

Mawson Lakes School - OSHC

Policy Statement on Behaviour Management

The Mawson Lakes School OSHC service will provide a positive environment with a choice of activities which recognises and promotes success and builds children's self-esteem. Behaviour management will be based on the following principles:

- All individuals will be treated with respect at all times.
- Individuals choose their own behaviour to meet their needs within the group.
- Behaviour has consequences which increase or reduce choices in life.
- Individuals will be expected to accept responsibility for their own behaviour according to their developmental stage.
- Families, society, peers, educators, and other significant adults influence children's choices.

HOW POLICY WILL BE IMPLEMENTED (specific policies and procedures)

The procedural steps for handling children's inappropriate behaviour will at all times be consistent with the Mawson Lakes School's Behaviour Management Policy and Procedures.

STRATEGIES:

Educators will use a positive approach in managing children's behaviours by:

- Using a co-operative approach in the development of rules, expectations, and procedures, with the involvement of children and parents.
- Displaying, discussing, and practicing positive rules.
- Using encouragement, eye contact, nods and smiles to reinforce positive co-operative behaviour.
- Engaging in collaborative problem-solving relationships with children and parents.
- Providing an environment with a choice of activities that recognizes and promotes success and builds self-esteem.
- Having access to training and support in positive approaches to behaviour management.

Children will develop an acceptance of responsibility for their own behaviour by being:

- Taught that behaviour results from choices made by an individual and that all behaviour has consequences.
- Encouraged to respect rights and fulfil responsibilities.

- Given opportunities to be involved in the development, implementation and review of the program's behavioural expectations, rules, and procedures.
- Positively acknowledged for responsible behaviour.
- Provided with access to appropriate support services.

OSHC educators involved in running the program will work to create a safe, caring and stimulating recreational environment which supports the needs of all children and adults by:

- Developing and using policies, procedures and consequences which respect the needs of individual children and their parents as well as the need of staff to work safely.
- Developing a system of consequences tailored to the individual situation for both appropriate and inappropriate behaviours, which will consistently apply these consequences.
- Developing and implementing specific guidelines in relation to sexual and racial harassment and bullying.
- Seeking support for staff and families from the school community and other appropriate agencies for the effective management of children's behaviour.

CONSEQUENCES:

- **Step 1:** A reminder or warning
- **Step 2:** Reflection time
- **Step 3:** Reflection time with the Director/Assistant Director
- **Step 4:** Parents are notified for serious breach of our behaviour code & school values. Cooperation, Pride, Quality and Respect
- **Step 5:** Inappropriate behaviour form that supports our 3 strikes system.

Mawson Lakes School OSHC works in conjunction with the parent, Wellbeing Leader, and the child's teacher to form a cohesive support system for the child that has being sent home after receiving a strike.

If the child receives 3 strikes for similar behaviour within a 3-month time frame the child will be suspended from the service until a re-entry meeting has been completed with the parent, wellbeing leader, director, and school principal to discuss the next course of action.

RESPONSIBILITIES:

The OSHC community in general will:

- Model the principles of this policy statement by reflecting them in their everyday behaviour.
- Participate in the development, implementation and review of behaviour management policy and practices.

- Develop and maintain a caring environment which recognises the link between children's self-esteem, appropriate activities, and sense of well-being.

Governing Council will ensure that:

- Behaviour management policy and guidelines are in place and are consistently applied.
- The policy is consistent with the School's WH&S policy and meets the Duty of Care responsibilities.
- The policy is implemented in a non-discriminatory manner.
- The program's venue and resources support educators to promote appropriate programs and activities for children.
- Training and development in behaviour management and quality programming is provided for educators as appropriate.

The Principal/School Staff will:

- Facilitate co-ordination of staff-development and advisory support on behaviour management between the school and OSHC service.
- Assist the involvement, where appropriate, of department personnel (including school staff) and other agencies to support OSHC educators, management, and families in the effective management of children's behaviour.
- Involve the OSHC Director in structures and processes within the school, which ensures a consistent approach in managing the behaviour of children from the school who are attending OSHC.

All parents will be encouraged to:

- Participate in the development, implementation and review of behaviour management policies and practices.
- Seek information on the Behaviour Management policy and clarify any issues that may arise.
- Advise the OSHC Director and educators of any concerns or issues relevant to the policy.

All children will be encouraged and supported to:

- Participate in the development, implementation and review of behaviour management policies and practices.
- Engage in co-operative and collaborative relationships with educators and other children within the program.

- Seek information on the Behaviour Management policy and clarify any issues that may arise.

The OSHC Director will:

- Develop and foster positive relationships with the children, educators, and parents.
- Engage in collaborative problem-solving relationships with children, parents, and educators.
- Develop an environment and program which considers the strengths, needs and interests of individual children and provides a range of choices.
- Ensure that expectations relating to children’s behaviour are explicit and clear and that consequences are consistently applied by educators.
- Where appropriate, and in consultation with families, involve departmental staff and other agencies to support educators and families in the effective management of children’s behaviour.
- Ensure that liaison will occur between the program and the child’s school when required.

The educators will:

- Develop and foster positive relationships with the children.
- Ensure that expectations relating to children’s behaviour are explicit and clear and that consequences are consistently applied.
- Assist the Director in:
 - Engaging in collaborative problem-solving relationships with children and families.
 - Developing an environment and program which considers the strengths, needs, and interests of individual children, and provides a range of choices.

OBJECTIVES, STRATEGIES AND OUTCOMES:

- * To establish a safe, caring and stimulating recreational environments for all children.
- * To ensure clear and open channels of communication between the Governing Council, OSHC educators, children, parents, the school and other agencies.
- * To ensure the Director and educators are aware of available support for the program and access this support appropriately.

Performance Indicators:

- * To implement and monitor the following performance indicators to ensure **positive service approach to behaviour management:**

- Children’s active participation in the development and review of service rules and guidelines.
 - Rules are clearly displayed and written in positive language.
 - Children are consulted in the planning of activities.
 - Children attending the program have regular group discussions with educators regarding behavioural expectations.
- * To implement and monitor the following indicators to ensure the success of strategies aimed at **encouraging children’s acceptance of responsibility** for their environment and behaviour
- Children take responsibility for organizing activities.
 - Children are given opportunities to select or plan activities.
 - Children’s responsibilities in relation to maintaining the program’s environment are clearly stated.
 - Other behavioural expectations are explicit.
 - Children problem-solve and negotiate issues with others.
- * To implement and monitor the following indicators to encourage children, educators, and parents to **respect the needs of others**, and to have their needs respected.
- Grievance procedures are in place.
 - Guidelines are in place for dealing with infringement of rights- i.e., sexual, and racist harassment and bullying.
 - Strategies are in place to support all children’s full participation in the program.
 - Children’s cultural background, capabilities and dispositions are supported and acknowledged.