

The logo for FLASCA, featuring the word "FLASCA" in a bold, dark blue, sans-serif font. A small green circle is positioned to the right of the letter "A".

FLASCA

Forest Lodge
After School Care Association

FLASCA

Before and After School Care

CHILD WELLBEING

Policies and Procedures



INTRODUCTION

Rationale

Flasca is committed to creating quality play-based learning experiences for all children. We recognise that children have diverse emotional, physical, social, and physical needs.

Higher wellbeing standards will facilitate healthier development and contribute to happy, productive, and successful individuals. A high wellbeing environment is dependent on consistent and meaningful collaboration between parents, carers, children, and educators.

Implementation

The development of child wellbeing is an integrated approach that incorporates the following elements:



A Quality Play-Based Program

The play-based programs are developed for and by children and stimulate a diverse range of developmental areas and interests. The Educators strive to differentiate the program to support every child to succeed.

Behaviour and Character Education

Flasca implements a Positive Behaviour for Learning (PBL) approach to child wellbeing (see p.4). Three-service wide expectations are explicitly taught to all members of the Flasca community:

Show respect for self

Be Respectful towards others

Take responsibility for your actions

A restorative practice process is followed to support children's understanding of behavioural consequences. Negative behaviour incidents are treated as opportunities for learning. Students spend time completing yellow or red reflection sheets depending on the severity of the behaviour.

Support

Children with identified learning or healthcare needs are entitled to access the play-based program on the same basis as their peers. Our Inclusion Support Plan allocates support for children with additional needs to ensure that all kids meet their individual potential.

Program adjustments are documented in the form of health and wellbeing plans.

Professional Development

All staff are qualified in child protection, first-aid, anaphylaxis and cardiopulmonary resuscitation and emergency care (every three years). Further training that is responsive to student needs is completed when required.

Effective Leadership

Flasca recognises that children, Educators, parents and carers can all contribute to the leadership of the service and we regularly seek the feedback of stakeholders on service direction. The service benefits from a voluntary parental committee that oversees operations.

Responsibilities

Children will be expected to:

- be safe and respectful;
- contribute to a caring and safe environment;
- provide their views on the program.

Educators will:

- constantly strive for a safe and caring environment;
- make reasonable adjustments;
- follow the Positive Behaviour for Learning approach.

Parents' and carers' will be encouraged to:

- work in partnership with the service to support their child's development and wellbeing.

The Coordinator will ensure that:

- a commitment to child wellbeing underpins all service activities;
- children, Educators and guardians are supported
- wellbeing practices are regularly reviewed.



MAIN OBJECTIVE AND GOALS

Aim

At Flasca we embrace a Positive Behaviour for Learning (PBL) approach which establishes positive play-based learning and behavioural expectations. Children are encouraged to be safe, respectful members of our service who positively contribute to the Flasca community. Our service team implements this consistently across the program.

The PBL Approach

PBL uses a problem-solving approach with four key elements (**data**, **systems**, **practices** and **outcomes**) that involves the children, parents and Flasca service team.

The Educators:

- use qualitative and quantitative data to inform decision making (including Yellow and Red reflection, health and wellbeing profiles, and incident reports);
- establish **systems**, policies and procedures that enable us to meet the needs of all children;
- implements evidence-based **practices**.

Restorative Practice

Restorative practice supports children in building positive relationships with each other and taking responsibility for their choices.



'STOP AND THINK' WARNING SYSTEM



The 'Stop and Think' warning system is implemented across the service to encourage children to stop and reflect on their play-based learning and behaviour choices.

Each Educator reinforces positive behaviour through a merit system that recognises and reinforces positive behaviour choices.

The warning system is designed to provide kids who are not displaying context appropriate behaviour the opportunity to modify their behaviour and make safe and respectful choices.

Our aim is that children understand that all choices, both good and inappropriate, have consequences. In the 'Stop and Think' Reflection system, we have adapted universally recognised symbols for "warnings" that are utilised in many sports games.

This encourages students' understanding and acceptance of the consequences of 'inappropriate' choices as they are able to recognise the symbol and have an instant connection to its meaning.

Reflection is an important practice which allows our students to learn from their actions and grow.

POSTIVE BEHAVIOUR FOR LEARNING PROCEDURES (PBL)

Within a PBL approach it is essential to ensure children understand that the overall focus is on positive behaviour and learning. Hence, at the beginning of sessions we establish a service wide focus behaviour that we want to work and we discuss and model how that behaviour looks when used appropriately. This is introduced at roll-call and reinforced throughout the week. Educators focus their PBL cards and on positively reinforcing this service focus (see p.10).

Tier 1 Behaviour Management

Most instances of inappropriate behaviour are situations when children simply do not think through the consequences in the moment. The issuing of a yellow reflection sheet (Minor) allows students to understand the mistaken behaviour and to reflect on their choices. Minor incidents are printed on yellow card to remind the recipient to slow down and think through future choices. Children receiving one occasional minor are still considered to be in Tier 1 of the PBL framework. The parent will be notified of the mistaken behaviour.

Tier 2 Behaviour Management

Once a child has been issued three yellow reflection forms they will receive a red reflection form. A conversation will be had with the parent in the hope that the conversation at both the service and home might alert the child to a change of behaviour. Children and parents will work on a Green Behaviour Plan with the Educators. It is kept in the service to keep in a PBL database for future reference if necessary. Behaviour Plans are printed on green paper to signify a return to positive behaviour and choices.

Tier 3 Behaviour Management


Children receiving three Red Forms who show no modification to their behaviour choices will be at Tier 3 of the Behaviour Management system. At Tier 3, parents and staff members will be in regular communication and it is likely that the student will require an Individual Behaviour Plan. Children may be required to undertake in-service suspension or suspension from the service for a specified period.

Our PBL process is based on a service-wide set of expectations which apply in every circumstance and setting in which students are learning our core values – Showing respect for self and for others & we take responsibility for our actions.

Our expectations are taught and reinforced by:

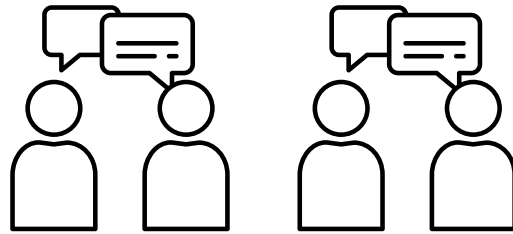
- explicit teaching of our service-wide expectations and core values
 - regular reference to service-wide expectations
 - revisiting previously taught expectations
- speaking to students respectfully and with a friendly, positive tone
 - actively engaging all children during program implementation
- providing children with praise for accomplishing new tasks, following rules and meeting service-wide expectations
- looking for the positive first and providing immediate, frequent, specific and positive feedback
 - using pre-correcting, prompting, positive reinforcement and redirection
 - awarding merits

FLASCA POSTIVE BEHAVIOUR FOR LEARNING MATRIX

	All Settings	Play Ground	Flasca Room	Roll-Call	Toilets	Excursion
Forest Lodge After School Care Association Have respect for self	We go out of our comfort zone to try things!	We play safely We practice sun safety	We challenge ourselves - participate, have a go, be creative!	We listen attentively	We are hygienic We quickly return to the playground	We follow all instructions We stay with our group and line partners
Show respect for others	We talk and listen politely We tidy up after ourselves	We follow Educator's instructions We take turns We accept differences and include others We share play areas We look after our own and other's belongings	We follow Educator's instructions We take turns We accept differences and include others We share play areas We look after our own and other's belongings	We listen politely	We allow privacy We leave the toilet clean - flush, clean up ourself We wash and dry our hands and place paper towel in the bin	We think about members of the public We follow all instructions
Take responsibility for your actions	We keep our hands and feet to ourselves We stay in bounds We report our concerns to the Educators	We wear hats and sunscreen We put our bags away properly We use and return equipment safely	We use furniture and equipment safely We walk only	We arrive and leave quietly and sensibly We have a hat on, wear sunscreen, and wash our hands	We walk carefully on wet surfaces We report any issues	We follow all instructions We stay with our group and line partner We are aware of our surroundings

TIER SYSTEM

Restate and Prompt A Child to Verbalise a Rule **2x**



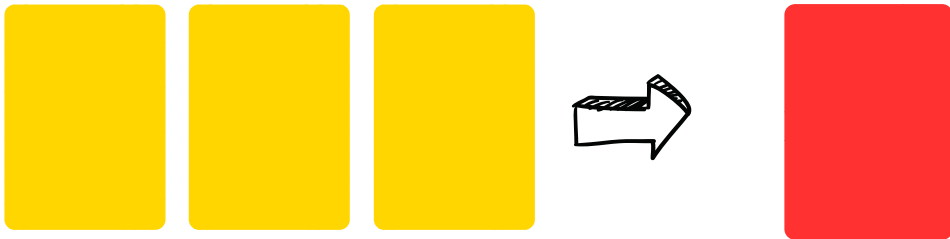
If the Child is Asked Again **Redirect** (10-15 Minutes)



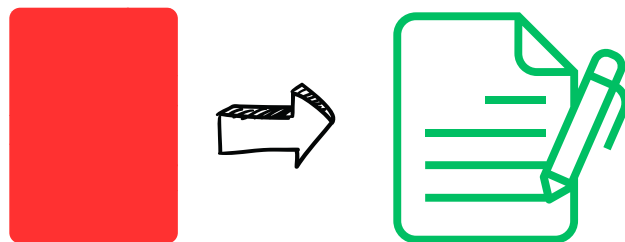
If behaviour continues issue a **Yellow Reflection Sheet**



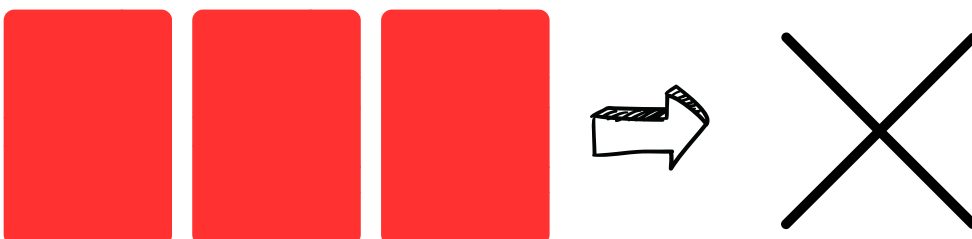
3 Yellow Reflection Sheets in 1 Term = A **Red Reflection Sheet**



Red Reflection Sheet = **2 Week Behaviour Plan**



3 Red Reflection Sheets in One Term = **Suspension**



RECOGNISING AND REINFORCING APPROPRIATE BEHAVIOUR

In addition to the implementation of wellbeing practices and strategies Flasca has rewards in place to recognise and promote positive behaviour.

Award	Description	Example
Positive Behaviour for Learning Cards	Children may receive PBL cards from Educators for demonstrating PBL values. These are placed in a box at the service desk and tallied.	 <p>FLASCA Forest Lodge After School Care Association <input type="radio"/> RESPECT FOR SELF <input type="radio"/> RESPECT FOR OTHERS <input type="radio"/> RESPONSIBILITY FOR ACTIONS To: _____</p>
Child of the Week	Each week Educators choose a <i>Child of the Week</i> from a stage group. They receive a certificate and a prize.	 <p>FLASCA Forest Lodge After School Care Association FLASCA'S CHILD OF THE WEEK This certificate is proudly awarded to For being a safe and respectful play-based learner. Thank you! Cody Jakiew Coordinator Lucy Watson and Paris Jeffrey Assistant Coordinators</p>
FLASCA Reward	Children who receive 5x PBL cards receive a small stationary prize. Children who receive 10 x PBL cars receive 1 x large prize.	 <p>FLASCA Forest Lodge After School Care Association 1X Voucher Prize Box (Small)</p>

Flasca Yellow Reflection Sheet

Yellow Card # ____

Name:

Stage Group:

Date:

Time:

EDUCATOR SECTION:

What Processes Have Been Followed Already?

- Prompt/Redirect _____
- Walk with the Educator for 10-15 minutes, _____
- Temporary removal from activity for thinking time. _____
- Referred to the Coordinator/Assistant Coordinator. _____

What Did I Do?

MINOR	MAJOR
<ul style="list-style-type: none">• Inappropriate Language• Not Keeping Hands and Feet to Myself• Not Listening• Disrupting (Roll-Call)• Unsafe Use of Flasca Equipment	<ul style="list-style-type: none">• Hurtful Language• Violence• Leaving Flasca• Defiance• Harassment• Damaging Property or Equipment• Stealing

What Choice Did You Make?

Behaviour Reflection Sheet

1 . How do you feel about your choice? (Circle One)



2. Who was hurt by your actions?

3. How do those people feel? (Circle One)



4. How can you change your choice in the future?

Signed (Child):

Date:

Signed (Educator):

Date:

Flasca Red Reflection Sheet

Red Card # ____

Name:

Stage Group:

Date:

Time:

EDUCATOR SECTION:

What Processes Have Been Followed Already?

- Prompt/Redirect _____
- Walk with the Educator for 10-15 minutes, _____
- Temporary removal from activity for thinking time. _____
- Referred to the Coordinator/Assistant Coordinator. _____

Type of offense (circle):

MINOR	MAJOR
<ul style="list-style-type: none">• Inappropriate Language• Not Keeping Hands and Feet to Myself• Not Listening• Disrupting (Roll-Call)• Unsafe Use of Flasca Equipment	<ul style="list-style-type: none">• Hurtful Language• Violence• Leaving Flasca• Defiance• Harassment• Damaging Property or Equipment• Stealing

Description:

Behaviour Reflection Sheet

1 . How do you feel about your choice? (Circle One)



2. Who was hurt by your actions?

3. How do those people feel? (Circle One)



4. How can you change your choice in the future?

Signed (Child):

Date:

Signed (Educator):

Date:

Flasca Green Reflection Sheet

Yellow Card # ____

Name:

Stage Group:

Date:

Section 1 - Service Support

Strengths and Interests:

Behaviour Needing Additional Attention or Support

What Influences This Behaviour?

OUTCOMES

What outcomes do we want to achieve with this Health and Wellbeing Plan?

Think **SMART** Goals (**S**pecific, **M**easurable, **A**chievable, **R**elevant, **T**imed).