



Modbury School Preschool to Year 7 OSHC/ Vac. Care Behaviour Support Policy

**Modbury School P-7's behaviour support policy guides:**

- The behaviour we expect of children and young people.
- How staff, parents and carers will support positive behaviour.
- The safe inclusion of children and young people.

Modbury School Preschool to Year 7's policy aligns with the Department for Education [behaviour support policy](https://www.education.sa.gov.au/doc/behaviour-support-policy) (<https://www.education.sa.gov.au/doc/behaviour-support-policy>).

**About Behaviour**

Children and young people's behaviours can range from safe to unsafe.

Range of behaviours

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

Behaviours of concern

- are challenging, complex or unsafe behaviours
- are more serious, happen more often or last a long time
- significantly interrupt wellbeing for the child or others
- could put the child or others in danger
- need consistent guidance and support.

**Behaviours that disrupt wellbeing or safety will always receive a response that considers:**

- the needs of the child or young person with behaviours of concern
- other people's rights and safety.

For all behaviours at Modbury School OSHC/Vac Care the policy and practice approach is proactive, consistent, responsive and tailored to the child or young person's needs.

**How we implement the Behaviour Support policy**

We support the safe inclusion of children and young people with these actions.

**Promote**

We promote, model and support productive and positive behaviour.

## **Our actions**

- Promote a school wide positive behaviour approach, in collaboration with our Governing Council, support services, staff, children and young people, parents and carers.
- Develop and discuss behavioural expectations with children, incorporating student voice. Display the behavioural expectations in the OSHC Community and share these with parents, caregivers and the school community.

## **Expectations**

We continually refer to behavioural expectations as part of learning and embed them into our daily practices.

## **Our actions**

- Create predictable structures and routines in the OSHC/Vac. Care environment. This guides children and young people in how to positively participate.
- Teach children and young people self-awareness, self-management, social awareness and social management, through modelled positive behaviour practices.

## **Intervene**

We intervene to prevent, reduce or redirect behaviours of concern. We will use methods that are the least exclusionary possible.

## **Our actions**

- Staff use proactive strategies to co-regulate children and young people to prevent behaviours of concern.
- Withdrawal spaces are provided for children and young people to use as needed. Educators support children and young people to feel safe and calm and return to the OSHC environment, working towards independent regulation.

## **Work with others**

We work with children, their families, professionals and other key adults to understand the environmental, social and family context of a child or young person's behaviour. We will draw on these people to support positive behaviour change.

## **Our actions**

- Value children and young people's perspectives. Develop behaviour supports in collaboration with the child and families where practical.
- Engage children, young people and families to understand possible reasons for behaviour and work collaboratively with school staff to enact plans that support individual social and emotional growth. E.g. Work closely with families, teachers and leadership.

## **Respond**

We will respond to behaviour appropriately and fairly to build relational confidence and trust.

## **Our actions**

- Investigate concerns about behavioural incidents through a restorative approach.
- Appropriate and fair behaviour support responses are detailed in Behaviour Support Plans, Safety and Risk Management Plans, and Safety and Support Plans for individual students.
- When behaviour concerns arise, relevant parties will be informed of complex or unsafe behaviours. This will be done without disclosing personal information of the parties involved.

## **Repair and restore relationships**

We repair and restore relationships impacted by behaviours of concern.

### **Our actions**

- Children and young people who have acted inappropriately recognise and discuss the impact of their actions. They have the opportunity to apologise and express remorse. They have the opportunity to repair and restore relationships when appropriate, safe and consented to by all parties.
- Implement restorative approaches working collaboratively with all parties involved to re-establish relationships and develop meaningful connections.

## **Create safety and wellbeing**

We will create safety and wellbeing for people involved in behaviour incidents.

### **Our actions**

- Provide strategies to reduce the risk of harm to children, young people and staff following behavioural incidents.
- Refer children, young people, staff and others who have been harmed by unsafe behaviours to counselling or other support where possible.
- Engage department supports when responding to serious incidents. For example the Social Work Incident Support Service. Responses might include informing parents and carers of those involved in or effected by the behaviour.

## **How we support and respond to behaviour**

At Modbury School OSHC we use specific responses to behaviours of concern.

### Staff Responses

As supportive processes Modbury School OSHC

- The staff plans intentionally to refer to values and safe inclusive behaviours.
- Create plans that support positive behaviour change. Partner with parents, carers and school staff to do this.
- Staff provide opportunities for peer reflection and discussion about positive education practices.
- Support students to self-regulate using an interoception space, interoception activities.
- Provide time and space for students to self-regulate with appropriate support and supervision.
- Interrupt behaviours of concern. Name and describe behaviours to help students understand what they are doing that is problematic. Redirect students to the preferred behaviour. Support students to develop and practice the skills required to maintain the preferred behaviour.
- Offer students options that encourage them to stay regulated and participate.
- Use logical consequences related to the behaviour and matched to the student's individual needs.
- Any staff member who witnesses or has been reported to about an incident has the responsibility to inform the Director.
- When appropriate report to leadership any incidents of significant violence.
- Collect and monitor relevant behaviour data related to children's behaviour.
- Communicate behaviour incidents to families in a timely manner via phone contact or emails. (Please ensure these are proactively discussed/approved by Director prior to contact).

## **Director/ Leadership Responses**

- Monitor behaviour. Act on any reports about behaviour of concern. This may include incidents that happen during school that impact relationships at Modbury School OSH/Vac. Care.
- Consider appropriate responses to behaviours of concern this may include the use of suspension and exclusion from OSHC/Vac Care to support safety. This is after we consider all other options to reduce danger.
- Report criminal offences to the police.
- Work with the Principal to plan whole of site communications about serious behavioural incidents.
- Provide leadership and / or external assistance to facilitate restorative processes (including re-connection meetings) where staff and children or young people directly involved require impartial assistance to resolve the issues.
- Provide support and advice to staff in managing and reporting behaviour incidents to families.
- Ensure staff are trained in areas that support positive behavior practice.

## **What will happen if your child instigates/is responsible for a violent act?**

Violence is not accepted in any form.

If a child instigates or is responsible for a violent act (this can be actual or threatened, physical or emotional), the following will occur:

- Parent/caregiver or emergency contact (if parent unavailable)
- The child will be provided with a safe space
- Adequate time will be needed to clarify what happened
- Student may be asked not to attend OSHC for a given time until investigation has been completed
- Negotiation will occur around a re-connection meeting
- If required a period of exclusion may be given, this will be determined by the Director
- Repeated offences may result in removal from OSHC for extended periods time this may include a whole term and holidays

## **Responsibilities**

Children and young people

- Treat others with kindness, respect and inclusiveness.
- Make sure actions are safe, respectful and inclusive. This includes verbal, physical and online actions.
- Seek help from adults to intervene when they see behaviours of concern in person or online.
- All children and young people are encouraged and expected to report behaviours of concern to a trusted educator at the time / day of the incident or problem occurring.
- Support their friends and peers to seek help from trusted adults. Do this if their friends are experiencing behaviours of concern.
- Support their friends and peers to behave in safe, respectful and inclusive ways. Do this if their friends are engaging in behaviours of concern.
- Follow reasonable instructions.
- Be proactive in implementing positive change strategies.
- Be responsible for and take ownership of their behaviour and actions and the impact it has on others.

## Parent and Carer

- Report any child or young person's concerning or unsafe behaviour to OSHC staff and/ or school leadership.
- If an incident happens, work collaboratively with us to resolve concerns.
- Follow the complaint resolution process to deal with concerns. A copy of the complaint resolution process is on school website or in our front office.
- Show and encourage safe, respectful and inclusive relationships with: their own children; other children and young people; other parents and carers and staff.
- Support their children to develop safe behaviours at home. Check on and supervise their children's social interactions, including online.
- Seek support from our staff to create consistent responses to behaviours of concern.
- Take part in learning opportunities about safe and inclusive behaviour. Find out how OSHC works with parents, carers, children and young people.
- Be informed about our behaviour support policy and procedure. Know how to identify and report behaviours that are concerning or unsafe.
- Talk to their children about safety issues, including unsafe behaviours. Help them understand what it is, why it's harmful and how to respond appropriately. Use consistent messages that Modbury School Preschool to Year 7 promotes.
- Make sure their children keep coming to our service while a behaviour issue is being resolved. This is in a child or young person's best interest. If parents/caregivers feel that their children coming to our site is not in their best interest this needs to be discussed with the Director.
- Seek external professional support for their children when needed.
- Do not approach other children or parents about behaviours of concern. Report to site staff for follow up. Understand that, because of confidentiality, we cannot share information about other children.
- Support their children to stay off-site during suspension, exclusion or expulsion. A child can still come to OSHC if they have the Director's written approval.