



OSCAR BEHAVIOUR GUIDANCE MANUAL

FOR STAFF, PARENTS, CAREGIVERS AND CHILDREN THAT WORK AT OR
ATTEND WAIMARINO EDUCATION TRUST AFTER SCHOOL CLUB AND
HOLIDAY PROGRAMMES



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Each section of this manual provides essential guidelines and information for creating a safe, respectful, and positive environment for children participating in the Waimarino Adventure Club and Holiday Programme.

1. MISSION STATEMENT

“Using water as our teacher we empower youth to grow into confident, resilient, respectful individuals who are flexible with the rapids of life.”

2. ADVENTURE CLUB AND HOLIDAY PROGRAMME RULES

Respect your leaders at all times as they are here to ensure your enjoyment & safety

- Put your bags on the shelves & keep your things together
- Line up quietly to get your afternoon tea
- No talking when a leader is trying to talk
- No running as ground can be slippery
- No going near ANY water without leader supervision
- Treat other children as you would like to be treated
 - No bullying
 - No teasing
 - No hitting
 - No pushing
 - No lying

2.1. Water Safety

- Don't swim in the river if you haven't completed the swim test
- Buoyancy aids **MUST** be worn on pedalos, inflatables & kayaks at all times
- Rash shirts must be worn when swimming

2.2. Low Ropes

- Only two people at a time in between any of the posts
- Only two people on the trampoline at one time
- No hanging on the volleyball net

2.3. Out of Bounds

- Carpark area & green shed behind the low ropes course
- Behind the pool roof area & fantail garden
- The boardwalk
- If we can't see you, you can't be there

2.4. Wheels

- If we are using the drift trikes, you must wear a helmet, footwear, elbow and knee pads to ride them
- Scooters are not permitted to be ridden during the After School programmes

2.5. Shop rules

NO skittles, m'n'm's or fizzy drinks, however children are able to buy one item each from this list: chocolate bar, small bag of chips, ice blocks and ice creams during the holiday programme.

2.6. Swimming

It has always been the rule that a child must wear togs to swim. This is to confirm that in order for a child to swim and / or use our wetsuits they must have their togs. It is preferable they have their own towel, but we will allow them to swim without one if a friend agrees to share their towel.

Break the rules & you may be put in time out, spoken to with your parent, sent home, suspended for a day or expelled from Waimarino.

3. BOUNDARIES AND SAFETY BY THE RIVER

The Wairoa river is an important aspect of our programme, offering children unique opportunities for learning, exploration and recreation. However, ensuring safety by the river is paramount. Establishing clear boundaries, implementing safety protocols, and fostering a culture of responsible behaviour are essential for creating an environment where everyone can enjoy the beauty of the surroundings while staying safe:

3.1. Designated River Boundaries

Mark and communicate the specific areas where children are allowed to explore and play by the river. Make these boundaries visible and easy to understand using signs, markers, or natural landmarks.

Educate children about the reasons for these boundaries. Describe the potential risks associated with going beyond these limits, including strong currents, slippery surfaces, and potential hazards.

3.2. Vigilant Supervision

Assign trained staff members to supervise river activities. Ensure an appropriate staff-to-child ratio to maintain continuous oversight. The ratio we follow for this is 1 leader to 6 children, recommended by the Ministry of Social Development.

3.3. Safety Guidelines and Rules

Begin each river-related activity with a brief safety talk, highlighting key guidelines, boundaries, and the importance of cooperation. Encourage children to actively listen and participate.

Tailor explanations of safety rules to the age and comprehension level of the children. Use relatable scenarios to illustrate the importance of following rules.

Regularly remind children of safety guidelines and rules through discussions, visual aids, and demonstrations. Reinforce the significance of wearing appropriate safety gear and adhering to instructions from staff members.

Reinforce safety messages regularly to enhance retention. Include safety reminders in daily routines to create a culture of safety awareness.

3.4. Emergency Preparedness

All staff members must be aware of the location of emergency equipment, including lifebuoys, first aid kits, and communication devices.

3.5. Water-Based Activity Planning

Before conducting any water-based activities, assess the river's conditions, including water flow, weather, and potential hazards. Modify or cancel activities if conditions are deemed unsafe.

3.6. Ongoing Vigilance and Communication

During river activities, maintain vigilant observation of children's behaviour and proximity to the water. Act promptly to prevent any breaches of safety boundaries.

Create an environment where children feel comfortable reporting any concerns they may have about safety or other participants' behaviour by the river.

Your commitment to setting and enforcing clear boundaries, implementing rigorous safety protocols, and cultivating a safety-conscious atmosphere significantly contributes to the well-being of all participants. By prioritizing safety while enjoying the riverfront, you help create cherished memories while ensuring a secure and enjoyable experience for everyone involved.

4. ANTI-BULLYING POLICY: ZERO TOLERANCE FOR BULLYING

Creating a safe and nurturing environment requires a strong stance against bullying. Bullying can have serious negative impacts on children's emotional well-being and social development. As employees, your vigilance and intervention are crucial to preventing and addressing bullying incidents effectively:

4.1. Defining Bullying and Harassment

Bullying may include verbal, physical, social, and cyberbullying. Ensure you can recognize the subtle signs of bullying behaviour. Often the best way to identify bullying is by listening to the children – are they unhappy with the way others are interacting with them?

Harassment between children refers to any repeated and unwanted behaviour, whether verbal, physical, or psychological, that is intended to cause discomfort, fear, or distress to another child. This behaviour often involves power dynamics, with one child asserting dominance over another through actions such as name-calling, exclusion, teasing, spreading rumours, or even physical aggression.

4.2. Early Intervention

Be proactive in identifying potential bullying situations. Monitor interactions among children closely and address any negative behaviour or aggression immediately.

If you suspect bullying, intervene calmly and impartially. Separate the involved parties, ensure everyone's safety, and provide a safe space for open communication.

4.3. Reporting

Encourage children to report any bullying incidents they witness or experience. As leaders, promptly report any bullying incidents you observe to OSCAR Management. Keep detailed records of incidents, conversations, and actions taken during the investigation process.

4.5. Support

Offer support to the victim of bullying, emphasizing their safety and well-being. Listen actively, provide reassurance, and involve parents or guardians as needed.

For the child engaging in bullying, address the behaviour constructively. Help them understand the consequences of their actions on others and guide them toward making amends.

4.6. Parental Involvement

Communicate with parents or guardians of the children involved, sharing information about the incident and actions taken. Collaborate to develop a plan for addressing the behaviour and preventing future incidents.

4.7. Consequences for Bullying

Consequences should be appropriate and proportional to the severity of the bullying behaviour. Consistently apply consequences in line with the behaviour guidance manual, section 5.

Use consequences as opportunities for growth and learning. Emphasize accountability, empathy, and the importance of making amends.

By adhering to our zero-tolerance anti-bullying policy, you contribute to a safe, inclusive, and supportive environment where every child can thrive without fear of bullying. Your commitment to addressing bullying incidents promptly and constructively empowers children to learn, grow, and interact positively with one another.

5. CONSEQUENCES FOR BULLYING, HARASSMENT AND UNSAFE BEHAVIOUR

Establishing and applying appropriate consequences for incidents is a crucial aspect of maintaining a safe and respectful environment for all participants. It's important to strike a balance between firmness and fairness while guiding children towards understanding the consequences of their actions:

5.1. First Incident: Constructive Conversation

If an incident is reported or observed, initiate a private conversation with the child involved. Create a safe and non-confrontational atmosphere.

Ask open-ended questions to encourage the child to reflect on their behaviour and its impact. Guide them to understand how their actions have hurt others, or put themselves or others in danger, and explore alternative behaviours.

Reinforce the values of kindness, respect, and empathy during the conversation. Encourage them to take responsibility for their actions and make amends.

5.2. Repeated Incidents: Increased Intervention

If the same child is involved in multiple incidents, escalate the intervention. Involve their parents or guardians to address the behaviour collaboratively.

Hold a joint meeting with the child, their parents/guardians, and OSCAR Management to discuss the pattern of behaviour, its consequences, and strategies for behaviour improvement.

Set clear expectations for future behaviour and establish a plan for monitoring progress and follow-up.

5.3. Severe Cases: Suspending or Expelling Children

In cases of severe bullying behaviour or if the child's actions pose a significant risk to others, we will consider sending a child home, suspending or expelling child/ren from the programme. We reserve the right to send a child home, suspend or expel a child from our programme even if it is the first incident.

This may be the outcome if:

- The child's behaviour is consistently putting themselves, other children or leaders in danger
- The child's behaviour is consistently impacting other children's enjoyment and/or the staff are unable to manage the child's behaviour without impacting other children
- The incident has put a child or leader in physical danger
- The incident is sexual in nature

Notify the child's parents or guardians and arrange a meeting to discuss the behaviour and a plan for addressing it.

During the meeting, maintain a calm and non-judgmental demeanour while emphasizing the importance of behaviour improvement and creating a safe environment.

3.4. Documentation and Communication

Maintain detailed records of all bullying incidents, interventions, and consequences. This documentation helps track patterns of behaviour and supports decision-making.

Communicate consistently with parents or guardians about any bullying incidents involving their child, the actions taken, and the steps being taken to address the behaviour.

Remember that the goal of consequences is not to punish but to guide children towards positive behaviour change. Use these moments as teachable opportunities to foster personal growth, empathy, and accountability. By following this approach, you contribute to creating a safe, respectful, and inclusive environment where bullying is not tolerated, and children learn the values of kindness and respect.

6. POSITIVE REINFORCEMENT: CELEBRATING KINDNESS AND RESPECT

At Waimarino, we believe that fostering a culture of kindness and respect is essential for creating a positive, nurturing, and inclusive environment. As employees, you play a vital role in modelling these values and setting the tone for interactions among children, colleagues, and parents. By actively promoting positive interactions and role modelling the values we uphold, you contribute to a culture where children feel appreciated, motivated, and empowered:

6.1. Recognizing Positive Behaviour

Observational Awareness: Pay close attention to instances of kindness, respect, inclusivity, and cooperation among children. Acknowledge these behaviours as they occur.

Verbal Praise: Use specific and sincere praise to acknowledge and commend positive behaviour. For example, "I noticed how you included everyone in the game. That was really kind of you."

Encouraging Language: Encourage children to use affirming words when interacting with peers. Reinforce the importance of positive language and compliments.

6.2. Active Listening and Empathy

Practice active listening by giving your full attention when children or colleagues are speaking. Show empathy by acknowledging their feelings and perspectives.

When children share their experiences or concerns, take the time to validate their emotions and provide a safe space for them to express themselves.

6.3. Role Modelling Positive Behaviour

Model kindness, respect, empathy, and other positive behaviours consistently in your interactions with children, parents, and colleagues.

By actively reinforcing positive behaviour and embodying the values of kindness, respect, and empathy, you help create a positive atmosphere where children thrive. Your role modelling sets a powerful example, demonstrating the behaviours we hope to see in the children. This nurturing environment allows them to develop essential life skills that extend far beyond the programme's boundaries. Your commitment to positive reinforcement and role modelling contributes significantly to the overall success of our programme.

7. COMMUNICATION AND COLLABORATION

Effective communication and collaboration are the cornerstones of a successful programme. Building strong relationships with parents, guardians, and colleagues ensures a cohesive and supportive environment for the children under our care:

7.1. Open Lines of Communication with Parents/Guardians

Foster an open and approachable atmosphere that encourages parents and guardians to communicate with you. Greet them warmly during drop-off and pick-up times.

Keep parents informed about their child's activities, achievements, and any behavioural developments. Share positive experiences as well as areas where improvement is needed.

Address parent inquiries and concerns promptly. Ensure that parents feel valued and heard when they approach you with questions or feedback.

7.2. Collaborative Approach to Concerns

If a parent expresses concerns about their child's behaviour or interactions with others, listen attentively and empathize with their perspective. Assure them that you are committed to finding solutions collaboratively.

Involve parents in developing strategies to address behavioural challenges. Seek their input and work together to establish consistent approaches at home and in the programme.

7.3. Feedback and Progress Updates

Regularly share positive feedback with parents regarding their child's kindness, achievements, and improvements. Celebrate moments of growth and positive behaviour.

If a child has been involved in a behaviour improvement plan, keep parents informed about their progress. Highlight areas of improvement and any challenges being addressed.

8. EMPLOYEE BEHAVIOUR GUIDANCE: MODELLING KINDNESS AND POSITIVE BEHAVIOUR

Our staff play a crucial role in shaping the behaviour and attitudes of the children in our programme. As role models, your behaviour sets the standard for our participants. Here's what behaviour guidance looks like for employees:

8.1. Code of Conduct: Leading by Example

Interact with children, parents, and colleagues in a respectful and friendly manner. Demonstrate empathy, patience, and active listening.

Maintain a professional demeanour and appearance at all times. Show a commitment to the safety and well-being of the children under your care.

Address conflicts calmly and constructively, using communication skills that reflect the values we uphold. Seek guidance from Senior OSCAR Leaders and/or OSCAR Management if conflicts escalate.

8.2. Clubhouse and Activity Management

Set clear expectations for behaviour in various situations. Explain the importance of treating everyone with kindness and respect, regardless of differences.

Address any instances of unkind or disrespectful behaviour promptly, using them as opportunities for teaching and learning.

Remember, the kindness and respect you demonstrate contribute to the creation of a safe, nurturing, and positive environment. By fostering a culture of empathy and consideration, you empower children to develop strong interpersonal skills that will serve them well throughout their lives. Your dedication to modelling these values plays a crucial role in shaping the behaviour and attitudes of our young participants.

8.3. Professional Development

- Participate in ongoing training and development opportunities related to behaviour guidance, bullying prevention, and safety measures.

- Welcome feedback from supervisors and colleagues regarding your behaviour guidance techniques. Collaborate with colleagues to refine your skills and approaches.

Remember that your role as a staff member extends beyond providing supervision – you are a guide, mentor, and influencer. By embodying the values of kindness, respect, and safety, you help create a positive and nurturing environment that enriches the lives of the children in our care. Your dedication to modelling positive behaviour contributes significantly to the success of our programme.

9. ADDRESSING INAPPROPRIATE LANGUAGE AND SWEARING

Maintaining a respectful and positive environment also involves addressing inappropriate language and swearing. Creating guidelines for addressing these behaviours ensures that children understand the importance of respectful communication and the consequences of using offensive language:

9.1. Defining Inappropriate Language

We classify inappropriate language as the following:

- Swear words
- Language referring to genitals (including slang) outside of conversations relating to the topic in meetings or after an incident
- Language that is degrading or hurtful to others
- Any language with a religious connotation that is used in a disrespectful way
- Language and conversations relating to the following topics:
 - Sex
 - Sexuality (in a degrading way eg. Calling someone “gay” as an insult)
 - Drugs/alcohol
 - Violence
 - Religious views on social or political matters

As an organisation, we do not hold any religious or political views, so we will not allow our staff to discuss these matters with or around children. Your own beliefs, opinions and views are your right, however they are not to be forced on any children, parents, caregivers or other staff members.

Explain to children that certain words and phrases are not acceptable due to their disrespectful, hurtful, or offensive nature.

Tailor your explanation to the children's age group, ensuring they understand the concept of inappropriate language and its impact.

9.2. Immediate Intervention

Keep an ear out for any instances of inappropriate language or swearing during activities, conversations, or interactions among children.

If you hear inappropriate language or swearing, intervene immediately to address the behaviour. Approach the child involved discreetly and respectfully.

9.3. Calm Conversation

Private Discussion: Speak to the child privately about their use of inappropriate language. Find a quiet and non-confrontational setting for the conversation.

Ask for Understanding: Help the child understand why the language they used is inappropriate and the impact it can have on others. Encourage them to think about how they would feel if someone used such language towards them.

9.4. Parent Communication

If a child uses inappropriate language, communicate with their parents or guardians about the incident and the steps being taken to address it.

Discuss strategies that can be implemented at home to reinforce respectful communication and discourage the use of inappropriate language.

9.5. Creating a Culture of Respect

Emphasize the importance of respectful communication and positive interactions among children. Reward and acknowledge instances of respectful behaviour and language.

Continuously model respectful language and behaviour in your interactions with children, colleagues, and parents.

By addressing inappropriate language and swearing promptly and constructively, you contribute to a respectful and positive environment where children learn the value of effective communication and empathy. This approach not only helps children develop better communication skills but also prepares them for respectful interactions throughout their lives.

10. BEHAVIOUR INCIDENT FORMS

The Behaviour Incident forms are used as a tool to help leaders communicate incidents relating to behaviour to parents and caregivers. They also help the OSCAR Managers notice patterns in behaviour and keep track of incidents that occur.

10.1. When to Write a Form?

We may need to write a behaviour form for a number of reasons. The most common are:

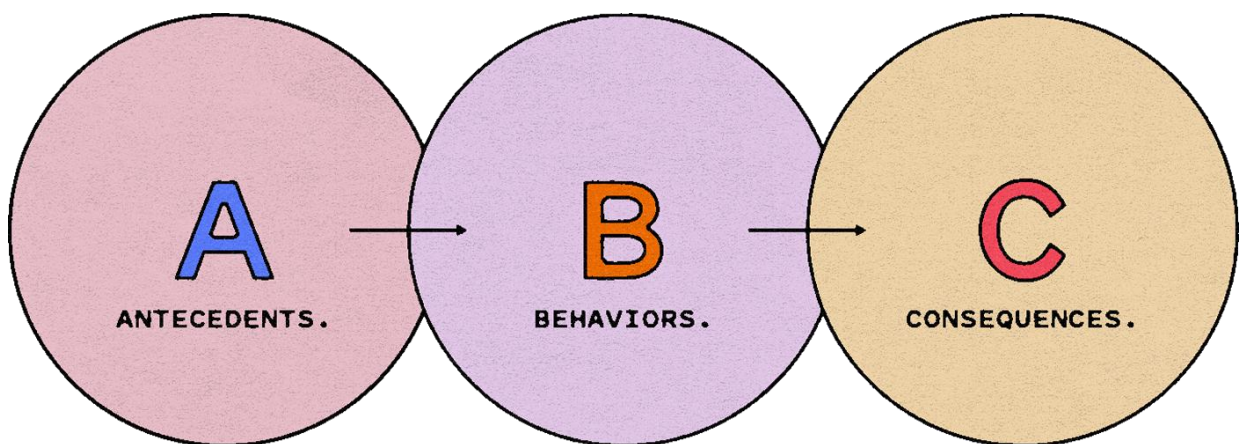
- Excessive disruption or disturbances during meetings
- Disagreements between children
- Bullying or harassment of any kind
- Any kind of physical harm a child attempts to or does inflict on themselves, another child or a staff member
- Disrespectful or inappropriate language/behaviour towards other children or staff
- Consistently ignoring boundaries in the adventure park or staff instructions
- Running away from staff members

If in doubt, write a form.

Please remember that if there are any injuries that resulted from the behaviour, you must also write an incident/accident form.

10.2. ABC's

Do you know what to include in a behaviour incident form? Start with the ABC's!



Antecedents: The events leading up to the behaviour incident; the cause. Eg. *X was excited to tell their friends about the fun day they had at school.*

Behaviours: Describe the behaviour that took place in detail. Refrain from using adjectives as much as possible. Eg. *X was constantly talking to Y and Z during the meeting*, rather than *X was disrupting the meeting*.

Consequences: What was the consequence of the behaviour? Eg. *Because X was talking with Y and Z during the meeting, some other children could not hear what the leader was saying.*

21. ACKNOWLEDGEMENT FORM

Please sign and date this form as a record of acknowledgement and understanding of this document.

[illegible]