



Star of the Sea School

OSHC
Behaviour Guidance Policy

Open Hearts Open Minds



SCHOOL VISION STATEMENT

Our school is built on the core values of respect, inclusivity, compassion, collaboration and honesty. We support our families as the first and foremost educators of their child's faith development. Our vision paves the way for educating students for the 21st century but also draws from our history and tradition.

We guide our learners to be self-managed, innovative and critical thinkers who have a strong sense of who they are and their relationship in their world. As a learning community, we value the skills necessary to build meaningful relationships and for learners to be connected to each opportunity to develop their own personal growth. We encourage our learners to question, explore and discover so they actively contribute to a more compassionate society.

PURPOSE

At Star of the Sea OSHC, we are committed to upholding every child's right to feel emotionally and physically safe. We recognise that creating a secure, respectful and predictable environment is essential for children to thrive and learn. This Behaviour Guidance Policy exists to ensure that all children are supported in their social and emotional development through consistent, fair and compassionate approaches.

Grounded in the Gospel values of freedom, justice, dignity, and uniqueness, our policy reflects our belief in the worth of every child. We work in partnership with families and the broader community to guide behaviour in a way that nurtures positive relationships, supports individual needs, and promotes inclusion and wellbeing.

As a Catholic service operating within a wider legal and regulatory framework, we are committed to meeting our obligations to protect children's rights and ensure their safety at all times.

At Star of the Sea OSHC, we are guided by *My Time, Our Place - Framework for School Age Care in Australia*, which informs the operational development of our service and ensures the individual needs of each child are met. Our philosophy, grounded in the Catholic Education South Australia (CESA) direction, outlines our commitment to nurturing the whole child in a safe, respectful, and inclusive environment.

Our approach to behaviour guidance supports the development of children's self-discipline, self-direction, and respect—for themselves, for others, and for the world around them. Educators use positive behaviour guidance strategies that foster each child's sense of self-worth, dignity, and autonomy, while acknowledging their unique stage of development and understanding.

The wellbeing and safety of every child and staff member is a priority. All children have the right to a safe, nurturing, and welcoming OSHC environment. Equally, all educators have the right to work in a respectful and supportive workplace. To uphold these rights, staff and children collaborate to establish shared expectations and meaningful consequences that encourage responsibility and accountability.

Clear steps are in place to respond to unacceptable behaviour, aligned with the broader policies and procedures of the school. These measures ensure consistency, fairness, and a commitment to restorative practices that promote growth, understanding, and community.

NATIONAL QUALITY STANDARDS

QA 5 <i>Relationships with Children</i>	5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
	5.1.2	Each child can engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
	5.1.3	Each child is supported to feel safe, secure, confident, and included.
	5.2.1	Each child is supported to work with, learn from, and help others through collaborative learning opportunities.
	5.2.2	Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.
	5.2.3	The dignity and the rights of every child are maintained at all times.

NATIONAL REGULATIONS

Regulations	156	Interactions with Children
	156	Relationships in groups

MY TIME, OUR PLACE

LO 1	Children and young people have a strong sense of identity	<p>Children feel safe, secure, and supported</p> <p>Children develop their emerging autonomy, interdependence, resilience, and sense of agency.</p> <p>Children develop knowledgeable and confident self-identities.</p> <p>Children learn to interact in relation to others with care, empathy and respect</p>
LO 2	Children and young people are connected and contribute to their world	<p>Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.</p> <p>Children respond to diversity with respect.</p> <p>Children become aware of fairness.</p> <p>Children become socially responsible and show respect for the environment.</p>

IMPLEMENTATION STRATEGIES

At Star of the Sea OSHC, we are committed to fostering a safe, respectful, and inclusive environment where all children feel supported to grow socially and emotionally. Our approach to behaviour guidance is proactive, child-centred, and grounded in respectful partnerships with families and external support networks.

The OSHC Director will collaborate with families to discuss any behavioural concerns and ensure consistent communication about a child's behaviour. Families are encouraged to share relevant insights, which can assist staff in understanding and supporting each child effectively. Where appropriate, and with family consent, we will engage with departmental personnel and external agencies to ensure holistic and coordinated behaviour support.

Behaviour guidance practices at our service are underpinned by the following principles:

- **Promoting pro-social behaviour:** Children will be encouraged to engage in cooperative play, express their feelings constructively, and respectfully challenge behaviours that are unfair or hurtful.
- **Valuing diverse perspectives:** Educators will help children explore different identities and viewpoints and guide them in resolving disagreements with empathy and understanding.
- **Building emotional literacy:** Educators will engage children in conversations about emotions, inclusion, fairness, bias, and consequences, helping them understand appropriate behaviour and social expectations.
- **Fostering collaborative problem-solving:** Children will be supported to listen to others, consider alternative perspectives, and work together to solve problems.
- **Providing emotional support:** Educators will respond empathetically to children's emotions, reassuring them that all feelings are valid and helping them develop strategies to manage frustration, fear, or anger.
- **Supporting respectful negotiation:** Educators will guide children in recognising and negotiating their own rights and the rights of others, intervening sensitively when needed.
- **Collaborating with families and schools:** A consistent behaviour support approach will be developed in partnership with families and schools, particularly for children with diagnosed behavioural or social needs.
- **Engaging with allied professionals:** Where required, our service will collaborate with external professionals and agencies to ensure inclusive, individualised support plans are in place.
- **Encouraging autonomy and accountability:** Children will be supported to make choices and experience appropriate consequences, provided there is no risk of harm to themselves or others.
- **Reinforcing positive behaviour:** Positive choices and self-regulation will be acknowledged and reinforced to build children's confidence and self-esteem.
- **Using respectful communication:** Educators will model positive language, calm tone, and supportive body language, especially during challenging situations.
- **Supporting self-regulation:** Guidance will always prioritise preserving children's dignity and helping them develop self-regulation skills.
- **Developing clear behaviour expectations:** Educators and children will work together to set behaviour expectations and understand the consequences of inappropriate actions. Strategies will also be in place for addressing behaviour that is particularly challenging or when family expectations differ from service practices.
- **Ongoing educator development:** Our service will actively support educators to build their knowledge, skills, and confidence in guiding children's behaviour in positive, developmentally appropriate ways.

WE EXPECT CHILDREN TO:

- Treat others with kindness and respect and play in a friendly and inclusive way.
- Listen to and follow instructions from OSHC staff promptly and without argument.
- Remain within the designated supervised areas and stay in sight of educators at all times.
- Take care of OSHC equipment, the environment, and facilities.
- Use respectful and appropriate language when communicating with others.
- Show positive behaviour and make safe, responsible choices.
- Seek help from a staff member when needed.
- Take responsibility for tidying up and caring for shared spaces.

WE EXPECT STAFF TO:

- Treat children and colleagues with respect.
- Listen to the children's issues, concerns and questions and take action where and when necessary.
- Guide children to recognise personal responsibility and self-discipline.
- Ensuring the safety and wellbeing of all children who attend OSHC.
- Communicate in a respectful and appropriate manner.
- Work together with families and teachers to build positive relationships.
- Provide a wide and varied program to reduce boredom and discontent.
- Demonstrate a high standard of behaviour and be positive role models.
- Seek input from families and children when reviewing behaviour management policies to encourage ownership and acceptance.

WHEN INAPPROPRIATE BEHAVIOUR OCCURS STAFF should:

- Remain fully aware of all factors contributing to the incident and take time to assess the situation thoughtfully before responding to a child's behaviour.
- Respond calmly, rationally and with empathy.
- Act swiftly and protectively if there is any risk of harm to children or staff.
- Ensure all responses align with service policies and procedures, as well as the *Children's Services Act 1996* and *Children's Services Regulations 2009*.
- Collaborate with other educators if challenges arise and consult the OSHC Director where necessary.
- Document incidents accurately and communicate with the family and child/ren in a timely and respectful manner.

When guiding children through inappropriate behaviour, staff will apply the following strategies as appropriate:

- **Distraction:** Redirect the child's focus and remind them of rules and expectations.
- **Redirection:** Offer an alternative, positive activity to replace the negative behaviour.
- **Planned Ignoring:** Purposefully ignore attention-seeking behaviour while ensuring a safe environment for all children.
- **Active Listening and Reflection:** Engage in meaningful discussion and observe the child's behaviour, allowing natural consequences to help uncover underlying causes.
- **Restorative Conversations:** Support the child in recognising the impact of their actions and develop strategies for more positive behaviour. If needed, relocate the child to a calm, supervised area to reflect and regroup.

WHAT WE WANT THE CHILDREN TO LEARN AT STAR OF THE SEA

- To take responsibility for their own actions
- To show respect for themselves, others, and their surroundings
- To develop the skills to make safe and positive choices in life

At Star of the Sea OSHC, we are committed to fostering a safe, welcoming, and supportive environment for all. Staff have the right to feel safe and to carry out their roles without disruption. All children also have the right to feel secure and respected.

We regularly review our rules and expectations to ensure they remain relevant and effective in supporting a positive and inclusive atmosphere. While we aim for a relaxed and homely environment, inappropriate behaviour will not be accepted.

Our approach to behaviour guidance is grounded in respect and dignity. Under no circumstances will physical, verbal, emotional, or corporal punishment be used. Any form of discipline that humiliates, frightens, or threatens a child is strictly prohibited, in accordance with the Children's Services Act 1996 (Part 4) and the Children's Services Regulations 2009 (s28).

BEHAVIOURAL GUIDANCE STEPS

Step 1 Verbal reminder / Warning	Identify guideline not followed. Provide and discuss with the child alternative choices.
Step 2 Verbal Reminder / Official Warning To Child	Reinforce the value of positive behaviour. Verbal communication with caregiver at pick-up time.
Step 3 Reflection time/sheet Educator to help child fill out	<p>The child will be provided with 5-10 minutes of "Rethink Time" away from the group. This time is intended to be calm, respectful, and supportive, allowing the child to reflect on their actions and how these may have impacted others.</p> <p>Children are encouraged to consider the following reflective questions during this time:</p> <ul style="list-style-type: none"> • What happened? • What were you thinking at the time? • What have you thought about since? • Who has been affected by your behaviour? • What do you need to do to make things right? <p>Following this reflection:</p> <ul style="list-style-type: none"> • A staff member will remind the child of the OSHC expectations and behavioural guidelines. • A discussion will be held with the child's caregiver at pick-up time to ensure transparency and collaboration. • The parent or caregiver will be asked to review and sign the child's Reflection Sheet to acknowledge the incident and support ongoing learning.
Step 4: Collection by Parent/Caregiver	<p>The child will be removed from the group and supervised in a safe, quiet space until collected by a parent or caregiver. All details of the incident will be documented.</p> <p>During this time, the child will be supported to reflect on their actions and consider how their behaviour may have impacted others.</p> <p>The parent or caregiver will be contacted to collect the child. When the child next attends the service, a brief feedback conversation involving both the child and caregiver will take place.</p>

	A follow-up email will be sent to the family outlining the service's concerns. This will be reviewed in consultation with OSHC leadership.
Step 5: Temporary Suspension from OSHC	<p>In cases of ongoing inappropriate behaviour, the student will receive a 24-hour suspension, followed by a one-week probation period upon their return.</p> <p>A Behaviour Contract will be established and discussed collaboratively with the student, their caregiver, and school leadership.</p> <p>Should further concerns arise during the probation period and parents/caregivers are contacted again, an additional one-day suspension will be enforced.</p> <p>Please note that continued inappropriate behaviour beyond this point may result in a review of the student's enrolment at the service.</p>
Step 6: Termination of OSHC enrolment	If unacceptable behaviour persists beyond this period, care will be suspended for the duration of one school term. This decision will be made following all reasonable efforts to support and encourage positive engagement. Re-enrolment may be considered after this time, pending a review and discussion of conditions for return.
<p>THE OSHC DIRECTOR RESERVES THE RIGHT TO BYPASS ANY STEP IN THE BEHAVIOUR MANAGEMENT PROCESS IF THE BEHAVIOUR IS DEEMED SERIOUS AND POSES A RISK TO THE SAFETY OR WELLBEING OF CHILDREN OR STAFF</p>	

ACKNOWLEDGEMENT AND APPROVAL

This policy has been developed in consultation with staff, students, and the broader school community and was approved in _____.

REVISION RECORD

Implemented	November 2024
Ratified by School Board	
Last Reviewed	11 th June 2025
Next Review	June 2026