Mawson Lakes School OSHC

Behaviour Guidance Policy

POLICY STATEMENT

At Mawson Lakes School OSHC, we are dedicated to providing a nurturing, safe, secure, and respectful environment for all, empowering every child and young person to thrive during their time in our care. Our OSHC actively promotes an inclusive setting where proactive behaviour management is integral to our approach. We treat all children with respect and foster their development of the skills and knowledge necessary to navigate social and cultural contexts with appropriate behaviour. Children encounter a range of challenges throughout their lives, and learning to distinguish between acceptable and unacceptable behaviour equips them to regulate their own actions effectively in various settings, including interactions with peers and adults. Our Behaviour Guidance Policy aligns with this goal by upholding the Mawson Lakes School values of: **"We are Courageous, We are Curious, We are Kind". To empower compassionate, diverse learners to positively impact our world.**

BACKGROUND

At Mawson Lakes School OSHC, we are committed to fostering a positive and inclusive learning environment where all children and young people feel respected, valued, and supported. We believe that effective behaviour guidance is essential for creating a safe and nurturing environment that promotes personal growth, social-emotional development, and a sense of belonging. Through our behaviour guidance framework, we aim to empower all children to make positive choices, develop self-regulation skills, and contribute positively to our community.

LEGISLATIONS REQUIREMENTS

Regulation	Description	Implementation
12	Meaning of serious incident	OSHC educators are trained to recognise and identify serious incidents. All serious incidents are reported within 24 hours to regulatory authority.
84	Awareness of child protection law	It is ensured through training that nominated supervisors and educators are aware of the child protection law and their obligations under the law.
147	Staff members and records	Mawson Lakes School OSHC ensures we have adequate numbers of qualified staff members to supervise and care for children. Staff records contain the required certificates and staff details.
155	Interactions with children	Educators foster positive and respectful interactions that contribute to children's well-being, self-esteem, and overall development.
156	Relationships in groups	Educators foster positive relationships within groups, by promoting children's social and emotional development, cooperation, and inclusion.
168	Education and care service must have policies and procedures	There are multiple policies in place that relate and align with the behaviour guidance policy. These can be accessed on the school website.
174	Time to notify certain circumstances to Regulatory Authority	OSHC providers must notify the regulatory authority within 24 hours of becoming aware of a serious incident.
175	Prescribed information to be notified to Regulatory Authority	OSHC providers must notify regulatory authority of any serious incidents, with details of the indecent, how it occurred, safety measures, treatment, and any documents from health professionals.

POLICY

PURPOSE

The aim of Mawson Lakes School OSHC Behaviour Guidance Policy is to support a safe, positive, and inclusive learning environment for all children. The policy will outline clear expectations for behaviour, by providing consistent and fair strategies to address behavioural incidents and offer resources and support for children to self-regulate their behaviour. We strive to create positive relationships with children, making them feel safe, secure, and supported within our OSHC service. This is embedded in fundamental documents such as the My Time, Our Place (MTOP), The Education and Care Services National Regulations, and the National Quality Standard (NQS).

SCOPE

This policy applies to children, families, educators, approved provider, nominated supervisors, management, and visitors of the OSHC Service.

KEY TERMS

Key Term	Meaning
ACECQA	The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children.
Inclusion	Considering all children and young people's social, cultural, and linguistic diversity (including capabilities, disabilities, gender, family circumstance and geographic location) in program decision-making processes. (MTOP V2.0).
School values	Cooperation, pride, quality, and respect are the four core values that guide our school community. Cooperation fosters teamwork and collaboration among children, educators, and families. Pride encourages individuals to take ownership of their achievements and strive for excellence. Quality promotes a commitment to high standards in all aspects of school life. Respect cultivates a welcoming and inclusive environment where everyone feels valued and appreciated.
Self-regulation	The ability to manage energy states, emotions, behaviour, and attention. It is the ability to return to a balanced, calm, and constant state of being. Self-regulation is a key factor for mental health, wellbeing, and learning (Kids Matter, Early Childhood, 2014).
The Zones of Regulation	The Zones of Regulation is a social-emotional learning framework that helps individuals understand and manage their emotions. It divides emotions into four color-coded zones: Blue, Green, Yellow, and Red. Each zone represents a different level of alertness, intensity, and emotions. Individuals can learn strategies to move between zones effectively. This framework promotes self-regulation and emotional well-being.

IMPLEMENTATION

Proactive behaviour management is an approach that emphasises preventing disruptive behaviour before it arises by utilising positive strategies. The underlying principle of proactive behaviour management centres on anticipating potential problems and implementing measures to address them, thereby averting issues from occurring in the first place.

The OSHC Behaviour Guidance Policy aligns with the Mawson Lakes School 'Behaviour Support Policy' to ensure that the expectations and procedures between OSHC and the school are consistent. Children and young people's behaviour falls along a continuum, meaning that behaviours can range from safe to unsafe (refer to the figure below). It is important that both OSHC and school work together closely to support children and young people to develop positive behaviours and manage challenging behaviours in a safe and supportive way.

Range of Behaviours
Positive, inclusive, and respectful behaviours.
Developmentally appropriate boundary testing. This behaviour can interrupt learning but can be redirected.
Behaviours that cause concern due to their severity, frequency, and duration. This behaviour significantly interrupts others and needs consistent guidance and support.
Complex and unsafe behaviour which can place children, their peers, educators, and others in danger.

OSHC aligns with Mawson Lakes School and the Department behaviour policies by:

- **Creating a positive and supportive environment** that is safe and welcoming, where all students feel respected and valued.
- **Promote** positive behaviours by modelling and recognising good behaviour.
- **Teach** students to identify and understand their emotions through self-regulation techniques, including The Zones of Regulation.
- **Intervene** early to stop concerning behaviours, talk to the student about what is going on and offer support or help the student access other resources.
- **Working with others** to create a consistent approach, communicating with parents, teachers, and other staff members when dealing with behaviours of concern.
- **Respond** fairly and consistently to misbehaviour, using a variety of positive discipline techniques, such as redirection, reflection, and natural consequences. Considering the child's age and developmental level.
- **Repair and restore relationships** by talking to the children and young people involved and helping them to understand how their behaviour affected others.
- **Create safety and wellbeing** for all students by establishing clear rules and expectations, provide supervision at all times, and create a welcoming and inclusive environment for all students.

Mawson Lakes School and OSHC fully endorse the Behaviour Guidance Policy and expect all OSHC families to demonstrate a supportive attitude towards the procedures outlined in this policy. It is crucial to note that any child suspended from the school will not be permitted to attend OSHC or Vacation Care during the suspension period. While we recognise the significance of OSHC for parents and caregivers, we must also prioritise maintaining a safe and respectful environment for all children and staff.

RESPONDING TO BEHAVIOURS OF CONCERN

Children and young people who find it challenging to participate in activities, feel comfortable and secure, or form connections with people and their surroundings could turn to dysregulated behaviours, as a way of expressing their behaviour. Children use these behaviours as a means of communication to express their needs and wants.

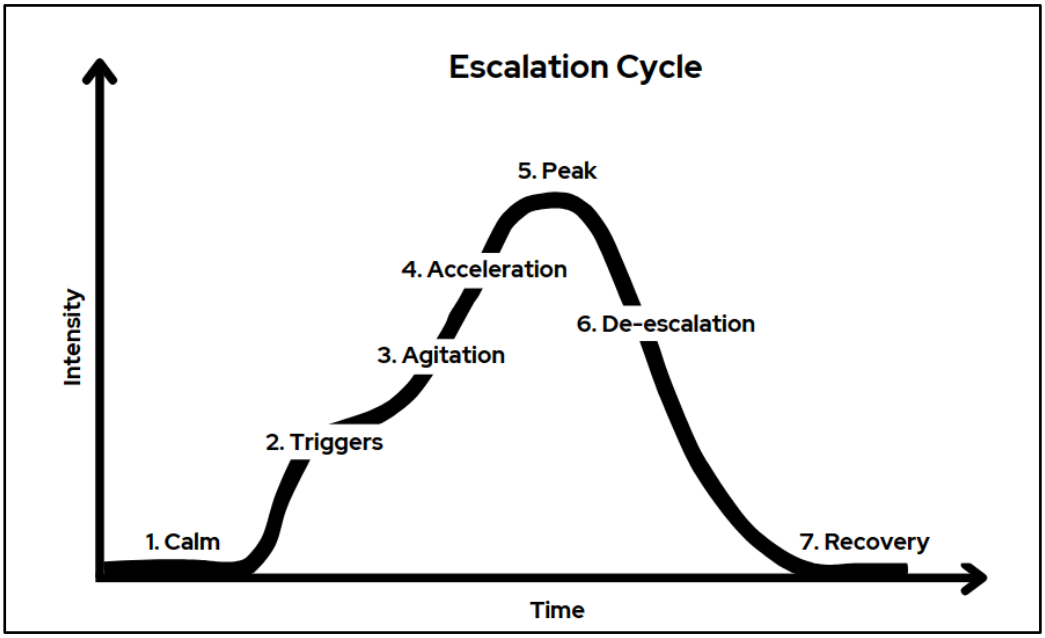
The incapacity to successfully regulate one's emotions and maintain them within a reasonable range of normal emotional reactions is referred to as dysregulation. It includes a wide range of feelings, such as despair, rage, irritation, and frustration.

A vast variety of behaviours, from extreme withdrawal and explosive aggression to hyper- and hypo-arousal, are indicative of dysregulation. Dysregulation frequently results from a breakdown between the emotional centre of the brain and the logical, problem-solving portion of the brain, which sets off the fight, flight, or freeze response. The child is pushed into survival mode as a result. It is necessary to address behaviours in a regulated state in order to handle them effectively. For this reason, it's critical to identify behaviours early on and take proactive measures to prevent incidents and turn them into teaching moments.

UNDERSTANDING BEHAVIOURS

Every child is different, they have different thoughts, feelings and experiences which effect their behaviours or the way they interact with people around them. We recognise that challenging behaviours stem from both internal and external factors. Internally, a child might be battling lack of sleep, their natural temperament, strong emotions, or health concerns. Externally, family dynamics, media exposure, cultural norms, and their physical environment can play a significant role. We need to consider these factors when dealing with children and young people.

As a child's behaviour progresses, it's important to understand the escalation cycle. This cycle maps the emotional progression of a challenging behaviour. It's important to recognise that intervening at the peak, when emotions are at their highest, is rarely effective. Logic gets lost, and direct confrontation can worsen the situation. Instead, learning to identify the different stages of the cycle allows us to tailor our approach accordingly. Calming techniques like offering choices, providing a safe space, or simply maintaining a calm presence can be far more helpful in de-escalating the situation. Intervening too early can cause another peak to occur, it is best to wait until the situation has de-escalated completely to have a discussion with the child about their behaviour.



Every behaviour has a spark, a trigger that ignites the flame. It could be fatigue, hunger, sensory overload, or a specific demand that feels overwhelming. Identifying these triggers is crucial because it empowers us to take proactive steps. By minimising or avoiding triggers, we can prevent the escalation cycle from starting altogether. By considering these factors, we move beyond simply managing the outward act and begin to understand the whole child. This deeper understanding paves the way for more effective, compassionate, and ultimately, more successful interventions.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Children thrive on feeling a sense of belonging, being understood, and feeling secure. This sense of connection and predictability, fostered by consistent rules, expectations, and routines, acts as a powerful buffer against challenging behaviours. Knowing what to expect and experiencing reliable responses from caregivers reduces anxiety and allows them to focus on learning and positive interactions. This means following through on promises, enforcing rules consistently, and minimising sudden changes whenever possible. Predictability builds trust and security, making children feel more comfortable and less likely to resort to challenging behaviours as a means of communication.

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Unreasonable disciplines are not permitted at any time in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. All educators at OSHC will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our OSHC service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. The Zones of Regulations are an effective tool we use and encourage children to use it as a way to regulate themselves. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when making positive choices in managing their behaviour.

CHILDREN AND YOUNG PEOPLE'S EXPECTATIONS

Children are expected to:

- Make choices that align with the school's values of, cooperation, pride, quality, respect
- Follow the directions of staff promptly and with respect
- Share resources with other children
- Clean up after themselves
- Take care of and respect OSHC property
- Play within the OSHC boundaries
- Respect other children and educators

Children are expected **NOT** to:

- Damage OSHC property
- Swear or speak inappropriately to children and educators
- Abscond from OSHC boundaries
- Touch other children or educators

MAWSON LAKES SCHOOL OSHC BEHAVIOUR PROCEDURE

As behaviour begins to escalate, it is important that educators intervene to prevent the behaviour from becoming unsafe. Mawson Lakes School OSHC uses a rational, restorative approach to foster good conduct that is consistent of our school values. We combine proactive behaviour management with the following actions

INFORMAL REMINDER - A quick reminder that a child's actions are unsafe and/or unacceptable.

VERBAL REFLECTION - Educators will talk to child or young person, naming and describing the inappropriate behaviour, to ensure the child is aware of exactly what they are doing wrong.

AREA DIVERSION - The child will be instructed to leave the current location and move to a different area, away from the issue for a substantial amount of time, as decided by the educator

RETHINK - Time spent in the office discussing behaviour with the leadership (parents notified).

INAPPROPRIATE BEHAVIOUR FORM - When there is severe and persistent behaviour, an 'inappropriate behaviour form' will be taken into consideration by the Director, Assistant Director, or Nominated Supervisor. The child, their parent(s), and the OSHC Director will have a discussion to positively guide the child's behaviour while they are at OSHC. The child's behaviour will be monitored and reviewed regularly until the behaviour improves. It will be to the Director, Assistant Director, or Nominated Supervisor's discretion whether the child/ren remains at the service or is asked to be collected immediately, this is dependent on the severity of the child's incident or behaviour.

SUSPENSION - If a child receives three 'Inappropriate Behaviour Forms,' the Director, Assistant Director, or Nominated Supervisor will collaborate with the child's teacher, wellbeing leader, and school leadership to determine the most appropriate course of action. This may involve a temporary suspension or exclusion from the service. Alternatively, persistent inappropriate behaviour or actions that endanger the safety and well-being of others may result in the Director's decision to suspend care for a specific period. In such cases, parents will be immediately notified and requested to pick up their child from OSHC. The suspension will commence immediately.

EXCLUSION - Exclusion may happen if, after several discussions, it is evident that families are unwilling to collaborate with OSHC or if the child cannot attend OSHC without endangering the safety and well-being of other children or educators. Exclusion is a final resort that will only be considered following the exhaustion of all other options. This decision will need to be made in consultation and be approved by the School Principal and/or OSHC directors line manager.

ROLES AND RESPONSIBILITIES

Roles	Responsibilities
Approved Provider/ Management/ Nominated Supervisor	• Every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury • Each nominated supervisor/person in day-to-day charge of the service has completed child protection training (Section 162A of the National Law) • Staff records include evidence of the approved training completed by staff members (Reg.147) • Connections are built between our service and the school to support positive learning environments • Understand that behaviour guidance does not involve making judgements about children or their families • Information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file • Provide educators with this information to engage children in experiences that support children to develop their social and decision-making skills • Positive and respectful relationships with children are established and maintained • Children are empowered to use language and other forms of non-hurtful communication to communicate their emotions • Positive, empathetic relationships are promoted between children assisting them to develop respectful relationships • The dignity and rights of each child are maintained at all times • Positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour • A partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file. • Excessive or challenging behaviour is managed and communicated with families • Strategies are implemented to re-direct a child who may be causing or about to cause harm to themselves, another child, or adult. • Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down. • Families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or educators' safety has been jeopardised, parents are required to sign the Inappropriate Behaviour Form. • Take into consideration the child's past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family,

	placement in care, or more serious circumstances involving abuse, neglect, or family violence • Should concerning behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented. • For children with behaviours of concern, the child's teacher is contacted to gain information about behaviour guidance strategies implemented within the school context to ensure consistency between environments. • Families, the child's teachers and professional agencies are consulted to ensure that a consistent approach is used to support the child with behavioural or social difficulties. • Be involved in designing and implementing Behaviour Plan/ Safety and Risk Plan for children with concerning behaviours with their parents/caregivers, teachers, wellbeing leader and school leadership, which includes strategies to assist alternative and positive behaviour. • Application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program. • A Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual groups of children • The SIP is reviewed on quarterly basis reflecting on the strategies and barriers that have been applied through the implementation of the plan to support the child's growth. • Professional development, through agencies such as Plink, is provided for educators to be informed, trained, and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
Educators	• Encourage and support each child's social and emotional development, striving to develop children's self-regulation and an understanding of the feelings of others • Actively work with younger children to promote and role-model positive ways to interact with others • Teach behavioural expectations • Ensure children are provided with positive guidance and encouragement toward acceptable behaviour • Promote children's initiative and agency • Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others • At all times provide positive role-modelling in their dealings with children, other educators, and families • Discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines • Talk calmly with children about the consequence of their actions, and the reason for rules • Use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator

	• Guide children's behaviour, teaching them how to be considerate of others - to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions. • Provide positive feedback and focus on children's strengths and achievements and build on their abilities • Provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with • Ensure there are sufficient materials and equipment for individual, group activities • Set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests • Adapt a positive approach, excluding cruel, harsh, humiliating, or demeaning actions • Commit to professional development and keep up to date with industry information regarding behaviour guidance strategies • Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others • Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules • Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns • Encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations • Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions • Guide children to remove themselves from situations where they are experiencing frustration, anger, or fear • Learn about children's relationships with others and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills • Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them • Remain calm, respectful, and tolerant as they encourage children who are strongly expressing distress, frustration, or anger • Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour • Allow children time to regulate before assisting the child to identify what happened, reflect on their actions, and consider how they may have done something differently
Families	• Keep OSHC staff informed about any changes at home that may affect your child's behaviour • Work with OSHC staff to identify and address potential triggers for challenging behaviours • Communicate regularly with OSHC staff to discuss your child's progress and any concerns • Collaborate with OSHC staff to ensure consistency in behaviour management strategies across different settings

	• Provide consent for the OSHC service to consult with their child's teacher and other professional agencies to assist with implementing a Strategic Inclusion Plan (SIP) • Work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour. • Consult with educators and provide consent when OSHC is applying for Inclusion Support Funding • Work in partnership with educators and health professionals in the development of a Behaviour Plan/ Risk and Safety Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required • Create consistency in behaviour guidance strategies used at the service and at home

CONTINUOUS IMPROVEMENT

Our Behaviour Guidance Policy will be updated and reviewed every three years or earlier if there are changes to legislation, ACECQA guidance or any incident related to our policy. Feedback will be requested from children, families, staff, educators and management and notification of any change to policies will be made to families within 14 days.

SOURCE

ACECQA
National Law and Regulations | ACECQA
Dealing with Infectious Diseases Policy Guidelines (acecqa.gov.au)

REVIEW

POLICY CREATED BY	Lorin, Sue & Mack - All educators	Nominated Supervisor	February 2024
POLICY REVIEWED BY	Lorin, Sue, the Governing Council and all educators	Nominated Supervisor	February 2025
MODIFICATIONS - The school values were reviewed; the policy now reflects this change.			
POLICY REVIEWED BY			
MODIFICATIONS			