

Behaviour Support and Education Policy

Policy Statement: East Marden Primary School OSHC will provide a secure, supportive and stimulating environment which encourages children to co-operate in a positive, inclusive and respectful manner. Our service believes that the relationship between a child and a caring adult is the fundamental basis of all behaviour support strategies implemented at our service. Children are most likely to behave in a positive, inclusive and respectful manner when they're supported by a caring educator who models this behaviour, and who teaches, guides and supports the child to do the same. Inclusion of each child in the children's program is of highest priority, where exclusionary responses will be implemented as a last resort.

Policies and Procedures

- Behavioural expectations are developed with input from parents, educators, governing council and school leadership.
 - Embody and practice EMPS core values of Kindness, Respect, Perseverance and Creativity towards all members of the community
 - Seek help from adults and educators to intervene when they see behaviours of concern
 - Stay within supervised areas and boundaries
- Children will contribute in setting and reviewing rules to manage OSHC through weekly group times.
- Educators will promote, model and support productive and positive behaviour.
- Educators will explicitly teach positive behaviour and expectations about behaviour. Predictable structures and routines in the OSHC environment will encourage children to positively engage in the service program.

Behaviours of concern:

- are challenging, complex or unsafe behaviours
- are serious, happen frequently or last a long time
- significantly impacts on the wellbeing of the child and others
- need consistent guidance and support from educators

- If a child's behaviour is causing concern, the service will contact parents or carers to:
 - Give them information about the behaviour
 - Discuss what the reasons for the behaviour might be
 - Discuss what might help support safe and positive behaviour
- Educators will intervene to prevent, reduce or redirect behaviours of concern. Children will have the support from educators to co-regulate, settle differences and conflict in a fair and unbiased manner and engage in problem solving to help repair and restore relationships harmed by behaviours of concern.
- Educators will provide time and space for children to self-regulate with appropriate support and supervision.
- Educators will value and actively listen to children's perspectives and seek to understand the child's point of view.
- Children who have acted inappropriately will be guided to recognise the impact of their actions, apologise and express remorse with the support of educators.
- The service will support children, staff and others safety and wellbeing by implementing strategies to reduce the risk of harm to children and staff following behavioural incidents.

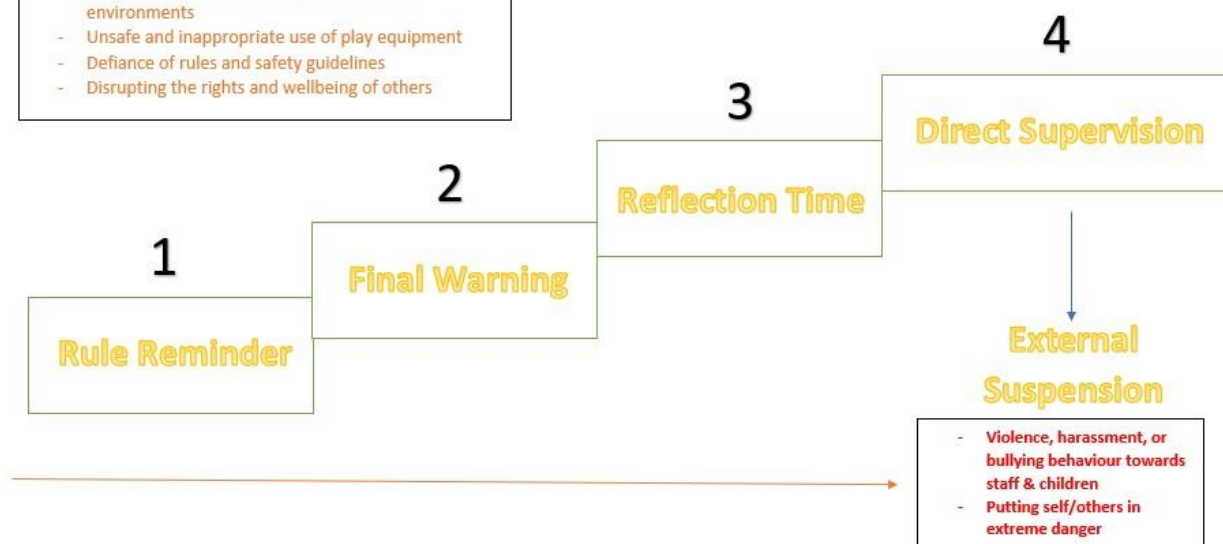


Behaviour Support Flow Chart

Educators will explicitly discuss and teach positive behaviour through engaging in debrief conversations with children. Educators will follow the progression of the behaviour support flow chart in response to an accumulation and escalation of behaviours of concern.

Example of behaviours that trigger behaviour support:

- Playing in unsupervised and out of bounds environments
- Unsafe and inappropriate use of play equipment
- Defiance of rules and safety guidelines
- Disrupting the rights and wellbeing of others



- Behaviour support strategies will be purposeful and directed at achieving the 7 core functions of behaviour support listed below. In supporting children's behaviour educators will:
 - Promote, model and support productive and positive behaviour
 - Explicitly teach positive behaviour and expectations about behaviour
 - Intervene by using the least exclusionary methods to prevent, reduce or redirect behaviours of concern
 - Work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child's behaviours of concern and to use the capacity of these parties to support positive behaviour change
 - Provide visible, fair and equitable behavioural responses that foster confidence and trust
 - Repair and restore relationships that have been harmed by behaviours of concern
 - Establish safety and wellbeing for people involved in behavioural incidents.
- Children will not be placed in a room alone, receive any form of corporal punishment, intimidation or humiliation.
- The Director is available to discuss and assist with any concern a parent or caregiver may have in respect of a child's behaviour or participation in the program.
- If children consistently display behaviours of concern educators will ensure:
 - The expectations of the child's behaviour are realistic
 - The child's understands the boundaries and limits
 - There is communication between the Service and parents regarding expectations
 - The child's needs are being met
 - The child has no impediments which may cause the unacceptable behaviour
 - Events within the Service have not encouraged the behaviour
 - Strategies are consistently followed by all caregivers in contact with the child.
- If the behaviour of concern persists, the Director may seek advice from the Inclusion Support agency with consent provided from the parent.
- After the child has been given every chance to respond positively and if all methods fail to result in an improvement in behaviour, the Director may discuss alternative care with the parent/ guardian, in consideration of the safety of other children in care.

- Exclusionary responses such as suspension from care will be implemented as a last resort and only when the child has:
 - Threatened or perpetuated violence
 - Acted illegally
 - Acted in ways that threatened the safety and wellbeing of children, staff members or other person associated with the school community. This includes sexually harassing, racially vilifying, verbally abusing, or bullying.
 - In reference to DECD Policy children will not have access to phones as a risk management measure and discourage children from engaging in unsafe online activities.