



## Wellbeing Policy

(Includes Behaviour Management & Anti Bullying Policy)

### Our Values

At Littlehampton Primary School OSHC we are a community. Therefore we believe we should treat each other in the way we want to be treated. We believe in working closely with the school community in providing a consistent approach to wellbeing and behaviour management.

The students, parents and staff at our school have developed our own set of values about how we should treat one another: we call them the “Super Seven”. Staff members use the Super Seven to discuss with children how they treat one another. You might like to use the same language at home.

### Getting Along with others—Our Rights and Responsibilities

We talk about behaviour in terms of rights and responsibilities. We all believe our rights are important. We have the responsibility to behave so that everyone feels their rights are being respected.

- We have the right to be who we want to be, be ourselves, believe whatever we choose, have our own opinions and be valued for what we can do, so we need to respect others’ points of view.
- We have the right to have a say and to be heard, have the opportunity to lead, have a share, and have some choice in what we do, so we need to be willing to listen to others, share in decision-making, ‘have a go’, take turns and compliment others.
- We have the right to be happy and have fun with friends we choose, be treated fairly and kindly, play peacefully and play alone if we want to, so we need to help people, speak directly to people about problems instead of talking behind their backs, and sometimes we need to let others join in.
- We have the right to feel safe and be safe at all times and in all places in our OSHC, so we need to play safely and act in a way which protects others and ourselves.

We teach children how to sort out most problems themselves— we find that getting children to address one another and to be honest about how they are feeling is the most successful way of changing children’s behaviour. Learning to sort out these differences is a big part of learning how to get along with other people in life. When sorting our differences we remind children to give eye contact, use a strong, clear, calm voice. Try not to be angry when they speak, speak confidently and firmly and make sure that the other person has heard them.

### Anti- bullying Procedure

At Littlehampton Primary School OSHC we follow the school policy of using the It Stops Steps to sort out our differences. You will find a copy included.

We define bullying as doing something to another person that hurts their feelings, hurts them physically or makes them feel uncomfortable. This could be doing something serious once (eg violence) or something smaller lots of times (eg teasing).

Bullying includes

- Hurting someone physically by pushing, kicking, hitting, punching, pinching, pulling hair, spitting, forcing people to do something they don’t want to do, and picking up younger children and dropping them.
- Hurting someone verbally by teasing or making fun of people, using swear words, name calling or insulting people, hurting people’s feelings, indicating that you don’t like someone and threatening.
- Hurting someone in other ways such as breaking or stealing someone’s toys, breaking someone’s work, running through other people’s play space, taking other people’s food, blocking other people from going past or using intimidating body language, writing mean notes, not letting someone play and taking equipment away from someone.

### OSHC Group Goals

As well as the behaviour goals, staff and children have also developed group rules for acceptable behaviour during OSHC .

These group rules include walking in room, using only appropriate words, respecting others, showing respect for furniture, listening to all carers, respecting other people’s space, following the school computer rules, helping carers when doing jobs, following the super seven and tidying up after you have played.

## **Restorative Justice**

When incidents occur between children we attempt to resolve differences in a way that makes things better between the children, gives children the responsibility to make things right and teaches children about the natural consequences of their behaviour.

Children go through a counselling process where they are asked restorative questions such as : How did it start? Who else is involved? Has this happened before? What have you done to sort it out yourself? How do you feel about what happened? What do you want to happen to make things right? How do you think the other person feels?

Children consider how they can best make it right with others eg. Say 'sorry' and what you are sorry for. Do something special for the other child. Say what you will do differently next time. Write an apology letter.

## **Behaviour Consequences**

When children do not behave in an appropriate manner reflecting the OSHC and School well being policy, staff follow the counselling process and make professional judgements about whether the behaviour will result in further consequences. The decision depends upon the nature of the action, the age of the child, whether it has happened before and other relevant circumstances. We refer to these as the Well Being Steps. These steps are outlined below :

### **Steps**

1. Staff remind child that their behaviour is not appropriate and ask them to stop. If another child has been affected by this behaviour, staff will use the Restorative Justice practice outlined above. Staff at this stage will inform child what the consequence will be if the behaviour continues.
  2. If behaviour continues, staff will redirect child to other play space or remove them from play for a small amount of time. Staff will discuss behaviour with the child and an agreement is to be reached between staff member and child regarding change of behaviour before child is returned to play. Staff are to make a note of behaviour in the Counselling book and will inform child's parents of behaviour when they are collected.
  3. If the behaviour is very serious (eg physical violence, bullying) or repeated incidences of inappropriate behaviour, staff will fill out an OSHC Incident Report with the student, answering restorative questions, as well as an agreement to change behaviour and if appropriate a letter to the other people affected. This Incident Report will need to be read and signed by the collecting parent of the child.
  4. Staff will inform the parents of affected children for more serious issues, or when they feel it is appropriate.
  5. If the behaviour of the child continues, or is considered to put staff and other children at risk, staff are to contact parents to come and collect the child from OSHC.
- Depending on the circumstances and age of the student, the director or staff member may consider implementing a behaviour modification plan usually done to change patterns of behaviour with young children. Staff at this stage may choose to bring the matter to the school for assistance and advice and work with the school to develop a plan in changing patterns of behaviour.
  - When there are repeated cases of serious behaviours, with no change to student behaviour, suspension from OSHC is considered. Suspension is also considered as a first response in cases of violence, drug or cigarette use, harassment or vandalism. The purpose of suspension is to highlight the seriousness of the behaviours, to signal to the OSHC community that these behaviours are unacceptable, and for the child, parent and staff to plan improvements in the child's behaviour. The parent will be given a formal letter regarding the suspension, and a formal re-entry meeting is to be attended by both the parent and child prior to the child re-attending OSHC.

## **Further Information**

For more information refer to the Anti bullying brochure

For a copy of the School Well-being policy, please refer to the OSHC policy folder.

For further information on Behaviour Management in schools, parents can refer to the following DECS policy: School Discipline Policy, updated 2007 <http://www.decs.sa.gov.au/docs/documents/1/SchoolDisciplinePolicy.pdf>

## **Parent Support**

As educators, we know that the best chance of success is a team approach with parents. We therefore look forward to your support in promoting positive child behaviour in our OSHC.

## Use the **IT STOPS** steps:

<b>I</b>	=	IGNORE:	Ignore it.
<b>T</b>	=	TALK:	Tell them to stop.
<b>S</b>	=	SEE:	Wait a while and see if it works.
<b>T</b>	=	TELL THEM:	Tell them you'll speak to an adult.
<b>O</b>	=	OPEN UP:	Open up and speak to an adult.
<b>P</b>	=	PERSIST:	Speak to as many adults as you need to until it stops.
<b>S</b>	=	STOP:	If you follow these steps the bullying WILL stop.

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## Child/Parent Agreements

Please read through and discuss the OSHC wellbeing policy with your Child/Children and return this agreement to OSHC.

### Parent Agreement:

I..... have read through the OSHC Wellbeing policy with my child and am aware of the behaviour guidelines in OSHC. I agree to come and collect my child from OSHC if they reach step 4 of the Wellbeing steps.

.....(Signed) .....(Date)

### 1st Child Agreement:

I.....have read through the OSHC Wellbeing policy with my Parent/Guardian and agree to follow the behaviour guidelines outlined in it.

..... (Signed) .....(Date)

### 2nd Child Agreement:

I.....have read through the OSHC Wellbeing policy with my Parent/Guardian and agree to follow the behaviour guidelines outlined in it.

..... (Signed) .....(Date)

### 3rd Child Agreement:

I.....have read through the OSHC Wellbeing policy with my Parent/Guardian and agree to follow the behaviour guidelines outlined in it.

..... (Signed) .....(Date)