

DISCIPLINE POLICY

Aim:

To encourage children to cooperate, enhance their self-esteem, encourage their ability to interact and enjoy being with others.

Some Causes of Behaviour:

- Anger and frustration – annoyed at not meeting others expectations.
- Boredom – child may hurt other children because there's nothing to do.
- Desire for attention – some children need more than others from adults.
- Disruptive behaviour rewards negative behaviour and may become the most effective way of getting attention.
- Imitation – model behaviour on what child has experienced elsewhere.
- Tiredness – when children are tired they may be easily irritated.
- Excitement – some children lose control when over excited.
- Jealousy – hurting others may be an expression of jealousy towards another child.
- Social clumsiness – some children do not have the social skill to initiate a social interaction.
- High activity level – some very active, energetic children cannot seem to channel their activity constructively.

Strategies:

- No physical punishment of any kind will be permitted or used.
- Staff will use positive techniques of guidance, including redirection, anticipation of and elimination of potential problems, positive reinforcement and encouragement rather than competition, comparison or criticism. Examples of using a positive approach in guidance and discipline. 1. "I am so happy to see you helping pack away." 2. "That's a terrific building you have made." Daily interactions will emphasise positive and genuine interactions rather than only at times when problems may arise.
- Limits will be set for the children but the environment is arranged so that a minimal number of negative responses is necessary, particularly for very young children. Staff will attempt to say "NO" in other ways.
- Children will be involved in the setting of limits and explanations offered as to why a certain type of behaviour is unacceptable, ie. for other children and staff safety.
- Children will be encouraged to verbally express their feelings e.g. "I don't like it when you knock my building down."

- Guidance and discipline will encourage individuality and confidence of children and will never lower their self-esteem.
- Children will be presented with clear alternatives to help them develop their ability to make decisions and direct themselves.
- Language by staff will be positive, clear and developmentally appropriate for the child in question.
- Staff will have realistic expectations of the children in their care.
- Staff will show sensitivity to children's backgrounds and current home situation.
- Staff will encourage other children to show sympathy for children experiencing difficulties.
- Staff will endeavour to create a bond/rapport with each child in their care so that should a disruptive situation arise they will have the child's confidence and the ability to be able to handle situation.
- Staff will get down to the child's eye level to discuss situations.

When Prevention Doesn't Work:

- Staff will stay calm.
- Staff will comfort the hurt child and talk to the aggressor as soon as possible. When appropriate, empower the hurt child to tell the aggressor how she/he feels.
- Staff will gently remove a disruptive child from a group without physical force until such time as the child has settled down and able to return to the group situation. This time should be to reflect, rest or calm down, not as a punitive strategy.
- Staff will discuss with the parents the centre discipline policy and seek parents assistance for solution should problems arise. Staff will see constructive solutions to any differences in values.
- When discussing an aggressive situation with parent's staff will remain confidential and not disclose the name or the aggressive child to other parents.
- Accident records will be maintained when a child regularly hurts another child.
- External professional assistance maybe required to assist the aggressive child, parents, staff and other children deal with the situation.