



EAST ADELAIDE Out of Hours School Care

Behaviour Education Guidelines

Respect Responsibility Relationships Resilience

Philosophy: East Adelaide Out of School Hours Care (OSHC) is committed to providing high quality care in accordance with the National Quality Standards (NQS) for primary school aged care.

We believe it is important for children to feel comfortable and confident so they can collaborate with children, educators and their families to support their wellbeing. Educators help children to self-regulate their emotions and nurture the building of social skills.

East Adelaide OSHC incorporates the philosophy and values of the school being Responsibility, Relationships, Resilience and Respect. We value diversity and cultural backgrounds of all our families.

The service recognises that the building of partnerships with families and communities in the development of the program will result in continuous improvement for the centre.

OUR GUIDING VALUES

Respect

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

Children show respect for themselves, their peers & their property by following the negotiated behaviour expectations.

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

Responsibility

Educators inform children of their rights and empower them to take responsibility for their learning and behaviour.

Children are involved in setting goals and learning plans with support of educators and parents.

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

Relationships

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

Children are involved in decisions about their OSHC environment through message time, circle time, personal behaviour plans and team work.

Parents foster positive partnerships with educators and children through communication and participation in OSHC events.

Resilience

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

Children are encouraged to use positive thinking, take risks with their learning, embrace failure and have a growth mindset 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
- Guiding children's behaviour, place focus on the behaviour over 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.

Responding to Student Behaviour

Delegations

The Director has the authority to make decisions in relation to suspensions, exclusions and expulsions. The Director authorises other members of the leadership team to make these decisions on their behalf.

Reception students

Suspension for Reception students is not encouraged due to their social and emotional development and the focus being on understanding how to relate to others in an OSHC setting. Alternative processes such as reflection sheets, parent meetings, open-ended questioning and role playing and other restorative practices will be implemented.

Whole OSHC

When OSHC behaviour expectations are not met, we will use a restorative approach where children will have the opportunity to make things right by reflecting on the situation and repairing the relationship, using the following restorative questions as a guide:

1. What happened?
2. What were you feeling or thinking at the time?
3. Who has been affected by my actions? In what way?
4. What can you do to make things right?
5. How could or would you do differently next time?

Supporting Positive Behaviour

Positive behaviour support is an approach to children's behaviour that is built on the principles that positive behaviours can be learnt and that environments can be changed to support effective regulation of emotions for each child. Two models/programs we use at East Adelaide School OSHC are Restorative and Open-ended questioning as well as Trauma Informed Practices.

Minor Behaviours

Definition

Minor behaviours may be defined as an incidental occurrence, be unintentional or that which has a low-level impact upon the rights, safety and welfare of others.

Examples of Minor Behaviours

- Annoying others
- A defiant manner of questioning (being rude)
- Refusal to follow reasonable instructions
- Misuse of property
- Play fighting
- Disruptive behaviour
- Being dishonest with educators
- Using a non-directed swear word (example during a game)
- 'No show' at 3pm or 5pm sign-in

(If any of these behaviours occur repeatedly the consequence may result in a moderate consequence)

Examples of Responses to the Behaviours

- Educator who has duty of care at that point in time will provide a verbal reminder of OSHC expectations and school values
- A restorative practice approach may be used (cards in OSHC office)
- OSHC expectations

Educator, Assistant or Director will communicate with parents at the point of pick-up. Alternatively, parents will be contacted if minor behaviour escalates

Moderate Behaviours

Definition

Moderate behaviours may be defined as those which are intentional, repeated minor behaviours or affect the rights, safety and welfare of others.

Examples of Moderate Behaviours

- Constant teasing
- Being mean (purposely)
- Arguing with an adult
- Continuous refusal to follow instructions
- Swearing deliberately
- Verbal abuse
- Harassment
- Theft

(if any of these behaviours occur repeatedly the consequence may result in a serious consequence)

Examples of Responses to the Behaviours

- OSHC office will be used for children to complete the restorative practice questions which involve open ended questioning.
- Director notifies parents of child behaviour
- Director arranges a meeting with parents to develop behaviour goals (with Leader if required)
- Community service
- Time away from the playground
- Alternative play options

Restorative practices approach is used

Serious Behaviours

Definition

Serious behaviours may be defined as those which significantly violate the rights, safety, wellbeing and welfare of others.

Examples of behaviours	Examples of responses to the behaviours
<ul style="list-style-type: none"> • Repeated incidents of moderate behaviours • Act of violence • Threatened violence • Physical assault • Bullying • Sexualized behaviours • Property destruction • Vandalism • Cyber crime • Racism and other prejudice behaviours • Sexual assault • Illegal drugs • Leaving school grounds 	<ul style="list-style-type: none"> • Restorative practices are implemented • Initial discussion to find out what has happened • Assistant and Director will have a meeting with parents to establish a behaviour plan, monitor and evaluate student's behaviour goals • Director to arrange timely review meetings with parents to monitor success of behaviour plan • Parents being notified of student's behaviour by leadership • Internal suspension • Suspension • Exclusion • Police involvement <p><i>(These behaviours may be displayed as a once off and will incur the above consequences.)</i></p>

Behaviours of concern:

- Challenging, complex or unsafe behaviours which are of greater severity, frequency or duration and require more persistent or intensive intervention to address.
- Does not include low level, developmentally appropriate transgressions that test the boundaries of established rules, standard and norms but are relatively simple to direct and minimise through universal behaviour support strategies.

Bullying

- An ongoing and deliberate misuse of power in relationships through repeated verbal, physical and or social behaviour that intends to cause physical, social, and/ or psychological harm. It can involve an individual or a group misusing their power, or perceived power, over one or more persons who feel unable to stop it from happening.

Community Service

- Community service is given to children as a possible consequence. The type of community service will be reflective of inappropriate behaviour and reflect on how the child can restore the relationship that has been broken. Children will receive community service by leadership or educators.

Consistent

- Consistent responses to behaviours of concern, does not mean that all children receive the same response. Behavioural responses are tailored to the specific needs of the child.

Discrimination

Discrimination occurs when people are treated less favourably than others because of their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability

Examples of discrimination include where children:

- exclude children of a different culture from a friendship group
- don't let children of a different race sit near them at lunch
- refuse to include a child with a disability in their game

Harassment

Harassment is behaviour that targets an individual or group due to their:

- identity, race, culture or ethnic origin
- religion
- physical characteristics
- gender
- sexual orientation
- marital, parenting or economic status
- age
- ability or disability.

It offends, humiliates, intimidates or creates a hostile environment. It may be:

- an ongoing pattern of behaviour or a single act
- directed randomly or towards the same person(s)
- intentional or unintentional.

Examples of harassment include where Children:

- ridicule someone who doesn't speak English
- tease someone who wears different clothes due to religion/beliefs
- make suggestive comments or insults based on sex
- make fun of someone with a disability
- put down someone who is obese or very thin
- tell offensive jokes deliberately to put down a particular societal group.

Restorative Practice:

- Restorative practice is a strategy that seeks to repair relationships that have been damaged through open ended questioning and discussion, including those damaged through bullying. It does this by bringing about a sense of remorse and restorative action on the part of the offender and forgiveness by the victim.

Suspensions:

- Suspensions are short-term responses to behaviours of concern that impact on the safety, wellbeing and learning of others.

OSHC Behaviour Processes

1:

Reminder

2:

Moderate consequence

(In alignment with 'Responding to Behaviour')

3:

Reflection sheet in office + Behaviour slip

4:

Time out in office

(Behaviour report to be filled in by educator and signed by parent)

5:

Meeting with parent and child

(Behaviour management plan to be created)

6:

Suspension

(Consultation with school leadership)

[Any actions deemed violent will lead straight to Step 6](#)