

Amberley Outside School Hours Care

BEHAVIOUR MANAGEMENT

Amberley OSHC has the best interests of all children attending the centre as the driving force behind all policies and plans. The Co-Ordinator and Staff need the support of the parents to implement the Behaviour Management Plan successfully. To maximise this support, the OSHC Committee requires all current parents/guardians and any new enrolments sign the Consent Statement, acknowledging our expectations and requirements with regards to behaviour. Accepting and signing this Consent Statement is part of the enrolment process and enrolments will not be accepted without it. This will ensure that all families are aware of our expectations.

In cases of persistent misbehaviour, the Co-ordinator will detail these incidents with the view to discussing the problems with the parents of the child/children involved.

Examples of unacceptable behaviour:- Swearing, violent and threatening behaviour, disobeying staff instructions and not adhering to the centre rules.

In the event of continual unacceptable behaviour, written notification will be given to the parent. In the event of the behaviour continuing, the Co-Ordinator should approach the management committee who shall decide what action should be taken. This may lead to the exclusion of the child from the centre.

Supportive School Environment

As individuals and groups participate in school related activities such as before and after school care, decisions, choices and actions are made within a climate of mutual cooperation, trust and tolerance.

Within social interaction, an awareness of consequences and the link between responsibility and rights is fostered.

Respect

Every successful relationship relies heavily on respect. The staff/student, staff/staff and staff/parent relationship is no different.

The first thing is to be a model of respect, expecting respect back.

Expect others to talk to one another in a respectful way. Expect others to treat themselves respectfully. Insist on them treating you with respect.

Consistency

- Be consistent in what you expect. Try to have the same set of expectations for any specified situation.
- Be consistent in defining expectations. Don't leave it to the students to guess what is/is not appropriate behaviour.
- Define consequences. Students must know what the consequences are for their behaviour and know that these consequences will be carried out. Parents should also be familiar with these consequences so that further reinforcement can take place in the child's home environment.
 - Have clear behavioural expectations for all students. Focus on the behaviour not the child.
- Be consistent with rewards. Rewarding good behaviour reinforces the desired behaviour and takes the focus away from undesired behaviour.
- It improves the climate of the centre as well as the self concept of students and your own outlook.
 - Ensure students complete consequences.
- Be consistent with other staff in managing behaviour in the school.

OSHC Expectations

The Centre has a clearly defined set of expectations which are communicated to students at the beginning of each term and regularly throughout the school year. These expectations are:

- Follow Adult Directions the First Time
- Keep hands, feet and objects to yourself.
 - Use appropriate language.
- Respect all people, their belongings, and the property of the centre.

- Play only in areas directed by Staff

Positive Reinforcement

The staff at Amberley OSHC believe in positive reinforcement and acknowledgment of children's achievements. Ways in which this is achieved include:

- Super Awesome Kid of the week & Super Parent Of The Week
- Peacemaker of the month
- Weekly raffles
- Awarding of Caught Being Good tokens throughout the day during vacation care and pupil free days
- Encouragement of creativity
- Acknowledgment of displayed virtues
- Group time
- Positive language

We believe that this allows children's self esteem and self worth to grow and allows the centre to create a positive environment which is fun for all children.

Consequences

1. Warning, counselling, Reminder of rule.
2. Consequence given or withdrawal of privilege /Parents advised.
 - 1st incident 5 mins Thinking Chair or withdrawal of privilege
 - 2nd incident 10 mins Thinking Chair or Withdrawal of privilege

If child refuses to complete consequence in morning he/she is kept back 5mins at 8.30am. For each subsequent refusal to cooperate 5mins is added. If child is kept back until 8.55am, staff to walk child to office and inform Principal of why child is late for school. Parent advised

If a child refuses to complete consequence in the afternoon, parent will be contacted to speak to his/her child. (If the child refuses to speak to the parent then the child will have to be collected immediately.) If the child still refuses to complete consequence after speaking with his/her parent then parent will be contacted to come and collect the child for the rest of that session. If staff have to contact the parent for refusal to complete consequence, consequence will be 10mins on the Thinking Chair or withdrawal of privilege followed by counselling when consequence completed.

3. Serious breaches of behaviour management policy - 1 to 3 days suspension.
4. Display Violent and Threatening Behaviour 3-5 days suspension.
5. Repeated serious breaches of behaviour management policy – 5 days suspension.
6. Serious breaches of behaviour management policy following 5 day suspension will attract suspension for the remainder of the term or full exclusion from the centre.

Important note

Any number of these consequences can be instituted as a result of gross insolence or behaviour threatening to other children, staff and property. The Co-Ordinator does not have to follow these consequences in numerical sequence for serious breaches of the Behaviour Management Plan.

In the case of a child whose parents have joint custody, the parent who has custody when the breach of the behaviour management policy occurs will also have the suspension issued in the week that they have custody of the child.

The Co-ordinator has the authority to enforce the above consequences of the behaviour Management policy if the need arises.

When a child refuses to cooperate with staff the parent may be rang to talk to the child about their behaviour. If a child continues to be uncooperative then the parent may be called to collect the child for the rest of that session. If the child refuses to talk to his/her parents than the parent will be asked to come and collect the child for the rest of that session.

In the case of an extreme emergency, Staff may call on a parent that is present, to help remove and isolate a child at risk, or a child that is violent and threatening to ensure their own safety and that of the other children attending the centre.

If the child is showing violent and threatening behaviour and staff and other children are at risk of being harmed, the Co-Ordinator will call the Parent to come and collect the child. It is the Parent's responsibility to attend promptly and remove their child from the centre. In the case of Staff and other children being in danger the police may be called to remove the child from the centre if the parent refuses to (or does not) collect their child.

Consequences

7. Warning, counselling.
8. Withdrawal of privilege/consequence given/Parents advised.
9. Serious breaches of behaviour management policy - 1 to 3 days suspension.
10. Repeated serious breaches of behaviour management policy – 5 days suspension.
11. Serious breaches of behaviour management policy following 5 day suspension will attract suspension for the remainder of the term of full exclusion from the centre.

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In the case of a child whose parents have joint custody, the parent who has custody when the breach of the behaviour management policy occurs will also have the suspension issued in the week that they have custody of the child.

When appropriate behaviour impacts upon the good management of school routine or property the principal is to be consulted.

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UNACCEPTABLE BEHAVIOUR

For the purpose of managing student behaviour, examples of unacceptable behaviour are listed below. These behaviours are sorted into three categories which indicate the level of unacceptability, and possible consequences. The categories and examples are indicative only, and not absolute.

categories of Misbehaviour	Examples	Consequences
<p>Minor Unacceptable Behaviour At this level, students are not harming others.</p>	<p>Running inside/on concrete Littering Not wearing a hat Being deliberately late for O.S.H.C. Insolence – low level Bad manners – low level Non-compliance – minor issue</p>	<p>Consequence to be given on the spot. e.g.</p> <ul style="list-style-type: none"> • Warning • Rule Reminder • 5 minutes time out • Practise walking • Pick up litter • Withdrawal of privilege
<p>Major Unacceptable Behaviour At this level, students are disrespecting or harming others.</p>	<p>Persistent minor unacceptable behaviour Deliberately attempting to harm others Fighting Spitting at others Use of inappropriate, abusive, offensive words or gestures towards others. Theft – minor Bullying, harassment and verbal abuse of other students. Vandalism – minor Insolence - Major Deliberate non-compliance – major issue. Any other behaviour/act that is deliberately carried out to disrupt the good order and running of O.S.H.C.</p>	<p>Incident recorded in Daily Behaviour Log</p> <p>Child is given 10min Time Out Withdrawal of privileges Counselling/Reminder of Rule If incident occurs outside Child is Not to return to outside play for rest of session Parent Informed</p>
<p>Extreme Unacceptable Behaviour At this level, students are a danger to others and/or may have complete disregard for school rules.</p>	<p>Persistent disregard for rules Violence Verbal abuse of staff Harassment of O.S.H.C. Staff Physical assault of staff or children Vandalism - major Theft - major Intentional dangerous behaviour. Any other behaviour/act that is</p>	<p>Incident recorded in Daily Behaviour Log/ Notes on incident recorded in detail Child should be removed from playground or inside of centre and placed in secure location. Coordinator to complete suspension letter and inform parent/parents Arrange Committee meeting to discuss options if appropriate.</p>

	<p>deliberately carried out to grossly disrupt the good order and running of O.S.H.C.</p>	<p>Advise parents that suspension is immediate. Involve support personnel in resolving issues e.g. Guidance Officer O.S.H.C. Committee. Suspend as appropriate –3-5 days, Letter to parent re meeting with Coordinator and committee. Involve outside agencies if necessary e.g. JAB, Dept of Child Safety, Ethical Standards Unit.</p>
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