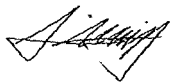
 YMCA We build strong PEOPLE strong FAMILIES strong COMMUNITIES	Management Area: CHILDRENS SERVICES	Pages: [08] Version No: [02] Date: [01/12/2009]
	Sub section (if applicable):	Signed: 
Policy Title: CHILD MANAGEMENT		Author: CHILDCARE TASKFORCE

1. Scope

- 1.1. Staff, management, families & children.

2. Policy Statement

- 2.1. We aim to provide an environment where all parents, staff and children feel safe, cared for and relaxed and which encourages co-operation and positive interactions between all persons. Rules will be clearly established based on safety, respect for others, order, cleanliness and which help create a caring environment. Positive behaviour will be encouraged and self-discipline skills developed through positive example and direction.

3. Related Policies & Procedures/Guidance Notes

- 3.1. Confidentiality Policy
- 3.2. Administration Policy
- 3.3. Duty of Care Policy
- 3.4. Safeguarding Children and Young People Policy
- 3.5. Grievance Procedures Policy

4. Responsibilities & Delegations


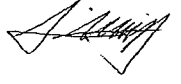
- 4.1. The Childcare Taskforce is responsible for the review of this policy.
- 4.2. The Childcare staff & management are responsible for the implementation of this policy.
- 4.3. The families and children are responsible for the support of this policy.

5. Considerations

- 5.1. Q& A Principles.
- 5.2. National Standards.
- 5.3. Children's and Young Persons Act
- 5.4. Voluntary Code of Practice
- 5.5. United Nations Convention on the Rights of the Child.


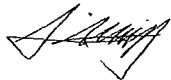
6. Records Maintenance

- 6.1. This policy is to be reviewed annually.

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PROCEDURES

- Basic rules and clear guidelines of acceptable behaviour will be established through consultation with staff and children.
- Rules will encourage respect for the rights of others and help create a caring environment and be based on safety, order, cleanliness.
- All rules will be clearly expressed in a positive way and reinforced consistently.
- Staff, parents and children will be made aware of the rules.
- Rules will be displayed and/or photographs of children portraying rules, for children unable to read.
- Children will have the consequences to breaking the rules explained.
- All consequences shall be relevant to the individual situation and not demeaning to the child.
- No child is to be subjected to, or threatened with, corporal punishment.
- No child is to have food or other basic needs withdrawn as part of a punishment.
- Staff will only use time out for short periods, where children are encouraged to sit and think. Staff will follow up all time out situations by discussing the situation with the child and working together on better solutions for future behaviour.
- Positive expectations are descriptions that you would like to see demonstrated by the children. We use the term expectations because we have a right to expect that children will learn and demonstrate positive behaviour.
- Positive behaviour will be encouraged by staff role modeling, diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.
- All positive expectations are adaptive and pro-social. Adaptive behaviors are actions that help the child to adapt to his/her environment. E.g. chewing and swallowing food before attempting to speak. Pro-social behaviors are actions that help the child to get along with other people, e.g. helping someone, friendship skills and manners.
- Children are to be given opportunities that enable them to be responsible for their own behaviour through the development of problem solving skills.
- Children will be encouraged to seek support when necessary.
- Staff will have access to training and support in positive approaches to behaviour management.

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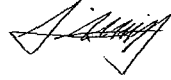
- Staff, school and parents should work in partnership in promoting a consistent and positive approach to behaviour management.
- Staff and parents will raise concerns as they arise and discuss ways of working together to assist children to make changes in inappropriate behaviour.
- Parents/guardians who wish to discipline their own children whilst in the centre, will not at any time, use any form of corporal punishment or use unacceptable language.
- To assist in maintaining a positive, safe and caring environment the staff and children will have the following responsibilities.

The Children will:

- Accept and value every child and adult regardless of race, cultural background religion, sex or ability.
- Treat each other with respect, courtesy and understanding.
- Be encouraged to maintain positive communication and relationships between staff, children and other adults.
- Ensure that appropriate language is used at all times.
- Know and fulfill their responsibilities.
- Settle their differences in a peaceful manner, try to use communication to resolve difficulties rather than resort to violence.
- Develop self-discipline skills through positive example and direction.
- Develop an understanding that behaviour results from choice made by the individual and that all behaviour has consequences.


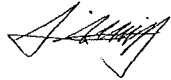
The Parents will:

- Work with staff to encourage and maintain positive communication and relationships between staff, children and other adults.
- Not use corporal punishment whilst on a YMCA premises.
- Not use unacceptable language in front of others or on the YMCA premises.
- Role model accepted behaviour towards staff, other parents and children.
- Arrange to meet with YMCA staff to develop a behaviour management plan if any unacceptable behaviour persists.

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The Staff will:


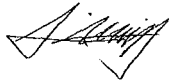
- Accept and value every child and adult regardless of race, cultural background religion, sex or ability.
- Treat children, other staff and families with respect, courtesy and understanding.
- Maintain positive communication with the children at all times.
- When communicating with children staff will ensure that they are understood and communicate at the child's level in a friendly positive and courteous manner.
- Use voice intonations, facial expressions, and explanations as methods of discipline.
- Shouting at children should be avoided.
- To encourage children to take responsibility for their actions, staff will:
 - Initiate conversations with all children, and develop an understanding of the child and their interests use active listening.
 - Actively listen to children and ask for their input.
 - Understand children's' feelings and reactions to key events in their lives.
 - Apply consistent guidelines for children's behaviour.
 - Form friendly and warm relationships with the children in their care and be supportive and encouraging.
 - Ensure that expectations, relating to the children's behaviour is explicit and clear and consequences are consistently applied.
 - Act as a role model for acceptable behaviour.
 - Encourage and reward acceptable behaviour.
 - Focus on the behaviour, not the child.
 - Give praise and positive feedback to the children as often as possible.
 - Provide an environment, which will foster the child's self esteem.
 - Help children develop self-discipline skills through positive example and direction.
 - Introduce older children to simple conflict resolution skills.
 - Help children to appreciate and care for each other and their surroundings.
 - Ensure that appropriate language is used at all times.
 - Never single out any children or make them feel inadequate at any time.
 - Avoid threatening or verbally abusing the children in any way.

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- Develop a plan of action involving behaviour management in discussion with all staff, parents, school, and other professionals as required.
- Record the plan of action, ensuring all are aware of how to implement this and develop an evaluation system and review date.
- "Time Out" time will be no longer than 5 minutes and the child must sit in the "Time Out" position and observe the children's correct and acceptable behaviour until the staff member tells them it is time to resume play. No further punishment will be given and the child will be reminded in positive terms of the expected behaviour.

Exclusion for Unacceptable Behaviour


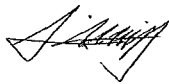
- Should unacceptable behaviour continue and the above strategies are not working the staff will inform the management.
- The management in consultation with the staff will discuss the issue.
- Where, in the interest of the child and other children at the centre, exclusion is seen as the only step to be taken this will be decided by the management. It will be considered only after:
 - Adequate support and counseling.
 - Parents have been notified and given the opportunity to discuss their child's behaviour.
 - Parents have been referred to other agencies, where necessary.
 - Careful consideration has been given to the problem by staff and management.
 - Clear procedures have been established for accepting the child back into the centre.

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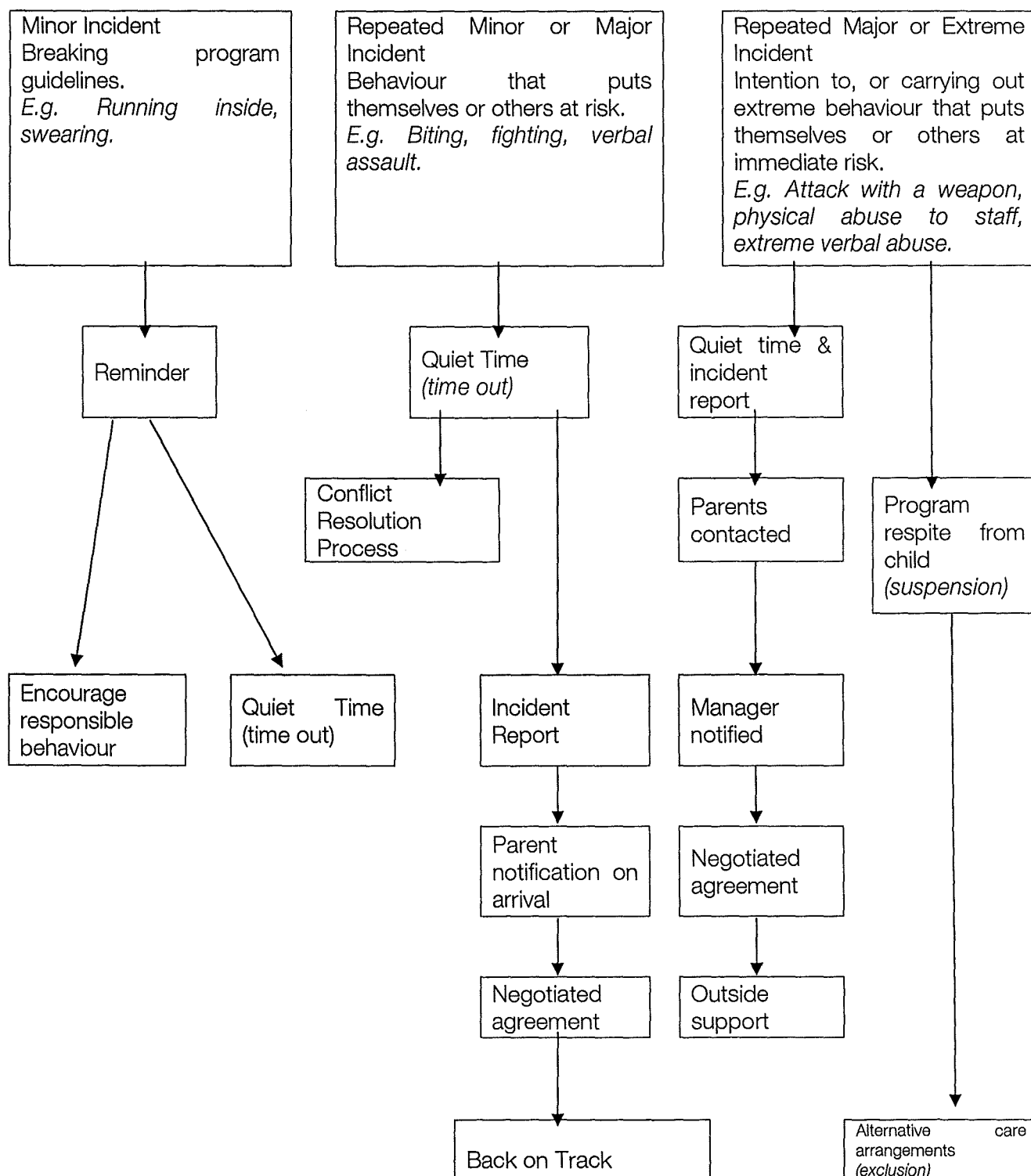
Consistent Unacceptable Behaviour


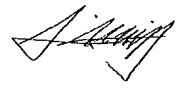
Where a child demonstrates consistent unacceptable behaviour the staff will:

STEP BY STEP RESPONSE TO INAPPROPRIATE BEHAVIOURS		
STEP	Response	Explanations
STEP 1	STOP	<ul style="list-style-type: none"> ▪ Identify the inappropriate behaviour. Look at the situation, if a group of children are involved know who is doing what to whom, if the situation appears unsafe move quickly, your goal is to modify the inappropriate behaviour. ▪ If the child physically hurts other children or adults, the staff will: <ul style="list-style-type: none"> ➢ remove the child from the situation ➢ ensure the other person is alright and given proper attention and care ➢ record the incident, indicating date, time, victim, injury, offender and attendant ➢ ensure that both sets of caregivers are notified of the incident. ▪ At this point you may have to acknowledge your feelings about the inappropriate behaviour, some behaviours make us very angry and frustrated. Few of us can help our feelings and so what we can do is learn to use our feelings to recognise what is happening (identify the child's inappropriate behaviour). We can then act appropriately rather than just react to the situation.
STEP 2	LOOK and LISTEN	<ul style="list-style-type: none"> ▪ Observe the child within the whole situation ▪ Consider the possible reason(s) for the behaviour ▪ Ask yourself why is the child acting out? Does the child have a difficult temperament? Is the child unhappy? ▪ Look at the child's interactions with other children, is the child a victim of bullying by others. ▪ Consider your interactions with the child, have you encouraged appropriate behaviour ▪ Consider the key aspects of the Service. Are the structured activities suitable for the child? Are the routines encouraging appropriate behaviour?
STEP 3	ACT	<ul style="list-style-type: none"> ▪ Manage the inappropriate behaviour in an appropriate manner. Remember to separate the behaviour from the child – "I like you but I don't like the way you are behaving". ▪ Respond to the CAUSE of the behaviour ▪ Make sure you respond with positive behaviour ▪ Consider the child's age and stage of development ▪ Respond to the child's individual needs ▪ Tell the child calmly what the inappropriate behaviour that you recognise is, relate it to the rules and expectations of the Service and apply consequences in a gentle and committed way. Don't lecture the child! ▪ Redirect the child to an appropriate activity if necessary
STEP 4	EVALUATE	<p>Think about how you have responded to this situation. Were you able to change the child's behaviour, did you interact positively with the child?</p>

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Behaviour Management Guidelines



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7. Version History

Version	Description of changes	Author	Effective Date
2	Review and update. New format	M. Rupnik	December 2009

I endorse the OSHC Behaviour Management Policy.

Name: *Maryann Rupnik*
Childrens Services Program Manager

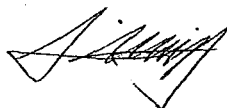
Signature:



Date: 7 December 2009

Name: *Liam Whitley*
Group Manager

Signature:



Date: 7 December 2009