Behaviour Management Policy

Policy Statement:
OSCA will provide a secure, caring and stimulating environment which encourages children to cooperate, enhances their self-esteem and encourages their ability to interact with others. Acceptable behaviour is promoted and any recriminations are kept to a minimum. The staff will endeavour to build relationships with children based on mutual respect and trust. Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and asked to work with the staff to ensure discipline techniques are consistent and clear.

Procedures:

**Efficient staff supervision is curtail to provide positive behaviours**

An educator who is under the age of 18 years may work at OSCA, provided that the staff member does not work alone and is adequately supervised at all times by an educator who is 18 years of age or over.

Relationships with children

- Inclusive practices which allow all children to participate in the program, regardless of background or ability
- The environment and routines at the service assist children to manage their own behaviour and promote positive relationships, and
- Group sizes will be taken into account children’s ages, development and individual needs.
- Monitoring of accidents and injuries to be minimized by keeping groups smaller where possible.
- Make sure that children are settled and content
- Positive attachment occurs between children and educators, and
- Assist children to develop positive relationships with peers.

Staff aims to help children to be responsible for their own behaviour and to develop an understanding of what is appropriate in different situations. Parents are encouraged to discuss their child’s behaviour with Centre staff to ensure consistent behaviour expectations between home and the Centre.

Limits to children’s behaviour will always be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way. Children will be encouraged to settle their differences in a peaceful manner. The staff will focus on positive behaviour, providing praise and encouragement where appropriate.

Developing a supportive relationship with children encourages them to learn skills in self discipline. Punishing a child stops the negative behaviour for a while but does not teach the child self restraint. When “Sit and Think” tactic is used as a consequence of negative behaviour the reasons will be discussed with the child. A “cooling off” period may be needed so the child can calm down before discussing what happened and sharing their feelings with the Playleader, who will in turn talk about their own feelings and responsibilities with the child. Playleaders will always talk to the child quietly and as an equal. No further punishment will be given and the child will be reminded in positive terms of the expected behaviour. At no time will a child receive any form of corporal punishment e.g. smacked, or be placed in a room alone, made immobile, frightened or humiliated in any way, verbally or emotionally punished, nor will food or drink be withheld as a form of punishment.
Members of staff are always available to discuss and assist with any concern a parent may have in respect to a child’s behaviour or participation in the program, and will work with parents to address any persistent behaviour problems.

If a child does not respond to behaviour management techniques used by Staff at the Centre, and continues to behave inappropriately, endangering other children, staff, or themselves, temporary or permanent suspension from the Centre will be considered and discussed with the parent.

OSCA implements the POSITIVE BEHAVIOUR MANAGEMENT PLAN followed through from the school.
- Make use of a reward chart, children chooses their reward form a treasure box F/N
- Make use of the Minor and Major Behaviour Referral Forms following through with PBMS of the school
- Reinforce: the following goals
- BE RESPONSIBLE, BE RESPECTFUL, BE CARING, BE YOUR BEST
- Suspension form OSCA for a period of time as mediated in agreement with the Committee will be done when a child’s behaviour puts other children/staff in danger or disrupts the daily operation of the service to an extent that the behaviour of an individual interrupts the positive social environment for other children.

Sources:
Early Childhood Australia website – www.earlychildhoodaustralia.org.au
Children, Youth & Women’s Health Service – Child & Youth Health – www.cyh.com
Department for Community Development Factsheets – www.community.wa.gov.au
Parents Leadership Institute – www.parentleaders.org/articles.htm
OSHCQA Quality Practices Guide – Principles: 1.1; 1.3; 2.1; 2.2; 2.3; 3.1
Children & Community Services (Outside School Hours Care) Regulations 2007 –

NATIONAL QUALITY FRAMEWORK
National Regulations: regulations 119–120
National Regulations: regulation 155
National Law: section 165, regulation 168

• whether the service has implemented inclusive practices which allow all children to participate in the program, regardless of background or ability

• whether the environment and routines at the service assist children to manage their own behaviour and promote positive relationships, and

• whether group sizes take into account children’s ages, development and individual needs.

• 5.8 Indicators that the grouping of children may be appropriate include:
  • accidents and injuries are infrequent
  • children are usually settled and content
  • attachment occurs between children and educators, and
children develop positive relationships with peers.

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- maintains at all times the dignity and rights of each child
- gives each child positive guidance and encouragement toward acceptable behaviour, and
- has regard to family and cultural values, age, physical and intellectual development and abilities of each child.

**Education and Care Services National Regulations** – Reg 75(g); 81(2); 85; 87

**National Quality Standard for Early Childhood Education and Care and School Age Care (Nov 2010)** – Element 1.1.1; Element 2.3.1; Element 2.3.4; Element 4.2.1; Element 4.2.2; Element 4.3.1; Element 4.3.2; Element 5.1.1; Element 5.1.2; Element 5.2.1; Element 5.2.2; Element 5.3.1; Element 5.3.2; Element 6.2.1

**Early Years Learning Framework for Australia** – Principles: 1. Secure, respectful and reciprocal relationships; 4. Respect for diversity – Practice: Holistic approaches; Responsiveness to children; Cultural competence; Continuity of learning and transitions – Outcomes: 1, 2, 3, 5

**Framework for School Age Care in Australia** – Principles: 1. Secure, respectful and reciprocal relationships; 4. Respect for diversity – Practice: Holistic approaches; Collaboration with children; Cultural competence; Continuity and transitions – Outcomes: 1, 2, 3, 5

**DATE UPDATED:** May 2015  
**REVIEW DATE:** May 2016