

Behaviour Guidance

OSCAR programme self-assessment

While there are many effective ways to work with children and to help them stay “on track” with their behaviour, these practices share some common features. In addition, there are a number of requirements specified in the MSD OSCAR Standards, which we have incorporated into this checklist.

1. Programme climate

- The programme is well-organised to minimise behaviour problems, through meeting children’s needs.
Specifically:
 - Stable routines, implemented with appropriate flexibility
 - Clear rules and boundaries
 - Opportunities for children to exercise choice and be self-reliant
 - Sufficient age-appropriate activities are scheduled to offer variety / alleviate boredom
 - Children have opportunities to provide input and contribute to decision-making about programme activities
- Staff model appropriate behaviour through their interactions with children and each other
refer to: [OSCAR Staff Code of Conduct](#)
- All children have regular, friendly interactions with staff; conversation, play, sitting together, staff taking an interest in the children etc
- Staff provide positive encouragement and support for children’s efforts and achievements
- Staff and children work together to meet behaviour expectations (a co-operative programme culture)

2. Behaviour guidance strategies / procedures

- Staff actively supervise across all programme areas: eyes everywhere!
- Staff take an early intervention, pro-active approach to behaviour problems
- Effective strategies are used to encourage appropriate behaviour e.g. positive attention, recognition, awards, activity privileges
- Effective strategies are used to respond to inappropriate behaviour, with a focus on non-punitive approaches e.g. non-verbal responses, re-direction, reminding of rules, consequences
- The programme has a written policy for behaviour guidance, aimed at promoting a consistent approach from all staff members
- Experienced staff actively support new staff to gain experience and confidence in dealing with common behaviour problems
- Staff utilise non-contact time for discussion of concerns, problem-solving and support
- Behaviour incidents are recorded and reported, when necessary, to parents/caregivers
- There are written procedures for more serious, ongoing misbehaviour & exclusion of children

If you would like to gain more skills in working with children, OSCN runs regular behaviour guidance workshops or look for further on-line resources at www.oscn.org.nz/behavior-guidance.html