

Behaviour Management Policy

The Burton OSHC and Vacation Care service is committed to meeting the needs of the children in care in a way that fosters a positive and nurturing environment. The safety of all Educators and children are a priority. Within the service environment, Educators, school community, families and children are required to work collaboratively to define boundaries for the actions of children who do not respect or consider the safety of others. The service has clear steps for unacceptable behaviour, which are compatible with the school's policies and procedures.

We believe that to effectively guide children's behaviour we need to:

- Ensure children are continually guided positively and encouraged towards acceptable and inclusive behaviour in order to maintain their self-esteem, dignity and personal integrity.
- Guide children to recognise personal responsibility and self-discipline.
- Acknowledge that children can learn from their mistakes.
- Be fair and consistent.
- Place focus on the behaviour and not the child.
- Recognise that a child's behaviour is affected by a multitude of factors, including age, physical environment, time of day, educator and other children's actions, family experiences and cultural backgrounds.
- Positive behaviour will be encouraged by role modelling, diverting children to more appropriate and engaging activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- Children will be responsible for their own behaviour through the development of problem-solving skills.
- Children will be encouraged to seek support from Educators if necessary.
- Educators will have access to training and support in positive approaches to behaviour education.
- Educators will record incidents, indicating what happened before and after the incident, time, date and who was involved.
- Provide a wide and varied program to reduce boredom and discontent.
- Seek input from families and children when reviewing the behaviour management policy, to encourage ownership and acceptance.

The behavioural expectations are as follows:

- We respect and care for ourselves, other people and property.
- We work and play safely and cooperatively.
- We follow the directions of Educators
- We stay inside the supervised boundaries.

The following steps will be introduced when the rules and expectations of our service are not being followed:

1. The child is reminded of the rule and expectation.
2. A short time away from the area of play, or a logical redirection.
3. Additional time out of play is imposed, with a loss of privilege or a written apology.

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4. Repeated inappropriate behaviour will result in consultation with families. At this time, the child, caregiver and Director may negotiate and formulate a behavioural plan.
5. If parental consultation and behavioural plan does not improve the behaviour, the issue will be directed to school leadership and may result in a suspension from OSHC.
6. If all of the above steps prove unsuccessful, the child's care may be ceased for a maximum of 4 days.

If a child physically hurts other children or adults, the service will:

1. Remove the child from the situation.
2. Ensure the other person is safe and given First Aid if required.
3. May contact the caregiver and ask for the child to be collected as soon as possible, to eliminate any further incidents
4. Record the incident on a Incident, Injury, Trauma & Illness Form
5. Ensure that both sets of caregivers are notified of the incident.
6. Ensure all records of the incident are signed and dated.

Should unacceptable behaviour from a child be of an extreme nature or be documented as an ongoing concern, the Director and Principal will make the decision as to whether the child needs to be excluded from the service. Caregivers will be informed and notice given.

Should unacceptable behaviour be of an extreme nature from a child's caregiver, they maybe asked to leave the school site. In extreme circumstances the police will be called to intervene.

Grounds for exclusion

The Director and Principal may exclude a student from attendance at the OSHC if they believe on reasonable grounds that:

- the student has threatened or perpetrated violence
- the student has acted in a way that threatens the safety or wellbeing of a student, member of staff or
- other person associated with the school (including by sexually harassing, racially vilifying, verbally abusing or bullying that person)
- the student has acted illegally
- the student has acted in a way that threatens the good order of the OSHC by persistently contravening or failing to comply with rules applying within the OSHC about behaviour.

Factors that must be considered in an exclusion decision

In deciding whether to exclude a student whose behaviour has met the grounds for exclusion, a Director and Principal must consider:

- the severity and frequency of the misbehaviour of the student
- if relevant, the student's prior record of behaviour and response to previous consequences
- any other relevant matter, which may include:

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- if the student is at higher risk of exclusionary responses and special measures should be provided to support their inclusion
- if the exclusion decision is likely to prevent future behaviours of concerns
- if the exclusion decision is safe in the student's circumstances
- if the exclusion decision helps the OSHC to meet a function of the Behaviour Management Policy
- if the intended outcomes can be achieved using a different consequence.

Communication of an exclusion decision

The OSHC Director and Principal are responsible for the exclusion decision and must make sure it is communicated by a person who can explain the decision to the student and the caregiver. A Notice of Exclusion from OSHC must be given to the student and caregivers through 1 or more of the following notification methods:

- letter given to parent
- e-mail with read receipt

Exclusion length

Exclusion from OSHC means that the student does not attend OSHC for a set period:

- ranging from 4 to 10 weeks, or
- for the remainder of a term. If an exclusion is for the remainder of a school term, it may be less than 4 weeks or more than 10 weeks, for example:
- a student can be excluded for 2 weeks if the exclusion starts in week 8 and is for the remainder of the term

The length of an exclusion is decided by the OSHC Director and Principal.

Reconnection after exclusion

Before the student's scheduled return to OSHC, a reconnection meeting must be held at the OSHC room with the student's caregiver the Director and Principal. Where the situation at hand will be discussed and a "Reconnection Form" will be signed by the Student and the Caregiver.

A meeting/phone call with caregivers will be required one week after the child's return to OSHC, to provide updates of their child's progress. If the child's behaviour continues to display grounds for exclusion, there will be permanent exclusion from the service.

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The Behaviour Management Policy relates to:

Regulations	National Quality Standard (NQS)	Other policies / Service documentation	Other Legislation / Guidelines
168	5.1	My Time Our Place	
1	5.2	Parent/Guardian Conduct Policy	
155 & 156			

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