

# BEHAVIOUR GUIDANCE POLICY

## Policy Statement

At Highgate School Outside School Hours Care (Highgate OSHC) 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 always use positive child behaviour guidance strategies. Positive behaviour guidance must consider children's self-esteem, dignity and rights and individual levels of development and understanding.

The rights and responsibilities of children, families and staff is the basis of Highgate OSHC's 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 service, with the expectancy of a positive and supportive response from families. Whilst there is recognition of the importance of the service provided in the lives of families, this also needs to be balanced with the embedded expectation a safe and respectful environment for all children, families and staff.

## Implementation

The Director, Assistant Director or Responsible Persons will discuss with parents/guardians any behavioural issues of concern and regularly exchange information about children's behaviour and encourage families to provide relevant information, which may assist in understanding a child's behaviour. Where appropriate and in consultation with families, involve Highgate School staff and other agencies to support staff and families in the effective management of children's behaviour.

The behaviour guidance Highgate OSHC provides children with will be guided by the following practices:

- Highgate OSHC 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.
- Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- 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.
- Educators will encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations.
- 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 where they are experiencing frustration, anger or fear.
- Educators will support children to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Highgate OSHC will work with each child's family and, where applicable, Highgate School staff, to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Highgate OSHC will collaborate with 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.

- Highgate OSHC will ensure that children are free to make choices and experience the results of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Educators will ensure that children are being acknowledged when they make positive choices in managing their behaviour.
- 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.
- 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.
- Highgate OSHC will have in place strategies to enable educators to encourage positive behaviour in children while minimising negative behaviour. Highgate OSHC will also have strategies in place to involve children in developing behaviour limits and the consequences of inappropriate behaviour. Strategies will also be put in place for the Director and educators to manage situations when a child's behaviour is particularly challenging and when families have different expectations from the service in relation to guiding children's behaviour.
- The service will support educators to enhance their skills and knowledge in relation to guiding children's behaviour.

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.

Highgate OSHC staff are required to:

- Undergo appropriate behaviour guidance training through professional development or other appropriate models.
- Role model appropriate behaviour at all times. They shall listen to the children with respect and encourage respect for themselves, others and the environment.
- Assist the children to focus on the consequences of their 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 when possible, for example "do", instead of "do not"
  - Encourage and focus on positive behaviours as they occur

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 session and ideally should provide a balance between indoor and outdoor time, energetic and quiet activities and opportunities for eating and resting

## Highgate OSHC Expectations of Children

The service has the following basic expectations of children that attend the service and reference these in behaviour guidance strategies. These are discussed weekly with the whole service and are on display at all times for children to refer to.

- Only be where educators can see you
- Show kindness and respect to each other, educators and visitors
- Have care with our environment and resources
- Clean up your play spaces

## Behaviour Guidance Steps

Step 1: Verbal reminder/warning	Reminder of OSHC expectations with reference to which one is not being followed
Step 2: Moved to another play space	Discussion about their actions and impact on others Child will be asked to choose another play space for remainder of the session Responsible Person on duty informed
Step 3: Reflection/restorative discussion and behaviour report written	Discussion held with Assistant Director or Director about safety, wellbeing and OSHC expectations Encourage further reflection by the child by asking them to think and discuss: what happened, who has been affected by the behaviour, what could be done to make things right May take place after a 'cool down' period if child is distressed or disengaged Behaviour report to be written in collaboration between Director, Assistant Director and/or Responsible Person on duty Parent/guardian informed upon collection by Responsible Person on duty, Assistant Director or Director Behaviour report to be read and signed by parent/guardian
Step 4: Collection by parent/guardian	Inappropriate behaviour that is not resolved by the initial steps or behaviour that threatens other children's safety, staff's safety or absconding from the service will result in parent/guardian immediately contacted for collection Child will be removed from the group until collected Behaviour report to be written in collaboration between Director, Assistant Director or Responsible Person on Duty Parent/guardian informed upon collection by Assistant Director or Director Behaviour report to be read and signed by parent/guardian If required, IO1 report submitted to Education Standards Board and ACECQA via NQAITS
Step 5: Behaviour support plan  Any incidents of absconding from the service will immediately be progressed to this step and risk management plan will be written and put in place	3 or more behaviour reports in a term (one Vacation Care period is equivalent to a term) will result in a meeting being held with the Director, family and the child Behaviour support plan to be collaboratively created using template Current strategies to be discussed with input from family Support from inclusion agencies or professionals will be discussed

Step 6: Temporary suspension from service	If Behaviour Support Plan cannot be adhered to or is disregarded an initial suspension period of 24 hours with a 1 week probation period when attendance recommences If a behaviour report is required during this probation period, a further suspension of 24 hours will immediately occur
Step 7: Termination of service enrolment	If unacceptable behaviour continues after this period, enrolment at the service 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

Note: the Director reserves the right to skip any step if the behaviour is serious and considered to be immediately endangering children or staff

Approved by Highgate School Governing Council 19<sup>th</sup> May 2021

DATE OF EFFECT: 31<sup>st</sup> May 2021

REVIEWED: 28<sup>th</sup> October 2022

TO BE REVIEWED: 28<sup>th</sup> October 2023

#### Related Documents

<http://www.acecqa.gov.au/national-quality-framework/national-law-and-regulations/national-regulations>

Education & Care Services National Regulations (2011) – Regulations 155, 156

National Quality Standard for Early Childhood Education and Care & School Age Care (2010) – Standard 5.1.1, Standard 5.1.2, Standard 5.1.3, Standard 5.2.3

# Highgate OSHC BEHAVIOUR REPORT

Child's Name: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

Behaviour not in line with OSHC Expectations, tick box and circle behaviour:

<b>Expectation</b>	<b>Tick</b>	<b>Behaviour</b>
<u>O</u> nly be where educators can see you		Absconding from the service
<u>S</u> how kindness and respect for each other, educators, and visitors		Teasing, intimidation, humiliation, harassment, physical violence including hitting, biting, kicking, pushing, scratching, spitting etc Refusal to comply with educator directions, disrespectful gestures, refusal to listen Inappropriate language or gestures
<u>H</u> ave care for our environment and resources		Inappropriate use of equipment, deliberate use of equipment to endanger Damage to OSHC equipment
<u>C</u> lean up your play spaces		Misuse of resources

Brief description of incident:

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Director Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Parent/guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Yes, I would like to be sent a copy of this report

Yes, I would like to arrange a time to speak to the Director regarding this incident

# Highgate OSHC BEHAVIOUR SUPPORT PLAN

Name of Child			
Age		DOB	
Date of Creation			
Behaviours of Concern			
Alternative Behaviours – Short Term Goals			
Alternative Behaviours – Long Term Goals			
Child's Background			
Alternative Behaviours In Need of Support		Known Warning Signs of Impending Behaviour	
Preventative Strategies and Techniques			
Consequences for Inappropriate Behaviour		Responsibility for Implementing Consequences	

Positive Behaviour Recognition	Responsibility for Providing Positive Behaviour Recognition
Resources or Support Needed (Internal)	
Resources or Support Needed (External)	
Review Date	
Benchmark	
2 <sup>nd</sup> Review Date	
Benchmark	