



### **GUIDING CHILDREN'S BEHAVIOUR**

The Service is strongly committed to providing a positive environment for children in which to learn and develop self - esteem. Every effort will be made to ensure that all interactions within the service are respectful, genuine and caring.

#### **Procedure:**

- Behaviour expectations will be developmentally appropriate. Positive adult behaviour will promote a warm friendly environment for both children and adults. Educators will model appropriate, acceptable behaviour by building on each child's strengths and achievements and to understand the limits of children's ability to wait, share, and express feelings and to cope with tiredness or disappointment.
- Wherever possible educators will redirect play of the child, offer choices and encourage children to settle their differences peacefully. Guidance will focus on the positive rather than the negative aspects of the child's behaviour.
- Children are part of setting the OSHC Service behavioural expectations and are knowledgeable of the consequences. Such consequences will never include physical, verbal or emotional punishment or any punishment that humiliates, frightens or threatens a child. Such consequences will not result in the child being placed in solitary confinement, however the child may be withdrawn from the situation and required to 'think' in REFLECTION TIME about safe and/or appropriate behaviour (this will be supervised by educators).
- At all times it is the behaviour that is rejected not the child.
- Parents will have clear guidelines about acceptable behaviour within the service. Parents will be involved in determining appropriate strategies for dealing with any behavioural problems. Educators will be non-judgemental when discussing a child's behaviour problems with the parents and confidentiality will be maintained. Relevant agencies and/or professional advice will be sought where necessary.
- If parents guide their own child's behaviour within the service, then no form of corporal punishment or unacceptable language is to be used. If this occurs, then the educator will report the situation to the Director.
- Under no circumstances, should a parent address another child about their behaviour.
- Before enrolment of children is successful, we require families to read and sign the behaviour agreement so that everyone fully understands what is expected at OSHC.
- Children attending the program are expected to respect the rights of others and will be encouraged to choose acceptable behaviour during the sessions. OSHC is strongly committed to providing a positive environment for children in which to learn and develop self- esteem. Every effort will be made to ensure that all interactions within the Service are respectful, genuine, and caring. Our guidance of children's behaviour is focused on reinforcing and encouraging the good and acceptable behaviours of children. We will reward children with acknowledgement and praise for choosing to behave acceptably. Every effort is made to "catch them being good".
- If a child's behaviour is considered unacceptable and they do not choose to behave appropriately, then the following steps will be implemented:
  - REMINDER about how to behave acceptably in that particular situation and inform them about the CONSEQUENCES if they choose to behave unacceptably.
  - IMPLEMENT Consequences. (See consequences section below)
  - REFLECTION TIME If they continue to behave unacceptably or in an unsafe way they will be asked to go to the office. This gives them the opportunity to reflect on why they are



behaving this way, the feelings behind the unacceptable behaviour and it guides them to choose acceptable ways to deal with the problem/feelings/reasons. This is to show the seriousness of the behaviour, allow time to cool off and think about fixing things up. We call this time Reflection Time.

- If behaviour continues the consequence may include restricted play. Restricted play can include limiting the choice of activity or play area.
- If the behaviour continues parents/caregivers will be notified and the behaviour discussed. An individual behaviour plan will be developed for the child between the child, their parents/guardians and OSHC Director.
- Repeated or serious behaviour may result in suspension or exclusion from the program.
- Encouragement of good behaviour and rewarding good behaviour with praise will continue throughout the above steps.
- Depending on the seriousness of the behaviour educators may choose to skip any of the above steps.

NATIONAL QUALITY STANDARD

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups

Policy reviewed	Previous modifications	Next review date
22/03/2021	No changes	2022