

Name of your Centre:	Pines Learning
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## **BEHAVIOUR/DISCIPLINE POLICY –** **Pines Learning.**

### **POLICY**

Staff shall provide each child with guidance that helps the child acquire a positive self-concept. Discipline and behaviour guidance used by each member of staff will at all times be constructive, positive and suited to the age of the child.

The behaviour guidance techniques used by the staff will Centre around positive reinforcement, positive role modelling by adults, intervention techniques and redirection.

One of the goals of discipline is to help children develop skills to problem solve. Young children learn by experimenting, testing limits and experiencing the consequences of their behaviour.

### **PROCEDURE**

Techniques that will be used with the children include;

- \* setting clear and enforceable limits
- \* modelling acceptable behaviour
- \* recognizing each child's individual needs
- \* structuring the environment to enhance the learning behaviours that are acceptable
- \* recognizing individual children's efforts
- \* anticipating and eliminating potential problems
- \* redirection
- \* caregiver intervention
- \* use of natural and logical consequences.

Children may be invited to work independently for a short time in order to regain self-control. A caregiver will redirect the child to another activity and stay with the child to talk about the behaviour and the feelings of other children and caregivers. The child will then be invited to rejoin the group. Telling the child how other people are feeling can help them think about behaviour from someone else's perspective e.g. "You are making ..... feel really sad when you take a toy of him/her."

There is no place in Childcare for physical punishment, smacks etc. We believe this only teaches a child to use violence as a means of solving problems rather than a discussion and finding a solution to a problem. By helping children to actively problem solve we are empowering them to take control of their own behaviour.

Physical Guidance techniques which may be used include leading the by the hand away from the situation which is causing the problem (settling them at another activity or another seat). This is called re-directing.

Distracting the child by harnessing their curiosity, humour or self-pride can often avoid confrontation. This is especially useful for very young children who do not yet have the cognitive ability to understand and control their behaviour.

Physical contact may be helpful if a child is upset and angry e.g. putting an arm around them to calm them down.

Restraining the child may be necessary at times to prevent a child from hurting themselves, other children or damaging property e.g. holding a child in a non threatening manner until they have calmed down enough to discuss the behaviour.

It is important that a caregiver uses guidance if a child's behaviour is inappropriate as this behaviour in the group can affect the other children's feelings of security. They feel secure when they see the caregiver taking control of the situation. They could also copy misbehaviour if the situation is not dealt with.

Sometimes behaviour can be ignored but this needs careful consideration. Dangerous behaviour e.g. kicking, biting, hitting etc. are never ignored. However, attention seeking through being disruptive is ignored. Instead lots of attention is given to that child when they are behaving appropriately.

If you are unsure about why we are using certain guidance techniques in the Centre, please ask and the Coordinator will be glad to explain the reasons behind them. If you are concerned about the behaviour of your own child the coordinator will be happy to discuss these issues and work with you to develop strategies to manage this behaviour. Staff will not discuss the behaviour problems of an individual child with any parents other than their own parents/guardians.

Persistent unacceptable behaviour will be dealt with in the following manner.

1. Staff will meet to discuss the unacceptable behaviour and to develop a program plan to meet the individual needs of the child in question.
2. The parents/guardian of the child will be invited to discuss this and to enlist their input and co-operation.
3. In consultation with the parents/guardian, the coordinator when necessary will contact the appropriate professionals for guidance and extra support.