



OOSH BEHAVIOUR GUIDANCE POLICY & PROCEDURES

O30

1. Policy Information

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Approval Authority	Approved Provider (Principal), DPP, OOSH Coordinator
Person/s responsible for policy	OOSH Nominated Supervisor

2. Overview

Toongabbie Christian College (the 'College') Out of School Hours (OOSH/the 'Service') believes that all children have the right to feel safe and cared for. The Service aims to provide a safe environment for all based on guidance, redirection and positive reinforcement.

Expectations and rules will be established based on safety and respect for one another. The Service recognises the importance of children's input into basic expectations and rules for helping to determine appropriate consequences for inappropriate behaviour (MTOP 2).

The Service promotes a positive approach to managing behaviour. Children will be encouraged to resolve their own problems when possible, to talk about how they are feeling and to consider strategies they can implement to feel better about a situation.

3. Policy

3.1 General Principles

- 3.1.1 Behavioural expectations will be clearly and regularly communicated to the children.
- 3.1.2 The Service will establish and maintain respectful collaborative relationships with parents/carers.
- 3.1.3 Children will be supported by educators, as appropriate, to achieve behavioural expectations.
- 3.1.4 All educators will establish and implement inclusive and positive interactions to engage and support all children.
- 3.1.5 The Service is committed to the safety of children and does not explicitly or implicitly sanction the administering of corporal punishment by non-school persons, including parents/carers, to enforce discipline at the Service.
- 3.1.6 The Service is committed to the safety of children and has zero tolerance of child abuse. Any related cases will be dealt with in accordance with the College's *Child Protection Policy and Procedures*.
- 3.1.7 Behaviour guidance strategies and consequences must be age and stage-appropriate.
- 3.1.8 Non-compliance with reasonable expectations of behaviour may lead to partial attendance or exclusion from the Service.

- 3.1.9 All parties to a behaviour issue have a right to confidentiality insofar as permitted by the law.
- 3.1.10 All investigations of a behaviour issue must be handled carefully and sensitively with consideration given to the care and support for all associated parties.
- 3.1.11 In the case of significant behaviour issues, the Deputy Principal Primary/delegate must be informed who will consult with the Approved Provider to determine whether or not the matter will be dealt with in accordance with the College's *Behaviour Management Policy & Procedures*.
- 3.1.12 In the case of alleged legal misconduct, the Approved Provider must be informed who may hand over the process to a legal adviser to investigate.
- 3.1.13 All parties to a behaviour issue have the right to know what has been alleged in sufficient detail for them to exercise their right to respond.
- 3.1.14 Independence, objectivity and impartiality during the investigation process must be ensured. All investigations of a behaviour issue must be in accordance with the stipulated procedures.
- 3.1.15 Any conflicts of interest, be they actual, potential or perceived, must be identified and managed appropriately to reduce any adverse impacts on an investigation, or on the parties subject to the investigation of a child behaviour issue.

3.2 Educators Responsibilities

- 3.2.1 Educators will encourage children to be involved in contributing to OOSH expectations and guidelines.
- 3.2.2 Educators will ensure the expectations and consequences are clear and age appropriate.
- 3.2.3 Educators will have access to up-to-date resources and professional learning to support their learning and approach to guiding positive behaviour.

3.3 Behavioural Expectations

- 3.3.1 Whilst at the Service, the children are expected to comply with the following:
 - 3.3.1.a respect one another
 - 3.3.1.b respect others' property
 - 3.3.1.c share and be inclusive
 - 3.3.1.d accept and respect individual needs and differences
 - 3.3.1.e clean up after themselves
 - 3.3.1.f be polite to educators and one another
 - 3.3.1.g follow instructions from educators
 - 3.3.1.h remain in supervised play areas
 - 3.3.1.i not participate in dangerous, physical play
 - 3.3.1.j not bully or intimidate peers
 - 3.3.1.k use appropriate language at all times

4. Procedures

4.1 Guiding Behaviour

- 4.1.1 Establishing positive relations between educators and children.
- 4.1.2 Observing children to identify triggers for their challenging behaviours.
- 4.1.3 Using positive approaches towards behaviour guidance.
- 4.1.4 Supporting children by providing acceptable alternative activities when challenging behaviours emerge.
- 4.1.5 Ensuring limits are consistent and carried out in a calm, firm manner.
- 4.1.6 Involving families in behaviour guidance.
- 4.1.7 Using other professionals when necessary to help with behaviour guidance eg an Inclusion Support Facilitator.
- 4.1.8 Identifying children's strengths and encouraging them in these areas.

- 4.1.9 Seeking support from other educators and management.
- 4.1.10 Collaborating with the Deputy Principal Primary regarding strategies used at the College, as required.

4.2 Correction Steps

- 4.2.1 When a child's behaviour is deemed as inappropriate to either themselves or their peers, educators must actively intervene and take steps to resolve the situation.
 - 4.2.1.a The educator will explain to the child that this type of behaviour is inappropriate
 - 4.2.1.b The educator will redirect the child to a different play environment
 - 4.2.1.c If aggressive or inappropriate behaviour continues, the child will sit away from the group to calm down and think about their actions. After a short period of time, the educator will have a discussion with the child in regards to their actions and then the child will be able to return to play
 - 4.2.1.d A discussion will be held with the child's family upon collection.

4.3 Investigations

- 4.3.1 Where applicable, any investigative processes undertaken by the Service will be in accordance with procedural fairness. This includes:
 - 4.3.1.a Assessing any possible conflict of interest between the educator investigating the matter and the student/s and/or educators involved
 - 4.3.1.b Providing to the child and their parent/carer (where appropriate) details of an allegation relating to a specific matter or incident taking into consideration the importance of maintaining confidentiality of witnesses
 - 4.3.1.c Explaining the process by which the matter will be considered
 - 4.3.1.d When required, interviewing witnesses and collecting their statements
 - 4.3.1.e Providing the child with an opportunity to respond to the allegations
 - 4.3.1.f Making available to children and parents/carers a copy of this document under which disciplinary action may be taken
 - 4.3.1.g Where appropriate, particularly in serious matters, providing an offer of having a support person at any meetings and/or interviews
 - 4.3.1.h Providing information about the College's *OOSH Complaints Policy & Procedures* in the event a parent/carer is dissatisfied with the process or outcome of the matter.
- 4.3.2 All parties involved in a behavioural concern must maintain confidentiality and treat confidential any personal information about children, their families or other persons respectfully.
- 4.3.3 Sharing of confidential and personal information with external persons or agencies may only occur within the established guidelines for such communication and in accordance with any relevant legislation relating to the provision of such information.
- 4.3.4 The Approved Provider has discretion to share information with relevant educators to manage children's interactions at the Service, at the College or during excursions.

4.4 Persistent Inappropriate Behaviour

- 4.4.1 If inappropriate behaviour continues over a period of time, a meeting between the relevant educator/s, Nominated Supervisor, family and a College representative will be arranged. The meeting will cover:
 - 4.4.1.a alternative approaches to behaviour guidance
 - 4.4.1.b the child's behaviour outside the Service
 - 4.4.1.c any issues that may be causing the behaviour.
- 4.4.2 A mutual strategy for improving behaviour will be discussed and closely monitored by educators, the Nominated Supervisor and the child's family. Should it be necessary and with the consent from parents/carer, advice and assistance will be sought from relevant external specialists to address the matter.

4.4.3 Exclusion will only be considered after:

- 4.4.3.a the child's family has been notified and given the opportunity to discuss their child's behaviour
- 4.4.3.b educators, the Nominated Supervisor and the Approved Provider have given careful consideration
- 4.4.3.c adequate support and counselling has been sought
- 4.4.3.d clear procedures have been established for accepting the child back into the Service.

5. References

- Zones of Regulation
- Childhood 101

6. Considerations

Education and Care Services National Regulations	National Quality Standard	Other service policies/documentation	Other
R73, R74, R76, R155, R156, R157, R168	QA1.2, QA2.3, QA3.1, QA3.2, QA5.1, QA5.2, QA6.1, QA6.3	<ul style="list-style-type: none">• Child Protection Policy & Procedures• Communication with Families Policy & Procedures• Providing a Child Safe Environment Policy & Procedures	<ul style="list-style-type: none">• UN Convention on the Rights of the Child• My Time, Our Place



OOSH BEHAVIOUR GUIDANCE STRATEGIES

O30: APPENDIX A

Time-In

Instructing a child from a situation, play space or group of children in the event of unsafe, disrespectful or inappropriate behaviour to allow the child to have time and space to consider their actions and 'cool off'.

- Provide a supervised space for the child that is removed from their current environment.
- Give the child clear instructions regarding what you expect them to do during their time-in such as stay in that area, how long the time-in will be, ask them to think about their actions and what they could do differently.
- At the conclusion of the time-in, spend intentional time talking to the child about the incident and their thoughts. Guide them in considering what they could have done differently. Encourage them to implement these strategies.
- Use a notepad during the discussion to write down key points to aid in documenting the incident.

Expectations Flashcards

When a child has demonstrated repeated adverse behaviour or is struggling to adhere to the OOSH expectations, the Expectations Flashcards can be used to encourage the child to assess their own behaviour and set meaningful goals. This strategy is usually best for younger children.

- Present the child with a few flashcards that include behaviour they have positively demonstrated and behaviour they need to improve on.
- Ask the child to identify what expectations they have demonstrated positively .
- Provide appropriate encouragement and praise.
- Ask the children to identify expectations that require improvement.
- Talk through why these expectations are important
- Ask the child to choose an expectation that they can intentionally work on
- Check in with the child over the following days to encourage their awareness and progress

Written Account

In the event that multiple children are involved in an incident, they will be asked to sit down separately to write down their version of what happened. This gives the children the opportunity to calm down and share their perspective. This strategy is usually best for older children.

- Provide each child with paper and a pen, and provide instructions on where they can sit.
- Keep directions vague, so as to not guide them to write about specific issues. Asking them to 'write down what happened' allows them to write freely about what concerns them.
- Discuss what each child has written with them individually. Check and clarify what they wrote.
- Use these accounts to gain an understanding of the incident and as guidance in discussing the incident with the involved children.
- Use a note pad during discussions to write down key points to aid in documenting the incident.

Small Group Mediation

When an incident involves a group of children, it may be appropriate to engage that group of children in a discussion regarding their involvement. This strategy should not be used if there is a power imbalance between the children involved.

- Gather the children and establish how the discussion will run eg turn taking, calm voices, expressing thoughts and feelings, etc.
- Operate as a mediator, allowing the children to have a space to constructively voice their concerns.
- Use a notepad to write down key points to aid in documenting the incident.

One to One Discussion

This is when a child involved in an incident is engaged in a discussion with an educator to talk through their choices, actions and feelings.

- Talk with the child, not to the child – ensure that they are an active participant in the discussion.

- Focus on the child's involvement in the incident, while also acknowledging the involvement of others to encourage the child to develop an awareness of the thoughts, feelings and choices of others.
- Ask simple, open ended questions:
 - 'Can you tell me what happened?'
 - 'Why did I see [identify the behaviour]?'
- Use questions directed towards feelings:
 - 'How did that make you feel?'
 - 'How do you think [child's name] felt?'
 - 'Why did you feel that way?'
 - 'Why do you think they felt that way?'
- Use questions directed towards choices:
 - 'Why did you choose to [identify behaviour]?'
 - 'Why do you think they chose to [identify behaviour]?'
- Take time to discuss with the child why their choices were not appropriate. Inform them of the reasons why you expect different behaviour.
- Ask the child to share how their choices could be different next time. Discuss appropriate choices and responses and encourage the child to implement these.
- Casually follow up with the child next time you see them. Remind them of what you discussed and encourage them to make positive choices.

Zones of Regulation

'The Zones of Regulation Framework and Curriculum' (Kuypers, 2011) teaches students scaffolded skills toward developing an awareness of their feelings/internal state and utilising a variety of tools and strategies to help regulate their behaviour and display proactive social skills. The Zones can be used to help children identify how they are currently feeling, what zone they can aim to reach, and can open up for discussion on how they will work towards that zone.

- The **Red Zone** is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone.
- The **Yellow Zone** is also used to describe a heightened state of alertness and elevated emotions, however one has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness when in the Yellow Zone.
- The **Green Zone** is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
- The **Blue Zone** is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored."

<https://www.zonesofregulation.com/learn-more-about-the-zones.html>

Sensory/Fidget Toys

Sensory/Fidget toys are available for individual children to use for a specified amount of time in the event that they are experiencing heightened emotions and would benefit from time, space and a sensory activity to assist them in self regulation.

Take 5 Breathing

During 'Take 5 Breathing', the child concentrates on taking five slow breaths in through their nose and out through their mouth. Children may need to practise this first.

If you notice that the child finds breathing through their nose a challenge, invite them to imagine smelling a beautiful flower or their favourite food as they breathe in and then to breathe out with a big sigh because it smelt so good. At the same time as breathing, the child can also focus on the action of tracing up and down the fingers of one hand and the gentle sensations this creates.

Childhood 101

'Do the High 5' Strategy

The High Five Strategy provides a simple way for children to remember and implement 5 things they can do before reporting to an educator. This strategy is used in the event of minor events and incidents

that children can take control of and deliberate with their peers. The 5 things include ignore, talk friendly, walk away, talk firmly and report. These strategies are displayed in the room for reference.

- Ask the child 'Did you do the High 5?'
- Encourage the child to return to play and implement the High 5 strategies.
- Follow up with the child about how they went, providing praise and encouragement.
- If a child has responded negatively (verbally or physically) to an incident that could have been prevented by using the High 5 strategy:
 - go through the High 5 steps, asking the child what it could have looked like if they implemented them.
 - encourage the child to work on doing the High 5 when issues arise with their peers.

Charts

Charts can be a long term resource to guide a child's behaviour using meaningful, extrinsic praise and encouragement. A personalised chart can be made for an individual child and may operate in a variety of ways eg when a child receives 5 stickers for displaying the targeted behaviour, they could use a favourite resource or receive an OOSH Award.

Me Time Cards

The children have access to 'Me Time' cards that they can take to an educator to signal that they need a quiet space to think or calm down. The educator will help guide the child to the Quiet Corner or another area suitable to their needs. The child will be offered a fidget toy and/or access to a book or drawing materials. The educator will establish an amount of time for the child's 'Me Time' and will inform the child that they will check in on them once the time is up. When the time is up, the educator will ask the child if they need to chat and will provide them with the time and space to do so.

House Points

Educators can allocate House Points as a reward for individual and/or group behaviour and/or achievement. These are recorded on the House Point display. This also contributes to the College's House Point system. The winning house of the OOSH House Point at the end of the year receives a reward.

OOSH Award

Children who display positive behaviours can receive a written award. These are distributed during a transition time.

Individual Management & Communication Plans

Children may have an Individual Management & Communication Plan created to assist educators in selecting the appropriate strategies for a particular child. These plans are created by an educator in collaboration with relevant College staff and parents/carers. There is a Green Folder with resources to assist with the implementation of such strategies.

Routines

The Service uses the following strategies in regards to routines:

- Visual timetable displayed at the entries to OOSH
- Session routines are displayed in O1
- Positive reminders of behaviour expectations from all educators (eg at OOSH we use kind words; at OOSH we treat other people with respect etc)
- Maintain consistent routines and timing for activities
- Individual routines may be used for specific children in order to assist with transitions
- Verbal and visual prompts are used to inform children of transitions throughout the sessions
- Routines should be taught and reinforced especially at the beginning of the year, start of vacation care and beginning of each session
- Changes to routines should be discussed and expectations established
- All children are reminded of their responsibility to care for the resources

Indoor & Outdoor Activities

The Service uses the following strategies in regards to activities:

- Active Supervision

- Provide a range of programmed activities for children, catering for diverse interest and activity level
- Respond to children's interest areas when planning for activities
- Maintain access to quiet space/reading corner for children who wish to engage in a quiet activity
- Reminders of expectations
- Tactical ignoring of behaviour
- Reminder of expectations
- Educator proximity
- One to one discuss/coaching in a quiet place
- Non verbal cues and reminders
- Explaining the appropriate behaviour
- Verbal cues

Snack Times

The Service uses the following strategies in regards to snack times:

- Active Supervision
- Consistent timing and routines
- Reminders of expectations
- Educators to be in close proximity to children in lines

Excursions

The Service uses the following strategies in regards to excursions:

- Smaller educator to child ratio
- Higher expectations in regards to behaviour are communicated prior to and during the excursion
- Intentional grouping of children
- Take resources to support children behaviour
- Plan specifically for individual children, as required



OOSH POSSIBLE ACTIONS FOR POSSIBLE BEHAVIOURS

O30: APPENDIX B

Level	Possible Behaviours	Possible Actions
Minor Behaviours	<ul style="list-style-type: none"> arguing with educators before following directions isolated unkind or rude words including swearing snatching, minor damage to equipment gossiping intentional exclusion of other children 	<ul style="list-style-type: none"> Counsel Warnings Time In Removal of privileges Redirection of play
Moderate Behaviours	<ul style="list-style-type: none"> repeated incidents of minor behaviours spitting at an educator or student repeated unkind or rude words including age inappropriate language and swearing intentional absconding intentional damage to equipment prolonged screaming negative physical interactions towards another child negative physical interactions towards an educator theft (minor) 	<ul style="list-style-type: none"> Creation of IMCP Contact parent/carer Inform DPP (email) Incident Report Time In Removal of privileges Behaviour goals and progress chart Restitution (cleaning, repairing, apologising)
Significant Behaviours	<ul style="list-style-type: none"> repeated incidents of moderate behaviour intentionally leaving the College grounds threatening or actioning harm to self endangering or actioning significant harm to others theft (serious) 	<ul style="list-style-type: none"> Removal from play space - provided with a calm activity Inform Nominated Supervisor If necessary, inform DPP Call parent/carer - advise pick up Meeting with the Nominated Supervisor, DPP and parents/carers On going removal of privileges for a specified and agreed upon amount of time Partial attendance Exclusion