

SCHOOL HOLIDAY PROGRAM



Behaviour Management Guidelines

The School Holiday Programs aim to maintain a quality recreational program that is safe and fun for all involved. This involves regularly reviewing and updating of program guidelines.

Our updated approach to behaviour management is provided below.

The City Of Greater Geelong School Holiday Program (SHP) implements a positive behaviour management approach. SHP Educators and children establish agreed behaviours and consequences at the start of each program. These agreements are displayed at the program and positively reinforced on a daily basis.

Positive behaviour management relies on effective communication between all parties (children, parent/guardians, staff and management).

The School Holiday Program Management reserves the right to send any child home from the program where the child:

- Causes harm or risk to themselves, other children, adults or living things.
- Repetitively or deliberately does not follow the instructions given by staff
- Consistently absconds or leaves the premises without adult supervision or permission
- Swearing and/or foul language
- Is destructive to the environment and/or equipment

Discussions will occur with the Nominated Supervisor and the SHP Team Leader about the inappropriate behaviours, severity, details of the events, triggers and consequences of the events and decisions about how to manage these. Staff will document all significant incidents as part of their observations of the children. They will be able to draw on this documentation to support the decision making process.

Where a child's behaviour is highly inappropriate, program staff will involve parents/guardians to work in partnership to positively manage the behaviour and make decisions for the benefit of the child and the program.

If the highly inappropriate behaviour persists, a decision will be made about the wellbeing of the child and the group of children attending the School Holiday Program.

Guiding children's behaviour in a positive way

To implement a proactive behaviour management policy, it is important to consider the adult role, program content and environment. All of these need to be considered before the behaviour occurs.

Educators role

- Plan opportunities for children to participate in group discussions and shared decision making about rules, expectations and activities
- Understand that all behaviour has meaning
- Remember that they are a role model – model positive behaviour.
- Educators should respect and acknowledge the feelings of the children – reflectively listen*
- Educators will encourage children to discuss and resolve conflicts and to make own decisions when tackling a problem.
- Look past the words or the behaviour to get to the meaning/feelings behind it.
- 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?
- Put the behaviour in context:
 - What might the child be thinking/feeling?
 - What is going on with the child today?
 - Time of day, food and water intake, energy levels.
 - Is this behaviour normal for this child?
 - Consult your observations of the child – get to know the child.
 - 'Reflectively listen'.

Program

Ensure that the program:

- has choice,
- is open ended
- is guided by 'My Time Our place' Framework for school aged care.
- has the choice for children to be on their own
- enables the children to have some control over the program
- 'process is just as important as product'.

Environment

- The environment should show that the children have a say in the program.
- There should be 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)

Useful Strategies for managing children's behaviour

- Keep Promises, When you follow through on your promises, good or bad, the child learns to trust and respect you. They learn, that you won't let them down when you've promised something nice, and they also learns not to try to change your mind when you've explained a consequence. So when you promise to go

for a walk after your child picks up the toys, make sure you have your walking shoes handy. When you say you'll leave the library if the child doesn't stop running around, be prepared to leave straight away.

- Give clear, simple instructions so the child knows what is expected of them
- Natural consequences can be an effective tool in your behaviour management toolkit. Sometimes it's best to let children experience the natural consequences of their own behaviour. When children experience the results of their behaviour, they can learn that their actions have consequences. They might learn to take responsibility for what they do.

Here are some examples of natural consequences:

- If your child refuses to put on a coat, she feels cold.
- If your child won't eat, he feels hungry.
- If your child doesn't complete her homework, she fails the assignment.
- If your child breaks a rule on the sporting field, he gets sent off.

These are important but hard lessons, and life is often a better and faster teacher than parents/educators are.

Agreed behaviours

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

- children are involved in the process of establishing agreed behaviours
- agreed behaviours are positively reinforced on a daily basis

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'

Reflective listening

"Listening looks easy, but it's not simple. Every head is a world."

Cuban proverb

Try to work out the reasons behind a child's behaviour.

Example:

A 6 year old is asked to stop playing the Playstation and pack up. The child turns to the adult and says "I hate you". The child probably does not actually hate the adult, he just doesn't want to pack up.

School Holiday Program – behaviour management flow

INAPPROPRIATE BEHAVIOUR OCCURS

This is where a 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
- Deliberately damages any property or belongings

MINOR INCIDENT

Remind child of our agreed behaviours.
Essential Agreement

SIGNIFICANT INCIDENT

Remove child from the situation.

- Re-direct to another activity
- Offer a chance to sit quietly before re-joining the group

AGREED BEHAVIOURS

Make sure that the children are involved in establishing agreed behaviours and positively reinforce them daily at morning meeting.

DISCUSS

Discuss agreed behaviours with the child.

- You may not be able to do this right away.
- Highly emotional behaviour will require time to 'calm down' before they are ready to discuss.

PLANNING & OBSERVATIONS

Consider your child obs. and program plans. What could you do differently to minimise the chance of this behaviour occurring again?

DOCUMENT

Document the incident in the written observations of this child –Inform Nominated Supervisor / Team Leader SHP

NOTIFY

Nominated Supervisor will inform parent/guardian of incident. TL also made aware.

If the inappropriate behaviour persists, the SHP Team Leader / Nominated Supervisor and SHP Leaders will meet to determine a further course of action.

ANTI-BULLYING GUIDELINES

RATIONALE

Bullying is one of the top three concerns for both boys and girls aged between 5 and 14 who call Kids Help Line. Calls about bullying have continued to increase steadily over the past five years – in 2000 Kids Help Line counsellors spoke to nearly 7000 callers about this issue. It is now recognized that there is an indisputable link between bullying in childhood and adolescent anxiety, low self-esteem, loss of confidence and depression and self-harm. Research has shown that one in six Australian students are bullied every week, and that those children are three times more likely to develop depressive illnesses (Rigby, 1997).

Bullies usually do not realise the effect their behaviour has on their victims. They believe that their actions are justifiable ("They deserved it", "They annoyed us").

Bullies have reasons for their behaviour such as; they get attention or even popularity, it's fun, it makes life less boring, "everyone does it", to protect themselves from being bullied or to get food or money or special things.

Adults can; listen to the child's point of view, provide consequences, focus on the behaviour, use a problem-solving approach, help the young person develop empathy, keep good relationships with the young person, look out for bullying behaviour in adult models - including teachers and parents, keep calm, help find other ways of managing situations and problems, say clearly that it is NOT OK to bully and describe what it might look like if there was no bullying.

The City of Greater Geelong School Holiday Program implements a positive and safe environment and aims to maintain this safe, positive and secure environment for all children and staff. Staff members and children establish agreed behaviours at the start of each program, including the City of Greater Geelong School Holiday Program's stance on bullying. The programs follow a strict anti-bullying approach.

Where a child's behaviour is classed as inappropriate and acknowledged as a form of bullying, program staff will involve the Nominated Supervisor, SHP Team Leader and parents/guardians to positively manage the behaviour. The child will be spoken to regarding their behaviour. The following steps will be taken depending on whether it is the child's first offence or not.

All children reserve the right to feel safe and protected. They are attending the program to have fun, learn new skills and make new friends. After all incidents, children will be spoken to and asked why that behaviour occurred. They will also ask if they understand differences that exist between people, and conversations will evolve from there.

Throughout the programs, activities are run that highlight the differences between people, why we are all unique, as well as, developing team building skills.

Safe Environment Policy

City of Greater Geelong School Holiday Program is committed to developing a safe and secure environment, which encourages children to interact positively with respect for others.

Procedures

The SHP team has the responsibility to ensure that:

They are aware of all forms of bullying behavior - physical bullying, verbal bullying, and relational bullying

They make it safe for children to report bullying

Teach children the differences between "dobbing" and "asking for help". "Dobbing" is when you tell what someone has done which is against the rules. It usually gets someone into trouble. Asking for help is when you tell what someone has done to a person against their wishes. It usually gets someone out of trouble.

Let everyone know the consequences of bullying

Children are encouraged to be considerate and supportive to each other.

Children are encouraged and supported in developing friendship skills.

Children are assisted in developing assertiveness and confidence and self-protection skills - how to walk confidently, stay alert to what's going on around them, and to stand up for themselves verbally.

Comments are made on kindness toward others so that young people know that kindness is valued.

The safety and security of all children is ensured by supervising them at all times, monitoring, modeling, teaching and reinforcing safety practices.

Children are taught ways to resolve arguments without violent words or actions.

Children encouraged to follow the list of responsibilities to ensure that bullying is minimized or eliminated in the service.

A child's parent/guardian is consulted when their behavior consistently conflicts with the service's expectation that all children should feel safe whilst in attendance.

The children have a responsibility to ensure that they:

Refuse to watch bullying

Report bullying incidents

Persuade the person being bullied to talk to an adult

Encourage the person being bullied to talk to them about what is happening

Offer to speak to an adult on the bullied person's behalf

Tell the bullies that they are determined to see that they stop

The Team Leader and Nominated Supervisors are responsible to ensure that:

Alternative care has been discussed with parents/guardians and that they may exclude a child from the service if all attempts to modify their behavior fail and other children's safety is compromised.

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