

## BO– BEHAVIOUR GUIDANCE – Out of School Hours

Effective from: 06 February 2018  
Contact officer: Coordinator of Children's Services  
Next review date: 18 months – 2 years  
File Reference: 1825/29.5  
Related Policies/Local Laws/Legislation:

- Children Education and Care Services National Law Application Act 2010
- Education and Care Services National Regulations 2011 – Cl 155, 168
- National Quality Standard – 5.1.1, 5.1.2, 5.2.1, 5.2.3, 7.3.5

Related Documents:

- Guide to the National Quality Framework 2016 (ACECQA)
- Belonging, Being & Becoming, The Early Years learning Framework for Australia
- My time, Our Place – The Framework for School Age Care in Australia
- Wingecarribee Children's Services Philosophy
- Wingecarribee Children's Services Policy & Procedures
- Early Childhood Code of Ethics

### PURPOSE

Wingecarribee OOSH Services will provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

### SCOPE

This policy applies to:

Wingecarribee Children's Services Staff employed by Wingecarribee Shire Council

All children and families accessing Out of School Hours Care with Council's Children's Services



All volunteers and students engaged with Wingecarribee Children's Services.

## PROCEDURE

- 1.1 Basic rules and clear guidelines of acceptable behaviour will be established through consultation with staff and children.
- 1.2 Rules and expectations will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.
- 1.3 Children and staff will have the opportunity to be involved in developing rules and our service's Code of Behaviour.
- 1.4 All rules will be clearly expressed in a positive way and reinforced consistently.
- 1.5 Staff, parents and children will be made aware of the rules.
- 1.6 Rules and expectations will be displayed.
- 1.7 Children will have the consequences to breaking the rules explained.
- 1.8 All consequences shall be relevant to the individual situation and not demeaning to the child.
- 1.9 No child is to be subjected to, or threatened with, corporal punishment.
- 1.10 No child is to have food or other basic needs withdrawn as part of a punishment.
- 1.11 Staff will follow up all behavioural issues by discussing the situation with the child and working together on better solutions for future behaviour.
- 1.12 Positive behaviour will be encouraged by role modelling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- 1.13 Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.
- 1.14 Children will be encouraged to seek support when necessary
- 1.15 Staff will have access to training and support in positive approaches to behaviour management. This will be made available as part of the training budget.
- 1.16 Staff, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.
- 1.17 Staff and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.
- 1.18 **Children will be encouraged to**
  - 1.18.1 accept and value every child and adult regardless of race, cultural background, religion, gender or ability
  - 1.18.2 treat each other with respect, courtesy and understanding



- 1.18.3 maintain positive communication and relationships with staff, other children and adults visiting the Service
- 1.18.4 use appropriate language at the Service
- 1.18.5 be aware of their responsibilities towards each other
- 1.18.6 settle their differences in a peaceful and constructive manner
- 1.18.7 develop self-discipline skills through positive example and direction.
- 1.18.8 develop an understanding that behaviour results from choices made by the individual and that all behaviour has consequences.

## 1.19 Staff will

- 1.19.1 accept and value every child and adult regardless of race, cultural background, religion, gender or ability.
- 1.19.2 encourage children to talk about their feelings and acknowledge that there are times when children may express fear or anxiety, be angry or frustrated.
- 1.19.3 assist children in managing their feelings and understanding the feelings of others
- 1.19.4 treat children with respect, courtesy and understanding
- 1.19.5 maintain positive communication with the children at all times
- 1.19.6 will ensure when communicating with children that they are understood and that communication is suited to the child's age and stage of development
- 1.19.7 as applicable use voice intonations, facial expressions, and explanations as methods of discipline
- 1.19.8 avoid shouting at children

## 1.20 To encourage children to take responsibility for their actions, staff will:

- 1.20.1 initiate conversations with all children, and develop an understanding of the child and their interests
- 1.20.2 form friendly and warm relationships with the children in their care and be supportive and encouraging
- 1.20.3 ensure that expectations, relating to the children's behaviour is explicit and clear and consequences are consistently applied
- 1.20.4 act as a role model for acceptable behaviour
- 1.20.5 encourage, praise and reward acceptable behaviour.
- 1.20.6 focus on the behaviour, not the child.
- 1.20.7 provide an environment, which will foster the child's self esteem.
- 1.20.8 introduce and role model to simple conflict resolution skills to children



**1.20.9** encourage children to appreciate and care for each other and their surroundings

**1.20.10** Role model appropriate language

**1.20.11** Refer to "E- Interactions with Children Procedure"

## **2. Consistent unacceptable Behaviour**

**2.1** Where a child demonstrates consistent unacceptable behaviour the staff will:

- ensure the child is aware of the limits and what is appropriate behaviour
- ensure the expectations are appropriate for the child's level of development and understanding
- review the consequences to ensure they are not inadvertently encouraging the behaviour
- look for and assess possible causes for the behaviour
- discuss the issue with the parents and the child
- record all incidents, indicating what happened before and after the incident, time, date and who was involved on the Incident, Injury, Trauma and Illness Form
- develop a plan of action involving behaviour management in discussion with all staff, parents, school, and other professionals as applicable
- record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.

**2.2** If the child physically hurts other children or adults the staff will:

- remove the child from the situation.
- ensure the other person is all right and given proper attention and care.
- record the incident on a Incident, Injury, Trauma and Illness Form
- ensure that parents of children involved are notified of the incident.
- Determine whether it necessary, depending on the situation, to request immediate suspension/exclusion in the general interest of the group.

## **3. Suspension/Exclusion for unacceptable or unsafe behaviour**

**3.1** Whilst suspension/exclusion should always be seen as a last resort there may be occasions when this is necessary for the safety and well being of the other children and staff at the Service or to ensure that appropriate levels of supervision are maintained for all children using the Service.

**3.2** Should unacceptable or unsafe behaviour occur and the above strategies are not working the staff will inform the Nominated Supervisor.

**3.3** The Nominated Supervisor in consultation with the Coordinator of Children's Services will determine whether suspension or exclusion from the Service is necessary in the best interest and safety of the children and staff.

**3.4** The following procedure may be implemented:



- Final warning to child and parent prior to short term suspension if further non-compliance OR
- Immediate suspension or exclusion dependent on the seriousness of the incident
- Return to service on condition of trial period
- Further non-compliance could result in extended suspension and even complete exclusion.
- The Service will seek to support the family and child by providing appropriate information on support agencies and Services to assist the child and family in managing the child's challenging behaviour's.

**3.5** As Wingecarribee Out of School Care is affiliated with Mittagong Public School and operates out of the school grounds, any child who is suspended/excluded from school due to unacceptable behaviour will also be excluded from Wingecarribee Out of School Hours for same period. No fees will be incurred.

*(This is in line with Department of Education Policy which excludes any child from their property whilst under suspension.)*

**Approved By:**



**Nick O'Connor**  
**GROUP MANAGER CORPORATE AND COMMUNITY**  
**06 February 2018**

