verbal Bullying	Physical Bullying	Emotional/Social Bullying
<input type="checkbox"/> Teasing/Name calling <input type="checkbox"/> Swearing <input type="checkbox"/> Rudeness <input type="checkbox"/> Making offensive remarks <input type="checkbox"/> threatening someone <input type="checkbox"/> Insulting <input type="checkbox"/> Other	<input type="checkbox"/> Pushing <input type="checkbox"/> Hitting <input type="checkbox"/> Kicking <input type="checkbox"/> Biting <input type="checkbox"/> Slapping <input type="checkbox"/> Pinching <input type="checkbox"/> Hair Pulling <input type="checkbox"/> Punching <input type="checkbox"/> Other	<input type="checkbox"/> leaving people out <input type="checkbox"/> making fun of someone <input type="checkbox"/> Other
First aid required? YES / NO		

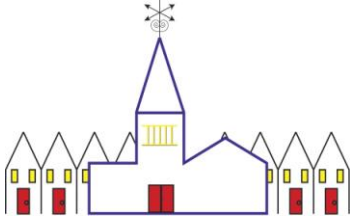
BRIEF ACCOUNT OF INCIDENT:

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ACTION TAKEN/FOLLOW UP - Brief outline

I think the consequences of this situation should be:	
Principal notified YES / NO	Parents notified When collecting their children YES / NO

Staff member's signature: _____ Coordinators signature: _____



WALES STREET OUT OF SCHOOL HOURS CARE BEHAVIOUR CONTRACT

Relating to: _____ **(Child's Name)**

**RULES AND CONSEQUENCES FOR OUT OF SCHOOL HOURS CARE
TO BE SIGNED BY SPECIFIED PARTICIPANT AND PARENT/GUARDIAN**

1. I will carry out instructions and directions given to me by the staff while attending the program.
2. I will accept the decisions the staff make about me and understand that they are in my best interests, or in the best interests of the program.
3. I will not behave in a manner, which will not endanger me, or any other child/ren in the program.
4. I will use language, which is appropriate and will not offend anyone involved with the program.
5. I will respect other members of the community who are using the program either as an incursion or excursion.
6. A copy of the Behaviour Guidance Policy has been given to me and my parent/guardian.
7. My Parent/guardian will be called to collect me from program if I continue to break the rules and this Behaviour Contract.
8. Continued unacceptable behaviour will result in suspension from the OSHC program (see Policy)

I understand and accept the above rules.

Child's Name: _____ Child's Signature: _____ Dated: _____

Parent/Guardian Name: _____ Parent/Guardian Signature: _____ Dated: _____

Coordinators Signature _____ Date: _____

Assistant Principal/Welfare Officer _____ Date: _____