POSITIVE BEHAVIOUR SUPPORT PLAN

Developed: June 2024

STATEMENT

Albany Hills Outside School Hours is committed to facilitating a care environment that is welcoming, safe, dynamic, and inclusive in nature. Through working in partnership with our students, educators, families, School, and wider local community to ensure the personal success of each and every student, children are given the opportunity to flourish in the presence of quality learning experiences and develop values that are supportive of their lifelong wellbeing. Recognising the importance of inclusive education and nurturing student's development of social and emotional skills, our centre incorporates experiences in the curriculum that are designed to foster positive self-esteem, emotional regulation, confidence, and the building of resilience whilst also encouraging independence and autonomy.

In recognition of the school's three overarching principles surrounding the promotion of positive behaviour, the children, and educators of Albany Hills Outside School Hours Care consistently strive to:
- Be kind
- Be safe
- Be respectful

We put our students first and believe in instilling learner qualities where they are called to be curious, self-motivated, a risk taker, persistent and reflective in nature. We encourage educators, students and families to share their unique perspective, cultures and values as a holistic approach to the development of the behaviour support plan. It is the centre's expectation that our OSHC community of educators, parents and carers will support the implementation of the OSHC Behaviour Support Plan and work collaboratively in making any necessary adjustments.

OUR BELIEFS

Behavioural support and the provision of inclusive education is a fundamental component of teaching occurring both inside the classroom and the OSHC environment. Fostered within an environment that is safe, positive, inclusive and productive in nature, our approach to behavioural support in incidences where behaviour becomes challenging is based upon principles of consistency, fairness and engagement. We recognise and embrace the rights of all children to access and participate in quality inclusive care. Providing opportunities for children to play, develop and learn collaboratively with children of all ages, we acknowledge and recognise that these forms of relationships established within our centre are foundations for lifelong learning and provide a powerful way of belonging and sense of self.

We value inclusive education within our centre by:
- Recognising the right of every child to participate meaningfully in all aspects of their schooling life.
- Viewing children as being capable and valuable contributors.
- Valuing diversity as a resource that informs all policy and practice.
- Welcoming all children, families, and carers at the service.
- Providing flexible programs and environments that meet individual needs and interests of all children.
- Continuing to build partnerships with families and the broader school community.
- Modelling care, empathy and respect for children and young people, educators and families.
- Scaffold children and young people's opportunities to participate and contribute to group activities
- Working collaboratively with children, families, school, and local community.
- Engaging in ongoing critical reflection and learning.
- Ensuring parents and carers are aware of the provision of inclusive practices within the centre and are given the option to provide feedback.

Figure 1: Areas of Self-Regulation Wall

ZONES OF REGULATION

The Zones of Regulation is a complete social-emotional learning curriculum, created to teach children self-regulation and emotional control. This program teaches a variety of social-emotional skills to children, starting with early emotional skills and advancing on to self-regulation and navigating social situations. Some of the skills we encourage by implementing this program is:

1. Identifying emotions – categorising feelings into four zones
2. Self-regulation – achieving the preferred state of alertness (zone) for a situation
3. Identifying triggers
4. Coping strategies – techniques and strategies that help achieve emotional regulation and manage strong emotions
5. Size of the problem – introduces the idea that the size of your reaction should match the size of your problem in conjunction with strategies for problem solving
6. Expected behaviour vs unexpected behaviour – covers perspective taking and how your behaviour affects the thoughts and feelings of the people around you.

PURPOSE AND APPROACH

The first step in supporting the provision of positive behaviour is ensuring that our students are part of the decision-making process in the first place – that children take part in planning and implementation of rules and expectations while at OSHC. Staff show consistency and fairness, along with role modelling expected behaviours. We also recognise that due to the diversity of the students we are lucky enough to have within the centre, we cannot become reliant one true way of guiding behaviour. Rather, we approach positive behaviour from a variety of different perspectives, taking into account the views, beliefs and expectations for behaviour that our OSHC families have.

Through ongoing collaboration amongst staff and the management team here at OSHC, we are adaptive, responsive and supportive in the approaches we take with our children, drawing upon the advice provided by parents and other members of staff consistently.

This positive behaviour plan is not only representative of the inclusive approach to behavioural support that our staff members implement in the centre, but rather can be utilised in a way to guide the behaviour management process within. Children are encouraged to use problem solving skills, engage with the zones of regulation learning model, self-regulate in a rage of ways (quiet area, low sensory area, fidget toys and active play for sensory seeking), students and staff are also encouraged to have open communications around behaviour, emotions, and expectations. Staff are to model communication strategies to support children and young people to sustain productive relationships with other children and young people in play and social experiences. When responding to the various behaviours within the centre, our staff will first be able to ascertain whether the problem is categorised as either major or minor.

Minor Behaviours

Minor Behaviours are identified within the centre as being those that:
- Are minor breeches of the rules set in place within the centre
- Handled by staff members at the time in which it happens
- Do not seriously harm others or cause you to suspect that the student may be harmed
- Do not violate the rights of others in any other serious ways
- Are an isolated incident that is not part of a pattern of problematic behaviours
- Do not require the assistance of management or additional staff at the time of the incident
- Students are re-engaged in a new activity or area

Minor problem behaviours may result in the following consequences:
- Opportunity for the student to demonstrate self-corrective behaviour
- A minor consequence should be logically connected to the problem behaviour, such as complete removal from an activity or event for a specified period of time, partial removal (time away), individual meeting with the student, apology, restitution etc

Major Behaviours

Major Behaviours are identified within the centre as being:
- Severe conflicts endangering both themselves and others
- Severe abuse of carer
- Significantly violating the rights of others
- A member of staff is required to move away from meeting safe ratios in an area for a substantial period of time to directly attend to the behaviour.
- Require the involvement of management at the time of the incident

Major challenging behaviours results in an immediate referral to Management due to the severity of the incident at hand. Management reserves the right to determine the outcome of the behaviour.

EXPECTED	MINOR Verbal warnings, withdrawal from area and redirection, rethink	MAJOR
Behaviour	**Behaviour**	**Behaviour**
• Follow the rules set in place within the centre • Solve problems calmy, fairly and sensibly • Co-operate and help others • Celebrate differences • Following staff directions with good grace • Treat people kindly and with respect • Use manners when speaking and listening • Allow others to participate in activities without disruption • Participate appropriately in all programmed activities • Move safely around the centre and transition between areas appropriately • Be respectful of the centre and the property within it	• Minor conflict over rules of a game, friendship problems, non-conformity, displaying disrespect to staff members • Conflicts causing disruption to the area; demonstrating behaviour that is disruptive and harmful within that area; complete refusal to listen to staff members; consistently choosing to not follow the rules • Minor teasing, put downs, exclusion, etc	• Severe conflicts endangering both themselves or others; disruption to activity or game/play • Severe abuse of carer or ongoing refusal to follow instruction • Severe and consistent intimidation, causing mental and physical harm to another person • Complete disregard for the attempts made by staff to mitigate the situation. • Abusive language • Continued defiance, disrespectful or non-compliant behaviour (requiring ongoing documentation and conversations with parents) • Repeated high level of physical contact
Response	**Response**	**Response**
• Intrinsic motivation • Verbal praise and acknowledgement of students making good choices • Draw upon evidence of good behaviour and utilise it as an opportunity for other students to reflect upon their own behaviour	• Verbal reminder, opportunity for self-corrective behaviour • Withdrawn from activity/area. • Re-engage student in new activity or area. • Refer to management for 're-think' and discussion on the choices they have made • Opportunity to apologise to the affected party	• Staff are to employ de-escalation strategies. if un-successful or the situation is deemed dangerous to the staff, students around the child or the child themselves, student to be directed to the office or to a safe space. If this is not possible in extreme cases, the area is to be locked down to ensure safety of students and staff.
Reporting	**Reporting**	**Reporting**

• Staff/management to communicate with parents/carers of child/children's good choices and behaviour	• Should the staff member/management deem it necessary, an incident report will be written, and parents will be spoken to	• Incident report will be completed, parents to sign off on arrival
		• Parents directly spoken to upon arrival – liaise with parents
		• Incident report documented on child's file
		• Meeting with children and parent/carer to discuss incident and how to approach the transition into the OSHC routine moving forward
		• Students who repeatedly reach this stage will be placed on a Positive Behaviour Support Plan and parents will be contacted for liaising with the plan
		• Management decision:
		  o Removal from area, time in office, parents notified immediately
		  o After careful consideration and in communication with the P&C possible exclusion from the service may occur.

NATIONAL QUALITY STANDARDS

The National Quality Standard (NQS), operated by Albany Hills Outside School Hours Care, sets a high national benchmark for early childhood education and care and outside school hours care services in Australia and includes 7 quality areas that are important outcomes for children. Whilst all areas of the NQS shape the way in which we provide quality inclusive care to our children and families within the OSHC environment, the following quality areas are significant when looking through the lens of positive behavioural support.

Quality Area 5 – Relationships with children

Quality Area 5 under the National Quality Standard focuses specifically on promoting relationships with children that are not only responsive and respectful, but rather also promote a child's sense of security and belonging within. Through the establishment of these relationships, children are free to explore the environment they are in and engage in meaningful play and learning.

Relationships with Children		
Standard 5.1	**Relationships between educators and children**	**Respectful and equitable relationships are maintained with each child.**
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.
Standard 5.2	**Relationships between children**	**Each child is supported to build and maintain sensitive and responsive relationships.**
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.

NATIONAL REGULATIONS

Regulation 155 – Interactions with children

Albany Hills State School Outside of School Hours Care takes reasonable steps to ensure that the education and care services provide education and care to children in a way that:

a) Encourages the children to express themselves and their opinions; and
b) Allows the children to undertake experiences that develop self-reliance and self-esteem; and
c) Always maintains the dignity and rights of each child; and
d) Gives each child positive guidance and encouragement toward acceptable behaviour; and
e) Has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Regulation 156 – Relationships in groups

Albany Hills State School Outside of School Hours Care takes reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

MY TIME OUR PLACE

In school age care settings educators collaborate with children to provide play and leisure opportunities that are meaningful to children and support their wellbeing, learning and development. School aged care settings pay particular attention to the needs and interests of individual children within a context that promotes collaboration and active citizenship. Within these settings, children have choice and control over their learning as they collaborate with educators to extend their life skills and develop various dispositions of cooperation, confidence, curiosity, and reflexivity along the way.

The My Time Our Place framework recognises the importance of social and emotional development and communication in learning through play and leisure and forms the foundation for ensuring that children in all school age care settings engage in quality experiences that challenge them to be curious about what is of interest to them while at the same time developing self-identity and social competencies.

Within the context of Positive Behaviour Support, the following is emphasised in our approach to care:

Learning Outcomes

Learning Outcome 1: Children and young people have a strong sense of identity:
   a. Children and young people feel **safe, secure, and supported** when our educators:
      i. Spend time interacting and conversing with children, listening and responding sensitively as they express their ideas and needs
      ii. Support children's attachment through consistent and warm nurturing relationships
      iii. Support children in times of change and bridge the gap between the familiar and the unfamiliar
      iv. Recognise that feelings of distress, fear or discomfort may take some time to resolve
      v. Acknowledge each child's uniqueness in positive ways
      vi. Support the development of children's friendships
      vii. Acknowledge the importance of opportunities for children to relax through play and leisure.
   b. Children and young people **develop their autonomy, inter-dependence, resilience, and sense of agency** when our educators:
      i. Encourage children to make choices and decisions
      ii. Provide children with strategies to make informed choices about their behaviours
      iii. Promote children's sense of belonging, connectedness, and wellbeing
      iv. Mediate and assist children to negotiate their rights in relation to the rights of others.
   d. Children and young people learn to interact in relation to others with care, empathy and respect.
      i. Empathise with and express concern for others.
      ii. Learn to control strong emotions and impulses.
      iii. Learn about safe and unsafe situations.

Learning Outcome 2: Children and young people are connected with and contribute to their world:
   a) Children **develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation** when educators:
      I. Promote a sense of community within the school age care setting
      II. Provide opportunities for children to investigate ideas, complex concepts and ethical issues
      III. Model language and actions that children can use to express ideas, negotiate roles and collaborate to achieve goals

Learning Outcome 3: Children and young people have a strong sense of wellbeing:
   b) Children and young **people become strong in their social and emotional wellbeing** when educators:
      I. Show care, understanding and respect for all children and young people

II.   Listen and respond empathically when children and young people communicate their distress, fears or frustrations
III. Discuss emotions, responses to events, emotional regulation and self-control
IV.   Use trauma-aware approaches
V.   Use appropriate language and strategies to empower children with a basic understanding of the stress response and how they can learn to calm themselves when they notice they are becoming dysregulated

Principles:
1. Secure, respectful and reciprocal relationships
   - Supporting the development of a strong sense of wellbeing and social competencies, our educators are attuned to children's thoughts and feelings within the centre. Exhibiting qualities of fairness, humour, sympathy and understanding, respectful and trusting relationships are ongoingly built with children, families, colleagues and other professionals within the OSHC setting. Our educators strive to foster independence and initiative thereby nurturing children's agency and leadership skills.

Practices:
- Holistic, integrated and interconnected approaches
  - In recognising the connectedness of mind, body and spirit, our educators at Albany Hills OSHC take a holistic approach to their roles and responsibilities
  - They focus attention on children's physical, personal, social, emotional and spiritual wellbeing as well as cognitive aspects of learning as it pertains to lifelong learning.
  - Educators recognise the connections between children, families and communities and the importance of reciprocal relationships and partnerships. They see learning as a social activity and value collaborative activities and community participation.
  - Educators see children as capable and responsible and provide places for them to socialise and play with friends, to relax and have fun.

- Collaboration with Children and young people
  - We are responsive to all children's strengths, abilities, and interests.
  - Our educators value and build on children's strengths, skills, and knowledge to ensure their wellbeing and motivation and engagement in experiences within the centre.
  - We are responsive to children's expertise, cultural traditions and ways of knowing, the multiple languages spoken by some children and the strategies used by children with additional needs to negotiate their everyday lives
  - We respond to children's ideas, with play forming an important basis for program decision making

In response to children's evolving ideas and interests, educators assess, anticipate, and extend children's ideas via open ended questioning, providing feedback, challenging their thinking, and guiding their actions.