Wangala
PRIMARY SCHOOL

Outside School Hours Care Policy
Interactions with Children

Purpose

Wangala Primary School Outside School Hours Care will ensure that all reasonable steps are taken to maintain a safe, welcoming environment for children and that educators interact with children in a positive and supportive manner. New children to the service will be actively supported through a positive transition to the program. Children will be encouraged to develop positive, respectful relationships with others, express their opinions, make sound choices and develop a variety of learning outcomes.

Educators and children establish agreed behaviours at the beginning of each school year. These agreements are displayed in the program and are positively reinforced on a daily basis. Positive behaviour management relies on effective communication between all parties (children, parent/carers, staff and management).

Educators will give each child positive guidance and encourage acceptable behaviour. Educators will support the children in undertaking experiences to develop self-reliance and self-esteem. Educators will be respectful of children's family and cultural heritage and values. Children will be supported according to their age and stage of development and educators will ensure that the dignity and rights of all children are maintained at all times. Educators will encourage all children to respect other children and their rights, to interact with the program in a positive manner. (R155 & R 156)

Procedures

Children's Behaviour

This policy supports the Wangala Primary School Antibullying-violence-behaviour guidance process adopted by the Wangala Primary School Outside School Hours Care.

Wangala Primary School Outside School Hours Care reserves the right to send any child home from the program where the child:

- Acts in such a way that threatens the physical and or emotional health of any child, staff member or themselves
- Repetitively or deliberately does not follow the instructions given by staff
- Consistently absconds or leaves the premises without adult supervision or permission
- Has an illness or other health-related issue that may be dangerous to other children, staff members or themselves
- Deliberately damages any property or belongings

Where a child's behaviour is not appropriate, service educators will involve parents/carers to positively manage the behaviour.

If the inappropriate behaviour persists, the Wangala Primary School Principal will be informed to determine a further course of action. This may include a meeting with the child's parents/carers to determine further if the program is still appropriate for the child in question.

Guiding Children's Behaviour in a Positive Way

To implement a proactive behaviour management strategy, it is important to consider the educator role, program content and environment. These need to be considered before the behaviour occurs.

Educators Role:

- All behaviour has meaning.
- Look past the words or the behaviour to get to the meaning/feelings behind it.
- Staff should respect and acknowledge the feelings of the children – active listening.

Put the behaviour in context:

- What might the child be thinking/feeling?
- Time of day, food and water intake, and energy levels.
- Is this behaviour normal for this child?

Ensure that your expectations are appropriate:

- Is the behaviour hurting anyone?
- What age and stage is the child at?
- Does it really matter?
- Is it safe?

Educators must remember that they are a role model – model positive behaviour. Consult the child's 'Getting to Know My Child' (if they have one) – get to know the child.

There are some elements which influence interactions with children. The elements listed below should be considered by educators to provide appropriate interactions with children at all times.

Ensure that the program:

- Promotes children's agency in both experiences and with children's interactions with each other
- Is open-ended
- Encourages educators to interact directly with children to support their learning and development
- Has the choice for children to be on their own, while still being actively supervised
- Enables the children to have some control over the program
- Supports the theory that 'process is just as important as product'

Environment:

- The environment should show that the children have a say in the development and implementation of the program.
- There should be the choice of activities and choice within activities.
- Choose the activity and then choose how to do it (quietly, tidy up, give everyone a turn, etc.)

Agreed behaviours

For this policy to be successful, staff must ensure that:

- Children are involved in the process of establishing agreed behaviours (This is done at the start of each program by collectively coming up with an OSHC agreement which students sign)
- Agreed behaviours are positively reinforced on a daily basis, including the consistent use of the Wangala Primary School SWPBS across OSHC sessions.

- Talk to the children about behaviour in a way they are likely to understand. Some examples: 'Care for the feelings of others', 'Respect yourself and others', 'Follow instructions from staff,' 'Look after equipment', 'Use equipment responsibly.'

All agreed strategies, behaviour management plans and guidance methods in place, will be documented.

All educators, staff, volunteers and students should be 'aware that no child is to be subjected to: a) any form of corporal punishment, b) any discipline that is unreasonable under the circumstances.

Review Cycle

This policy was last updated in April 2025 and is scheduled for review in April 2027.
The recommended minimum review cycle for this policy is 2 years