



Child Wellbeing and Behaviour Management

POLICY STATEMENT

The emotional and physical wellbeing of our children is pivotal to their success at OOSH, as adolescents, and in their future lives. Physically and emotionally healthy children are happy, able to deal positively with life's challenges, experience a sense of connectedness with the Centre and others, and are well placed to develop into well-balanced and successful young adults.

At Abbotsford Community Centre, child welfare and effective learning rely on the positive partnerships between staff, parents, children and community. Child Wellbeing is a flexible, centre-wide approach to improving children's mental health and wellbeing.

Mental health in middle childhood is understood through risk and protective factors. The relationship between risk and protective factors is complex; however, it is known that reducing risk factors and building protective factors in children has a positive effect on their mental health and wellbeing.

The aim is to take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

1. social and emotional learning
2. working authentically with families
3. support for children who may be experiencing mental health difficulties

The guiding principles are:

- The best interests of children are paramount
- Respectful relationships are foundational
- Diversity is respected and valued
- Parents and carers are recognised as the most important people in children's lives
- Parents and Educators support children best by working together
- Children need to be active participants

At Abbotsford Community Centre we have three expectations in all areas of OOSH life.

Respect - Have regard for yourself and others

Responsibility - Be accountable for your actions

Excellence - Strive for your highest personal achievement

AIMS

- To provide an educational environment which recognises, values and builds child wellbeing.
- To develop children who are physically and emotionally healthy.



IMPLEMENTATION

- Developing the wellbeing of our children is central to our role as a middle childhood education and care service, and is reflected in our philosophy.
- A culture of positive reinforcement and encouragement will permeate all facets of our Centre along with sound consequences for inappropriate behaviour.
- Child work and achievements will be regularly showcased and publicly recognised.
- Our Centre will value and encourage child individuality, differences and diversity.
- Programs that provide for the emotional health of children, such as *Positive Behaviour for Learning (PBL)* will underpin our practice.
- The program will be broad, will provide for the needs of individual children, and will be developed to cater for multiple intelligences.
- Programs that support the wellbeing of parents and families will be available.
- Staff will be provided with professional development regarding child wellbeing, the implementation of wellbeing programs, and the resolution of wellbeing issues.
- The Centre will implement *Restorative Justice and Peer Mediation* process.



BEHAVIOUR CLASSIFICATION

	Minor Incident <i>Educator Managed</i>	Major Incident <i>Educator Managed</i> <i>Repeated: Exec Action</i>	Serious Incident <i>Director Action</i>
<u>Physical Violence</u> <i>Respect, Responsibility</i>	Pushing/ shoving/ hitting Spitting Grabbing at body or clothing	Pursuing to fight Intention to provoke violence Spitting at others	Striking / punching Fighting Assault educator
<u>Unsafe Play</u> <i>Respect, Responsibility</i>	Hands and feet not kept to self in games Playing with / tossing sticks or rocks Running on hard surfaces	Tackling / striking during a game Playing a banned game Intentionally throwing sticks or rocks	Aggressive use of projectiles as weapons
<u>Inappropriate language</u> <i>Respect</i>	Low level negative comments /body language Backchat Accidental use of inappropriate language	Intentional swearing	Verbally aggressive Swearing at staff
<u>Non- Compliance</u> <i>Respect, Excellence</i>	Not following instructions Littering	Repeated refusal of request	Absconding from Centre grounds
<u>Harassment</u> <i>Respect</i>	Isolated put downs Annoying / chasing wildlife	Harassment (racial, sexual, cyber) Invading privacy in toilet	Bullying Threats of harm Repeated harassment
<u>Out of bounds</u>	Playing in non-play areas or toilets Late to Centre	Going to unsafe areas out of sight from Educator eg. Backyard and off Centre grounds	Absconding from School grounds



<p><i>Responsibility, Excellence</i></p>	<p>Climbing on fences / railings</p>		
<p><u>Destruction of Property</u></p> <p><i>Responsibility</i></p>	<p>Damage to property caused by careless use</p> <p>Using property of others without permission eg; taking hats, toys</p>	<p>Theft</p> <p>Intentional damage to property</p>	<p>Intentional major property damage</p> <p>Damage that may cause harm to others</p>



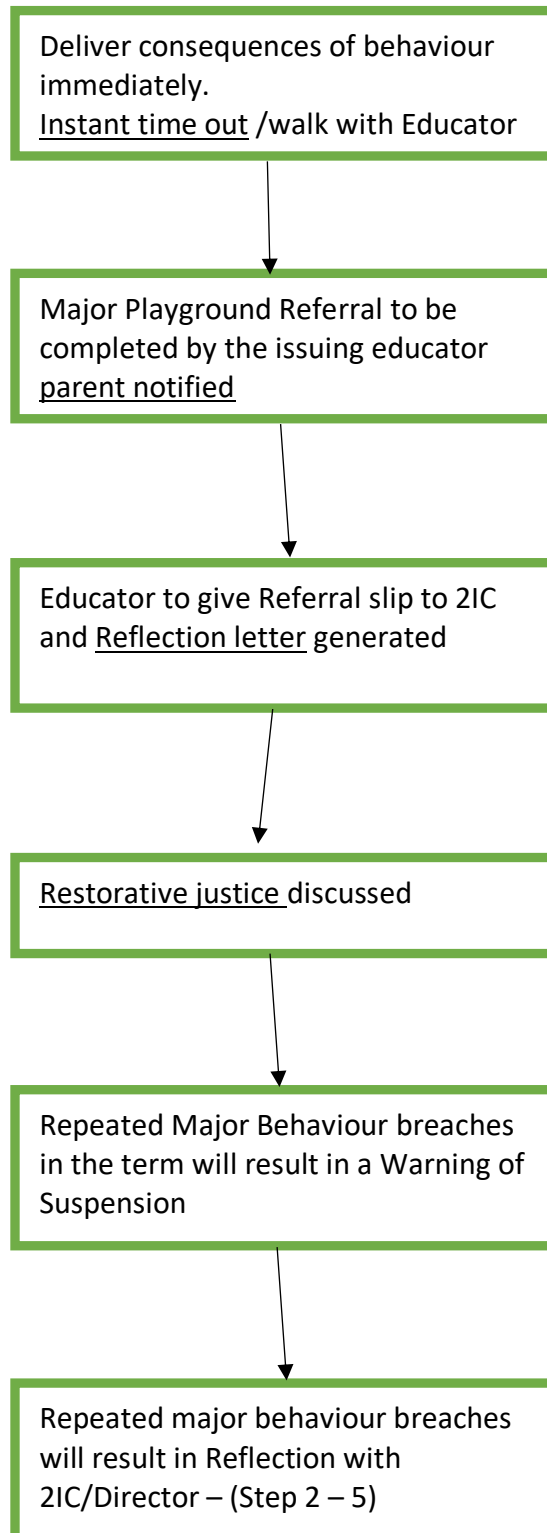
PROCEDURES

Minor Behaviours - Continuum of Response

<i>Educator Response</i>	<i>Words/Actions an adult can use</i>
<i>Prompt</i>	<ul style="list-style-type: none"> • Provide verbal and/or visual cue
<i>Redirect</i>	<ul style="list-style-type: none"> • Restate the expected behaviour
<i>Reteach</i>	<ul style="list-style-type: none"> • State and demonstrate correct behaviour • Have child demonstrate • Provide immediate feedback
<i>Provide Choice</i> <i>(re-engage or apply consequence from Minor Behaviour Consequences Chart)</i>	<ul style="list-style-type: none"> • The statement of two alternatives – the preferred or desired behaviour or a less preferred choice (logical consequence) • Give the child a choice and get a response • Apply logical consequence if desired behaviour not demonstrated
<i>Conference</i>	<ul style="list-style-type: none"> • Describe the problem • Describe the alternative behaviour. • Tell why the alternative is better • Practise • Provide feedback
<i>Repeated Minor Behaviour</i> <i>(when child has been spoken to more than twice)</i>	<ul style="list-style-type: none"> • Educator refers child to 2IC

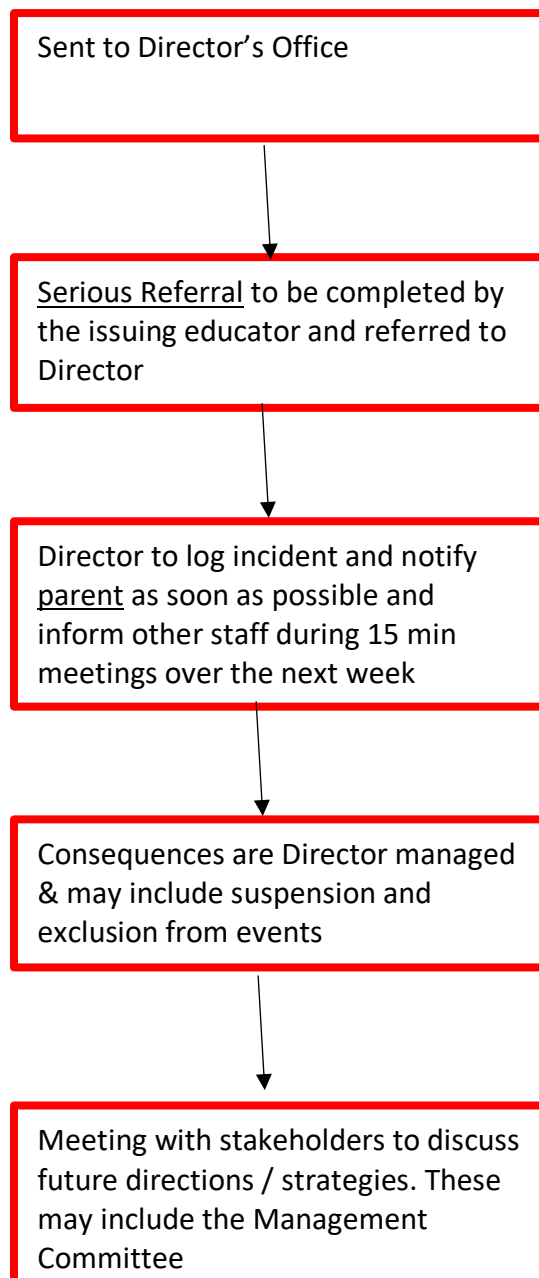


Major Behaviours Continuum of response





Serious Behaviours Continuum of response



Executive Response Options

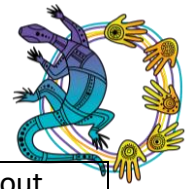
- Restitution
- Reflection
- Parents contacted
- Time out in office/in Centre suspension
- Loss of privilege
- Conference with student
- Sent note home
- Consulted school
- Sent home
- Suspension
- Expulsion



Playground Behaviour and Consequences - Minor

*All minor behaviour is re-taught, modelled and discussed with child. Repeated Minor behaviour breaches in a term may result in Reflection Room and a warning letter.

<u>MINOR BEHAVIOURS</u>	<u>EXAMPLES</u>	<u>CONSEQUENCES</u>
Physical Contact	Pushing / shoving / hitting Grabbing at body or clothing	Apology and go to the end of the line Apology and 10 minutes time out
Unsafe Play	No hat Hands and feet not kept to self in games Playing with / tossing sticks or rocks Running on hard surfaces	Go to quiet room for rest of play Time out 10 minutes and observe safe play Stop, go back and walk safely, walk with educator for 10 minutes
Inappropriate language	Low level negative comments /body language Backchat Accidental use of inappropriate language	Apology /Problem solve Redirect, provide choice. If not solved time out 10 minutes time out
Non-Compliance	Not following instructions Littering	Redirect, provide choice. If not solved time out. Pick up all the rubbish from that playground
Harassment	Isolated put downs Annoying / chasing wildlife	Written and/or verbal apology Time out to observe and think about wildlife



<p style="text-align: center;">Out of bounds</p>	<p>Playing in non-play areas or toilets</p> <p style="text-align: center;">Late Centre</p> <p>Climbing on fences / railings</p>	<p>10 minutes time out</p> <p>Loss of 5 minutes play</p> <p>10 minutes time out to observe safe play</p>
<p style="text-align: center;">Destruction of Property</p>	<p>Damage to property caused by careless use</p> <p>Using property of others without permission</p>	<p>Loss of equipment and replacement if it belongs to another child</p> <p>Give back the item and apologise</p>



Playground Behaviour and Consequences – Major

* All major behaviour should be re-taught, modelled, discussed, reported to parents and referred to Centre executive.

<u>MAJOR BEHAVIOURS</u>	<u>EXAMPLES</u>	<u>CONSEQUENCES</u>
Physical Violence	Pursuing to fight Intention to provoke violence	1. Instant time out or walk with Educator for the remainder of the session 2. Educator and notify parent 3. Reflection letter generated 4. Child attends Reflection and Restorative justice discussed 5. Repeated Major Behaviour breaches in the term will result in warning of suspension *It is the Educator's responsibility to refer these to executive and to other staff during 15 min meetings and over Teams *Consequences may include apologies, replacement of items, structured play programs.
Unsafe Play	Tackling / striking during a game Playing a banned game Intentionally throwing sticks or rocks	
Inappropriate language	Intentional swearing	
Non-Compliance	Repeated refusal of request	
Harassment	Bullying Harassment: racial, sexual, cyber Invading privacy in toilet	
Out of bounds	Going to unsafe areas out of sight from Educators eg. Backyard and Outside centre grounds	
Destruction of Property	Theft Intentional damage to property	



Playground Behaviour and Consequences – Serious

* All serious behaviour is Director managed and parents notified.

<u>SERIOUS BEHAVIOURS</u>	<u>EXAMPLES</u>	<u>CONSEQUENCES</u>
Physical Violence	Striking / punching / fighting Assault Educator	1. Sent to the Director's office 2. Serious behaviour referred to Director 3. Director to log incident notify parent, educators and Centre executive 4. Consequences are Director managed and may include, suspension and exclusion from Centre events and an alternative program 5. Meeting with stakeholders to discuss future directions/strategies. These may include the Parent Management Committee
Unsafe Play	Aggressive use of projectiles as weapons	
Inappropriate language	Verbally aggressive Swearing at staff	
Non-Compliance	Refusal leading to absconding from Centre grounds	
Harassment	Bullying Threats of harm	
Out of bounds	Absconding from Centre grounds	
Destruction of Property	Intentional major property damage Damage that may cause harm to others	



MODEL BEHAVIOURS

	Respect	Responsibility	Excellence
All Settings	<ul style="list-style-type: none"> ✓ Care for ourselves, others and the environment 	<ul style="list-style-type: none"> ✓ Right place, right time ✓ Move safely 	<ul style="list-style-type: none"> ✓ Always do your personal best
Playground (Hard Surfaces)	<ul style="list-style-type: none"> ✓ Hands and feet to self ✓ Speak kindly 	<ul style="list-style-type: none"> ✓ Walk ✓ Sun safe 	<ul style="list-style-type: none"> ✓ Follow game rules
Playground (Oval)	<ul style="list-style-type: none"> ✓ Hands and feet to self ✓ Include others 	<ul style="list-style-type: none"> ✓ Sun safe 	Right way, right play
Playground (Equipment)	<ul style="list-style-type: none"> ✓ Hands and feet to self ✓ Wait your turn 	<ul style="list-style-type: none"> Sun safe 	<ul style="list-style-type: none"> ✓ Right way, right play
Meal times	<ul style="list-style-type: none"> ✓ Polite talk ✓ Wait your turn 	<ul style="list-style-type: none"> ✓ Collect food only for yourself 	<ul style="list-style-type: none"> ✓ Know what you want to eat
Toilets	<ul style="list-style-type: none"> ✓ Respect the privacy of others 	<ul style="list-style-type: none"> ✓ Flush, wash, go ✓ Use water responsibly 	<ul style="list-style-type: none"> ✓ Keep it clean
Announcements	<ul style="list-style-type: none"> ✓ Stand quietly ✓ Listen 	<ul style="list-style-type: none"> ✓ Seated, settled, silent 	Celebrate the achievements of others
Bus	<ul style="list-style-type: none"> ✓ Use a quiet voice 	<ul style="list-style-type: none"> ✓ Wait safely Stay in your seat 	<ul style="list-style-type: none"> ✓ Be on the right bus
Library/Quiet room	<ul style="list-style-type: none"> ✓ Look after equipment ✓ Soft voice 	<ul style="list-style-type: none"> ✓ Pack up ✓ 	<ul style="list-style-type: none"> ✓ Play by the rules
Office	<ul style="list-style-type: none"> ✓ Enter quietly ✓ Polite talk ✓ Wait your turn 	<ul style="list-style-type: none"> ✓ Have permission 	<ul style="list-style-type: none"> ✓ Say messages clearly



ENDORSEMENT BY THE SERVICE

Approval Date: Aug 2022_____

Date for Review: Nov 2023_____