

2.6 Behaviour Support and Management Policy

Freshwater State School OSHC recognises that as a multi-aged care setting the implementation of an effective behavior management framework is imperative in supporting the needs of children from diverse backgrounds with differing developmental needs. Information in the ensuing policy has been informed by the Phonix Cups framework and Freshwater State School Positive Behaviour Learning Framework (PBL).

At Freshwater State School OSHC effective behaviour support and management stems from the ideology that an educator's role within a child's life is to equip them with the necessary skills to become confident and creative individuals and active and informed community members. This is achieved through the:

- Establishment of explicit behaviour expectations – be safe, be responsible, be a learner;
- Implementation of a child centered program which considers the various developmental stages and differing ages of children who attend the service;
- Continuous adaptation of practice aligning with current and reputable information to support children in developing emotional intelligence and self-regulating their behaviour; and
- Cohesive understanding of the need to respect and celebrate children's individuality, preserving and promoting their self-esteem.



Relevant Laws and other Provisions

The laws and other provisions affecting this policy include:

- *Education and Care Services National Law Act, 2010 and Regulations 2011*
- Duty of Care
- 'My Time, Our Place' Framework for School Age Care in Australia
- National Quality Standard, Quality Area 5 Relationships with Children
- Policies: 2.1 - Respect for Children, 2.3 – Educator to Child Ratios, 2.7 – Exclusion for Behavioural Reasons, 2.11 – Including Children with Special/Additional Needs, 3.3 – Educators Practice, 3.10 – Observational Recording, 4.6 – Medication, 5.2 - Food and Nutrition, 9.3 – Communication with Families, 9.5 – Complaints Handling.



Procedures

Behaviour expectations established at Freshwater State School OSHC have been reflected from the Freshwater State School PBL and adapted to align with the Phonix Cups framework to provide consistency for children. Freshwater State School OSHC outlines three clear, child focused behavior expectations (be safe, be respectful, and be a learner) based on acceptable wider community standards.

During the development of this policy a set of explicit behaviours within the three overarching behaviour expectation was found which applied to all environments in the outside school hours care setting. Across all settings it is understood that children demonstrate they are safe by following expectations, using gentle hands, gentle feet, maintaining clean hands and safe distances and remembering that I (educator) can only see you, if you can see me. Additionally, children act respectfully by exhibiting care for self, others, equipment and the environment and by using caring language. Finally, children are considered to be learners when they actively engage and are in the right place at the right time. Through the brain storming process and guided by the input of children it was discovered that additional expectations needed to be recognised which only applied to specific environments. As a result the OSHC Matrix of expectation was developed to outline specific behaviour expectations which fall outside of those applicable to all OSHC environments.

Children who are demonstrating an ability to follow behaviour expectations as specified in the OSHC Behaviour Matrix of Expectations can receive an OSHC Thumbs Up from educators as a form of positive reinforcement. OSHC Thumbs Ups are placed by the child into a container and at the end of each week two names will be drawn out and these children will receive recognition in the service and Zooper Dooper.

To fulfill the expectations of this policy in relation to behaviour management strategies educators are required to:

- Regularly discuss behaviour expectations with children, reinforcing why they are important;
- Use terminology specific to the OSHC Matrix of Expectations when conversing with children regarding behaviour;
- Model appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- Actively supervise children's play, pre-empting potential conflicts or challenging situations and supporting children to consider alternative behaviours;

- Consistently use positive guidance strategies in accordance with the Phoenix Cups framework when reinforcing the service behavior expectations;
- Support children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- Acknowledge children through encouragement or reward when they make a positive choice in managing their own behavior; and
- Prompt and support children, who are experiencing anger, frustration or fear, to move to another activity, or a prearranged downtime /safe place

Educators are not permitted at any time to use physical force/restraint or physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child.

Parents/guardians are not permitted to approach other children attending the service regarding behavior incidents and/or issues.

To fulfill the expectations of this policy in relation to documentation and reporting, educators are required to complete the following for all situations where intervention was required:

- Cup filling plan data entry detailing the date, context, behaviour, outcome and reflection; and
- If a moderate or serious incident occurs, as a result of the behaviour, complete a child incident record in accordance with incident, illness, injury or trauma policy 4.5; and
- Self-performance critical reflection journal entry detailing the use of positive guidance strategies; and
- Inform the responsible person of the situation and follow up with the parent/guardian if instructed to do so

If deemed necessary by the Coordinator a behaviour analysis and action plan will be completed based on the data already input on the cup filling plan. Action plans will be developed collaboratively with the Coordinator, parent/guardian, child, and other health/educational professionals as required.