



**LINDEN PARK PRIMARY SCHOOL**  
*Out Of School Hours Care*



## Policy Group 3 - Children

### Policy Number: 3.3 – Behaviour Guidance Procedure

#### Policy Relationships

Regulations	Quality Areas	National Quality Standards	Legislation/Regulations
168, 155 & 156	2	2.1.1	'My Time, Our Place' Framework for School Aged Care. Education & Early Childhood Services National Law Act 2010, and National Regulations 2011
	4	4.1	
	5	5.1, 5.2	

**Last Edited by: Claudia**

**On: March 2021**

**Read & approved by: Nicole**

**On: July 2021**

**Edited by:**

**On:**

**To be next reviewed on: July 2022**

**Read & approved by: Nicole & Tara**

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**Edited by: Tara**

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**Last Edited by: Claudia**

**On: March 2021**

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**On: July 2021**

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**On:**

Children, staff and leadership work together to define a behaviour management process to ensure the safety and wellbeing of children and staff of the service.

### **Policy Statement**

The Linden Park Primary OSHC have developed a procedure which is consistent with the Linden Park Primary School and the Department of Education Behaviour tool kit. In the circumstance of a behaviour incident the Linden Park Primary OSHC refers to and follows the Behaviour Process and Procedure. If behaviour cannot be managed by the LPOSHC educators, families will be notified as well as the school principal.

If behaviour becomes a threat to the safety of children and staff, exclusion from the service may occur as per procedure.

### **Implementation**

The Linden Park Primary School Service uses the *Restorative Justice* practice to guide children's behaviour. Children requiring extra behaviour support will have an inclusion plan to guide their personal development and support their participation in the program. These plans will be reviewed by staff regularly as well as communicated with families.

- \* If children are making good choices staff will acknowledge and re-enforce positive behaviour;
- \* If children need to be reminded about the rules and expectations of the service, staff may ask them to think about how they can make better choices, ensuring they are;
- \* If a child's is required to reflect on their behaviour written or verbally, their families will be notified upon collection;

In the instance where negative behaviour continues, the school principal will be notified and a written reflection and a meeting will be set up with the OSHC director, leadership and families. Once these steps have been conducted and if the child's behaviour continues, a meeting with the school principal, OSHC director and child's family will be arranged to determine child's exclusion from OSHC.

If exclusion occurs, a meeting with OSHC director, school principal and the child's family will be held prior to their return into the OSHC program.

Upon return, if behaviour continues, a permanent exclusion from the service may occur.

### **Roles and Responsibilities**

Educators will:

- \* Ensure restorative justice practices are followed at all times, when dealing with behaviour and resolving conflict in a calm and consistent manner.
- \* Read and review inclusion plans and ensure appropriate steps and strategies are followed and implemented.

- \* Ensure children and families are aware of the inclusion plans and work on the strategies.
- \* Regularly communicate with school leadership in regards to any behaviour incidents.