



**ALBANY HILLS**  
**STATE SCHOOL P&C**  
**OUTSIDE SCHOOL HOURS CARE**

## **POSITIVE BEHAVIOUR PLAN**

Developed: July 2019  
Reviewed: October 2021

## STATEMENT

Albany Hills Outside School Hours Care is committed to provide a safe, respectful and disciplined care environment for students and educators. In this environment, children are given the opportunity to engage in quality learning experiences and acquire values supportive of their lifelong wellbeing. We establish high expectations of our children's' conduct and behaviour and believe that for them to have the best opportunity to meet or exceed these expectations they need explicit instruction on what these expectations look and feel like.

Albany Hills Outside School Hours Care has incorporated two of the School's overarching rules in addition:

- **Be kind**
- **Be safe**
- **Be respectful**

## NATIONAL QUALITY STANDARDS

### Quality Area 5 – Relationships with children

The aim of Quality Area 5 under the National Quality Standard is to promote relationships with children that are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind free children to explore the environment and engage in play and learning.

<b>Relationships with Children</b>		
<b>Standard 5.1</b>	<b>Relationships between educators and children</b>	<b>Respectful and equitable relationships are maintained with each child.</b>
Element 5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
Element 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
<b>Standard 5.2</b>	<b>Relationships between children</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships.</b>
Element 5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

Element 5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict.
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## **NATIONAL REGULATIONS**

**Regulation 155 – Interactions with children**

**Regulation 156 – Relationships in groups**

## **MY TIME OUR PLACE**

### **Learning Outcomes**

1. Children have a strong sense of identity
2. Children are connected with and contribute to their world

### **Principles**

1. Holistic Approaches
2. Collaboration with Children

### **Practices**

1. Secure, Respectful and Reciprocal Relationships

## **PURPOSE**

This Responsible Behaviour Plan for Children is designed to facilitate high standards of behaviour so that the learning and growth in our OSHC can be effective and students can participate positively within our community.

## **APPROACH**

The first step in facilitating standards of positive behaviour is communicating those standards to all students. At Albany Hills Outside School Hours Care we emphasise the importance of directly teaching students the behaviours we want them to demonstrate at OSHC. Communicating behavioural expectations is a form of universal behaviour support - a strategy directed towards all students designed to prevent inappropriate behaviour and provide a framework for responding to unacceptable behaviour.

A set of behavioural expectations in specific settings has been attached to our three OSHC rules. The OSHC wide expectations below outlines our agreed rules and specific behavioural expectations in all OSHC settings.

## **BEHAVIOUR LEVELS**

When responding to challenging behaviour the staff member first determines if the problem behaviour is major or minor, with the following agreed understanding:

- Minor challenging behaviour is handled by staff members at the time it happens.
- Major challenging behaviour is determined in consultation with the OSHC Management team.

**Minor** challenging behaviours are those that usually do not require direct involvement of management.

**Major** challenging behaviours result in an immediate referral to Management because of their seriousness. Management reserves the right to determine whether the behaviour warrants outcomes listed on Level 2 or 3.

Level	Behaviour	Response	Reporting
<b>Expected</b>	Students are following OSHC promises.	Staff give verbal praise to those students exhibiting expected behaviour.	Staff/management to communicate with parents/carers of child/ren's positive behaviour.
<b>Minor</b>	Students are not following OSHC promises.	Staff initiate Positive Behaviour Management Steps	Staff verbally inform parents/carers of behaviour and outcome.
<b>Major</b>	<p>Students are not following OSHC promises, beyond manageable and safe parameters.</p> <p>This may include and are not limited to:</p> <ul style="list-style-type: none"> <li>• Endangering themselves or others</li> <li>• Unresponsive to assistance</li> <li>• Physically or aggressive</li> <li>• Experiencing difficult managing their behaviour</li> </ul>	<p>Staff initiate Positive Behaviour Management Steps</p> <p>Staff complete incident report.</p> <p>Management are notified of behaviour immediately.</p> <p>Specific outcomes are determined by Management and Staff.</p>	<p>Staff &amp; Management to inform parents/carers.</p> <p>Parents to sign off on incident report.</p> <p>Incident report documented on Child's file.</p> <p>Letters of warning/suspension/exclusion are sent if applicable.</p> <p>Meeting with children and parent/carer prior to warning/suspension/exclusion if applicable.</p> <p>Meeting with child and parent/carer on return to Service if applicable.</p>

## POSITIVE BEHAVIOUR PLAN

### OSHC Promises:

- Be safe
- Be respectful
- Be kind

### Behaviour Management Steps:



### Staff direction:

- Staff are to account for the cognitive development of each child in relation to the type of consequences used and outcomes applied.
- Staff are to have an understanding of children's social and emotional wellbeing and consult with Management about exhibited behaviours.
- Staff are to identify that it is a part of children's cognitive development to break behavioural boundaries.
- Staff are to endeavour to use positive behaviour management plan in dealing with behavioural instances.

- Staff are to endeavour to develop their behaviour management techniques by dealing with behaviour independently before referring to Management.
- Staff are to endeavour to develop positive relationships with all children and maintain positive relationships with children.

**Gibbs Reflective Cycle (staff tool):**

