Cobbler Creek Out of School Hours Care

Behaviour Guidance Policy

Ratified by Governing Council on 21/10/2025
Principal: Graeme Fenton

Governing Council Chairperson: Rebecca Feltus

Last Review Date: 30th October – Anna, OSHC Director. **No changes require**

Policy Statement

At Cobbler Creek OSHC, we aim to provide a safe and secure environment that respects all users so that all children have the opportunity to flourish during their time in our care. Cobbler Creek OSHC encourages an inclusive setting where proactive behaviour management is used. All children are treated respectfully and are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner. It is expected that children treat their peers and Cobbler Creek OSHC staff with respect. Our Behaviour Guidance Policy intends to support this by promoting the Golden Grove Primary School values;

Resilience
Excellence
Self-management
Perseverance
Empathy
Courage
Teamwork

Golden Grove Primary School is supportive of The Behaviour Guidance Policy and it is expected that all OSHC families show a positive and supportive response to the procedures outlined in this policy. It is important to note that any child who is suspended from school cannot attend OSHC or Vacation Care for the period of that suspension, unless negotiated with the Principal. Whilst there is recognition of the importance of Out of School Hours Care to parents/caregivers, this also needs to be balanced with having a safe and respectful environment for all children and staff.

Proactive Behaviour Management

Proactive behaviour management is the practice of managing behaviour by using positive strategies that help to prevent disruptive behaviour before it occurs. The theory behind proactive behaviour management focuses on preventing issues from occurring by anticipating what might go wrong and implement accommodations to address those issues.

We recognise that children who are struggling to engage in activity, feel threated or unsafe, and/or fail to connect with others or their environment may feel the need to express dysregulated behaviours through their actions as behaviour is a means for children to communicate their wants and needs. Dysregulation refers to a poor ability to manage emotional responses or to keep them within an acceptable range of typical emotional reactions. This can refer to a wide range of emotions including sadness, anger, irritability, and frustration.

Dysregulation can be witnessed in a spectrum of extremes; hyper and hypo arousal, overly withdrawn through to explosive aggressiveness. In many cases dysregulation is the result of the rational, problem-solving part of the brain getting disconnected from the emotional centre of the brain, as a response to the fight, flight or freeze. Effectively at this point, the child is acting in a state of survival.

To effectively address behaviours, it must be done so in a regulated state. This is why identifying behaviours early and proactively is important, not only from addressing the issues before incidents occurs, but also in using it as a learning experience. Accommodations are additional measures put in place to provide further support for children as the play, interact and learn.

Cobbler Creek OSHC aims to implement proactive behaviour management where possible, offering a wide variety of accommodations for children who may need extra assistance with regulating their emotions. Please refer to the following two pages for some accommodations that we make at CCOSHC to support our children.

Accommodations made for children at CCOSHC

Personal

Staff:

- Trauma informed practice
- Calm approach to behaviour management aiming to deescalate and reconcile
- Reminders and redirecting
- Praise and positive reinforcement
- Connecting with families, teachers and school leadership

Children:

- Use of support personnel – One on one support
- Individual reward charts
- Individual "If, Then" charts
- Teaching and learning of regulation and co- regulation strategies
- Individual or small group activities
- Special interest activities – outside of usual programming
- Check-ins

Access

Staff:

- Identifying key vocab for explicit instruction
- Adjusting content
- Alternate opportunities to represent or participate learning
- Alternate representation of learning material
- Short instructions with minimal steps

Children:

- Adjustments based on individual goals
- Negotiated content of activities
- Negotiated break/ down times
- Familiar structures and daily routines

Instructional

Staff:

- Motivate using personal interests
- Modelling/ demonstration
- Explicit and systemic instruction
- Levels of prompting and questioning
- Scaffolding and guided practice
- Visual supports - Highlighted instructions utilizing large font/ dark ink
- Contact with parents

Children:

- Opportunities to think aloud
- Students repeat instructions
- Acknowledging effort and positive choices
- Extra time for activities or responding to instruction
- Additional wait/ thinking time for responding and questioning

Environmental

Staff:

- Scheduling (e.g. visual schedules to show sequence of events)
- Change to building or environment
- Use of low distraction area
- Preferential seating including desk spacing
- Health care/ personal care plan

Children:

- Multiple means of access – structured or unstructured play, physical and non- physical, etc.
- Access to alternate equipment and furnishings
- Use of assistive technologies
- Negotiated timetable
- Adjustments to both fine and gross motor activities
- Calm space/ cool off area
- Timed breaks
- Buddy system – e.g. for new children

Cobbler Creek OSHC Behaviour Process

Similar to the Golden Grove Primary School Classroom Behaviour Process; Cobbler Creek OSHC supports appropriate behaviour that is reflective of our OSHC values through a logical, restorative approach. We use proactive behaviour management in combination with the following steps:

1.Informal Reminder

A brief reminder that a child's behaviour is unsafe and/or inappropriate.

2.Verbal Reflection

Educators will discuss expectations with the Child, allowing the child to review their own behaviour.

3.Area Redirect

The child will move to a different area, away from the issue for a given amount of time as decided by the Educator.

4.Restriction

The child will be restricted to one area for the remainder of the session, decided by the Educator.

5.Rethink

Time in the office with leadership to discuss behaviour (parents contacted). R - 2 students attending rethink will do so for 15 minutes. 3 - 7 students will attend for 20 minutes.

6.Behaviour Contract

In severe and ongoing behaviour situations, a Behaviour Contract will be considered. This contract is made between the OSHC Director, the child, and their parent/s to help positively guide the child's behaviour when at OSHC. Daily communication will take place when a child is on a Behaviour Contract to ensure positive behaviour is continuing and will be reviewed on a weekly basis unless required earlier.

7.Suspension

Continued unacceptable behaviour or behaviour that endangers the safety of others will result in the suspension of care for a given amount of time as decided by the Director. Parents will be called to collect their child from OSHC immediately. Suspension will begin with a child's next day of care.

8.Exclusion

Cobbler Creek OSHC endeavours to build strong relationships with all families. If after repeated conversations it becomes clear that families are not willing to work in partnership with the service, or if the child is unable to attend OSHC without compromising the safety and wellbeing of staff and/or other children, then exclusion may occur. Exclusion is a last resort and will only be considered after all other reasonable options have been visited. This decision will need to be made in consultation and be approved by the School Principal.

Please note, if behaviour is severe, some steps may be skipped to ensure the safety of everyone at Cobbler Creek OSHC. The OSHC Director will regularly discuss with parents/guardians any behavioural issues of concern and encourage parents to provide any information which may support the OSHC in understanding a child's behaviour and thought processes.

Behavioural Expectations at Cobbler Creek OSHC

Children are expected to:

- Make choices which align with the RESPECT values
- Follow the directions of staff promptly and without argument
- Share resources with other children
- Pack up any mess they make
- Keep bodies to themselves
- Play within the boundaries of OSHC
- Stay within the sight of staff
- Respect people, property and themselves
- Speak politely and use manners

Children are NOT to:

- Ignore staff instruction
- Damage property
- Swear or speak inappropriately
- Leave OSHC boundaries
- Leave the sight of staff
- Disrespect children or staff
- Touch other children or staff

Excursions and Necessary Restraining

At Cobbler Creek OSHC, our highest priority is ensuring the safety and wellbeing of the children in our care. Each excursion will be assessed for risks, and if the Director denotes an excursion as too risky for any specific child to safely partake in, they will not be able to attend on that excursion day.

If a child displays inappropriate or dangerous behaviours, a phone call will be made to the child's emergency contacts, where the child must be collected within a 30-minute time frame (at the excursion site or at OSHC) to ensure the safety of themselves, staff and other children in our care.

Staff may make legitimate use of physical restraint based on best practice if all non-physical interventions have been exhausted or are impossible in the circumstances and a child is:

- Attacking another person or
- Posing an immediate danger to themselves or others.

Use of appropriate physical force may be permitted to ensure that the Educator's duty of care to protect children and young people, and Educators from foreseeable risks of injury is met. Common law and statutory defences such as self-defence and defence of others remain legitimate reasons for the use of physical restraint. All people have the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so.

In cases where the child is unable to be restrained due to their wellbeing or Educator's safety, the Police will be contacted. The Educator making the call will follow the child while in discussion with Police.

Related policies and supporting documents

- Interactions with Children Policy
- Providing a Child Safe Environment Policy
- Grievances and Complaints Policy
- Staffing Policy
- Excursions Policy
- Medical Conditions Policy
- Incident, Injury, Trauma and Illness Policy
- Cobbler Creek OSHC Philosophy
- Individual behaviour support plans and behaviour contracts, where applicable
- Behaviour reflection sheets

Legislation and references

- Education and Care Services National Law (South Australia), including sections 166 and 166A.
- Education and Care Services National Regulations, including regulations 155, 156, 168, 170, 171 and 172.
- Children and Young People (Safety) Act 2017 (SA).
- National Quality Standard—Quality Area 5: Relationships with children, particularly elements 5.1.1, 5.1.2, 5.2.1 and 5.2.2.
- My Time, Our Place—Framework for School Age Care in Australia, Version 2.0.
- ACECQA guidance on interactions with children, inappropriate discipline and inappropriate conduct.

Policy review

This policy will be reviewed annually, or earlier if required following changes to legislation, regulatory guidance, service practices or identified concerns. The review will consider feedback from children, families and staff.

Proposed changes will be referred for approval in accordance with the service's governance arrangements. Approved changes will be communicated to staff and families, with required notice provided where applicable.

Review History

Review Date	Version	Key changes	GC Approval Date	New Review Date
20/03/2023	1	Previously approved	21/10/2025	21/10/2026
21/10/2025	Same as current approved version	Updated policy format and legislative references. Behaviour guidance steps unchanged.	21/10/2025	21/10/2026
30/10/2026	Same as current approved version	Reviewed by Anna, OSHC Director – No changes required	No new approval	30/10/2027