



EAST ADELAIDE Out of Hours School Care

Behaviour Education Guidelines

Respect Responsibility Relationships Resilience

RATIONALE: East Adelaide OSHC follows East Adelaide School's Guiding values of Respect, Responsibility, Relationships and Resilience. We aim to create safe conditions for children to interact socially, physically and emotionally. These guidelines contribute to developing a community of learners and sense of belonging. We promote guidance, positive reinforcement and positive behaviour which are built on mutually respectful relationships.

We guide children in a democratic and creative approach and we promote the value of both individuals and the group. We focus on developing effective communication, collaborative problem-solving and inclusion of all children in our care. Learning to behave appropriately is a developmental task and with guidance students are encouraged to make responsible behaviour choices.

Creating a supportive and connected school culture by:

- Adhering to DECD policies and procedures – Anti-bullying, Child Protection, School Discipline, Behaviour Education, Cyber Safety
- Monitoring positive behaviour education
- Focussing on student wellbeing and student ownership of their behaviour
- Early intervention and application of targeted support
- Building partnerships with families and the community

The Behaviour Education Guidelines define the responsibilities of all members of the school community who are expected to conduct themselves in a lawful, ethical, safe and responsible manner that recognises the rights of others.

OUR GUIDING VALUES

Respect

Staff model and teach appropriate behaviours outlined in the National Safe Schools Framework, and the Child Protection Curriculum through the possible use of Restorative Practice and other intervention approaches.

Students show respect for themselves and others by following the negotiated behaviour expectations.

Parents follow appropriate school processes and respect the Director/ Educators' professional decisions.

Responsibility

Staff inform students of their rights and empower them to take responsibility for their learning and behaviour.

Students are involved in setting goals and learning plans with support of staff and parents.

Parents support their child in making responsible decisions about their behaviour.

Relationships

Staff develop democratic relationships through honest effective communication with the school community.

Students are involved in decisions about their class and school through meetings, circle time, student personal behaviour plans and team work.

Parents foster positive partnerships with staff and students through communication and participation in OSHC events.

Resilience

Staff empower students in understanding what they need to learn, why the learning matters, what is expected of them and how they learn.

Students take risks with their learning, embrace failure and have a growth mind set to move forward.

Parents learn about qualities that allow children to bounce back from adversity and how to nurture that type of resilience in their child.

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
- When guiding children's behaviour, 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, staff and other children's actions, family experiences and cultural backgrounds
- Work together with families and teachers to build positive relationships
- Provide a wide and varied program to engage students in relevant activities
- Seek input from families and children when reviewing Behaviour Education Guidelines to encourage ownership and acceptance.
- Respond calmly and rationally

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 directions of teachers/staff members.
- We stay inside the supervised boundaries.
- We use appropriate language whilst in the program.
- We keep our hands and our feet to ourselves.

The following steps are introduced when the expectations are not being followed:

1. The child is reminded of the expectation.
2. Reflection time for the child and removed from the area of play, or a logical consequence.
3. Additional time out of play is imposed, with associated consequences, such as loss of some privilege and/or a written apology. A behaviour report will be filled out and Parent/guardian will be notified either verbally on pick up or through email communication. Behaviour reports will be collected and analysed regularly to examine trends of behaviour occurring in the program.
4. Repeated inappropriate behaviour will result in consultation with families. At this time, the child, parent/guardian and Director may negotiate and formulate a behaviour plan.
5. If parental consultation and behavioural plan does not improve behaviour, the child will be suspended from the OSHC program this will occur in consultation with school leadership. A re-entry meeting to occur with parents and child will occur prior to the child returning to service.
6. If unacceptable behaviour cannot be rectified, or if it endangers the safety and wellbeing of others, exclusion from the program will be in direct consultation with school leadership.

Positive reinforcement

We believe in positive reinforcement and the acknowledgement of children's achievements. We aim to achieve this through:

- Encouragement of creativity.
- Acknowledging the demonstration of school values.
- Respect during group time
- Positive language

East Adelaide School's OSHC consistent approach to unacceptable behaviour based on severity, frequency, age, disability, trauma, mental health and repetition

Concerning Behaviours

Level 1

Refusing to follow reasonable instructions; continuous low level inappropriate behaviour; misuse of property; low level negative behavior toward others (put downs, swearing)

Level 2

Not following behavior education, leaving school grounds; verbal abuse, threatened violence, harassment, and sexualised behaviour.

Level 3

Violence; Physical Assault; Sexualised Behaviour; Property Destruction - vandalism, arson; Legal and Illegal Drugs; Cyber Crime, Sexual Assault.

Options of Consequence

Consequence related to behaviour, removal from activity, time out, meeting with parents to establish expectations and goals for child,

Removal from activities, meeting with parents to monitor child's choices, establishment of a behaviour contract for program, internal suspension, External suspension.

Internal Suspension; meeting with parents to establish expectations, external suspension, exclusion.

Communication/ Documentation

Educators and service leaders will use their professional judgement to determine the appropriate level of response and strategy for the situation in consultation with support services, as required.

Level 1 Response- Educators document children's behaviours then follow up with appropriate intervention approaches and negotiated child behaviour contracts. This will be done in collaboration and consultation with parents and service leaders. Educators utilise a behaviour record sheets, email communication and communication books regularly.

Level 2 Response- Service leaders may attend meetings with children, parents, members of the leadership team, interagency behaviour support, whilst maintaining regular contact with parents. Educators and leadership to utilise ongoing record keeping, development of behaviour goals and reports to monitor progress.

Level 3 Response – Service leaders to collate children's records, have formal meetings with parents, child and/or interagency behaviour support, monitor personal behaviour contracts, and refer to behaviour records for reflection and review.