Policy 3.1B

Before & After School / Preschool Care Behaviour Guidance

Two Wells Community Children's Centre is strongly committed to providing a positive learning and caring environment for young children; in which to learn and develop self-esteem, confidence and a sense of belonging.

Every effort will be made to ensure that all interactions within our Centre are respectful, genuine, and caring.

Staff will strive to have the appropriate knowledge to deal with behavioural issues, and behavioural expectations will be developmentally appropriate.

Staff will also endeavour to provide a room and outdoor environment that is uncluttered and tidy, with the room and outside area laid out to allow staff to provide a high level of supervision and still remaining inviting and engaging for all children.

Positive adult behaviour will promote a warm and friendly environment for both children and adults. Staff will always role model appropriate, acceptable behaviour by building on each child’s strengths and achievements, to understand the limits of young children’s abilities to wait, share, express feelings, and to cope with tiredness and disappointment.

Children will be included in the Centre’s behavioural expectations and will be informed of the consequences. Behavioural expectations will be discussed with the children during group and individual times as required.

Such consequences will never include physical, verbal or emotional punishment or any punishment that humiliates, devalues a child. Such consequences will not result in a child being excluded from the main group.

In extreme cases the child may be withdrawn from the situation, and be required to ‘think’ about safe and/or appropriate behaviour. This will be supervised by staff. Restraining is only to be used when safety issues are involved.
If conflicts arise, children will be offered the opportunity to modify these behaviours. For example:

Step 1: Behaviour
What is the behaviour that requires modification?
•  kicking

Step 2: Reaction
What is the reaction or modification of behaviour required?
•  To stop the child from kicking.

Step 3: Explanation
How is the behaviour explained to the child?
•  Explain to the child that their actions are unacceptable, in words that the child can understand. For example: "Johnny kicking another child is wrong, doing this makes them feel sad and hurt....."

Step 4: Redirection
Redirect the child to appropriate behaviour or activity, such as kicking balls outside.

Step 5: Behaviour Management Strategy
After redirection has been tried, staff will attempt or consider a:

Behaviour Management Strategy
•  Be aware of all children’s behaviour and patterns of behaviour, so that a strategy can be attempted.
•  The norms of behaviour are very different for a 2 year old as opposed to a 5 year old. Remember the age of the children and ask yourself:
  o  "Am I asking too much of this child?"
  o  "Am I asking enough of this child?"
  o  "Am I being consistent with the child?"
•  Techniques to Guide Behaviour
  o  Give choices to the child to allow positive behaviour avenues for the child. To help relieve the frustration of a perception of "no choices".
  o  Forced Choice To make sure the child does the behaviour we want; limit the choices given to the child to only two. An example of a forced choice is, "You have two choices; either sit quietly and draw or move to another activity table."
  o  Breakdown the requests into smaller requests to allow the child to understand and be able to comply.
Start Requests: Instead of telling the child what to stop doing, tell the child what to start doing. For example, instead of "stop throwing that train, try "Please, hand me that train."

Redirection of play: Redirect the child to appropriate behaviour or activity, such as kicking balls outside.

Strategies to selectively ignore some behaviour: At all times ensure that children and staff are safe. Then consider that if by ignoring their behaviour the child will modify their behaviour to meet with a more positive response from those around them.

Stop and drop: Immediately stop the activity where incident is happening and talk with the child to work through the issues.

Remove all other children from the immediate area of the unsafe child or with another staff member safely remove the unsafe child from the area.

Split the children into smaller groups across the building with appropriately allocated staff.

Regularly handover to another staff member when supporting a child with behaviour issues, so that all staff can have a break.

Introduce a quiet time, play a DVD for 10 mins to change the dynamics of the behaviour.

Staff Situation Evaluation

- Have you had a balance of inside and outside play today?
- How long has the child been in school and care for today?
- How long have these activities been out for?
- When was the last changeover of activities?
- Have you asked the children what they might like to be doing?
- Is the supervision adequate?
- Are the activities and experiences age appropriate?

If working through the Behaviour Management Strategy has not modified the child’s behaviour then the staff of the Centre will move to step 6.

Step 6: Call the Child’s Guardians

The child’s guardians will be called, and asked to collect their child from the Centre. Staff will be non-judgmental when discussing a child’s behavioural problems with parents, and confidentiality will be maintained. Relevant agencies and/or professional advice will be sought where necessary.

At no time will physical punishment be used in the Centre. It is the BEHAVIOUR THAT IS REJECTED, NOT THE CHILD.

Restraining a child is only to be when the safety of the child, staff or other children is at risk.

If parents discipline their own child while in the Centre, no form of corporal punishment or unacceptable language will be tolerated. If this does occur, a staff member will remind the parent of this Behaviour Guidance Policy. The incident will also be reported to the Director.
Under NO circumstances, should a parent/siblings/visitors discipline other children.

**Step 7: For Ongoing Significant Behaviours (behaviours ongoing over a period of time)**
For children who regularly display significant, unsafe (when children or staff are at risk), disruptive behaviour and staff have seen through all of the above strategies and recommendations a Behaviour Care Plan will be put in place. This will take place within a meeting time in conjunction with a staff member, parents and any additional specialists or services involved with the child at the time.
A Behaviour Care Plan and a Behaviour Care Log will be introduced at this time.

**Bullying**

*Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group. Conflict or fights between equals, and single incidents are not defined as bullying. All bullying and single incidents are treated on an individual basis and, in ongoing or more challenging situations, an individually tailored behaviour care plan and a behaviour log may be required. This plan will be made in a meeting with a staff member, parent and any services or specialists currently involved with the child.*

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**Sources:**

- Supporting and Managing Children's Behaviour, an early childhood resource. ISBN 0 7308 7715 9