



COMPANY STRATEGIES

TITLE: BEHAVIOUR MANAGEMENT STRATEGIES

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| <p>Purpose</p> | <p>South Coast Gymnastics Academy is committed in applying quality</p> |
| <p>Strategy</p> | <p>DISCIPLINE CONFLICT RESOLUTION POLICY</p> <p>Young children behave inappropriately for a number of reasons:</p> <ul style="list-style-type: none"> ● To manipulate other people and the environment. ● To seek attention-positive/negative. ● Because of feelings of anger, frustration, fear and anxiety ● Because they lack communication skills. ● Because they have poor self esteem. ● Because they lack appropriate stimulating activities. ● Overtired, overstimulated or excited. ● Receiving inadequate nutrition. <p>Staff will endeavour to create a positive environment to help prevent the occurrence of behavioural problems. Behavioural demands should be age appropriate.</p> <p>Considerations will be given to:</p> <ul style="list-style-type: none"> ● Consistent response to behaviour helps the members to learn the rules. ● Consistent and predictable routines help the members to develop self control. ● Children feel in greater control when routines are established and maintained. <p>Limits of rules contribute to the child’s emotional need for security. Only rules that are absolutely necessary for both members and staff should be established.</p> |

- Rules must be definable and state behaviours that are expected and be specific eg. No running in the gym.
- Rules must be reasonable and expectations must be developmentally appropriate.
- Rules must be enforceable; reaction should be firm, consistent and calm.
- Involving the children in developing the rules will provide motivation to follow the rules.
- Staff should be aware that members tend to behave appropriately if they are engaged in functional, worthwhile interesting activities at their development levels in predictable environments, evaluations of programming and experiences should be undertaken regularly to control inappropriate behaviour.
- No physical punishment of any kind will be permitted or used.
- Staff will use positive, clear and developmentally appropriate language to explain to the child why they are being removed and what the expected behaviour is.
- Staff will utilise normal programming opportunities to discuss appropriate behaviour with the members.
- Staff will discuss with parents the centre discipline policy and should problems arise, seek parent's assistance in working toward and appropriate solution.
- Staff will define the behaviour, assess the current level of behaviour, develop the intervention programme and evaluated the results. It is important that the behavioural change is good for the child, not just more convenient.

In developing the intervention programme staff will:

- Anticipate and distract the child by manipulating the environment and/or adopting activities before things get out of hand.
- Use positive and negative reinforcement by quickly reinforcing specific desired behaviours, ignoring attentions seeking behaviour, using specific language in positive reinforcement.

MINIMISE DISCIPLINE BY CLOSE SUPERVISION, CONSIDERATION, AND ABOVE ALL GOOD ROLE MODELLING

- Always encourage, praise and promote socially acceptable behaviour.
- Always address members at their own level and maintain normal voice control when explaining rules and limits within the centre.
- Always encourage members to talk nicely, walk inside, share ect.(point out the positive alternatives).

- Always interact with the members during lessons and distract and avoid confrontations before they occur.
- Redirect and distract disruptive members with positive alternatives.
- Encourage good communication amongst the members and expression of feelings.
- Smile and speak to members to let them know you like them and care about them.
- Help members displaying unsociable behaviour to understand the cause and effect of their actions. Encourage empathy and forgiveness.
- Point out ways to avoid a reoccurrence of a similar situation which causes stress.
- To realistic with limits and expectations according to the member's age and development.
- Ensure adequate space, equipment and activities are freely available to all the members in your care.
- If a member consistently shows bad behaviour, give the member 'time out' until they have shown remorse for their actions. (maintain supervision and give age appropriate time for example 4years = 4 min time out/ 5 years = 5 min time out/ 6years = 6min time out and so on)

GUIDELINES FOR MANAGEMENT OF MEMBERS BEHAVIOUR BY STAFF

AIM:

Discipline and behaviour expectations vary greatly between different cultures, different economic groups and diverse child rearing practices.

Combined with this is the adults feelings about discipline which are often affected by what they experienced as a child. As part of the philosophy of accepting people's diversities and cultural backgrounds our aim is to be sensitive to these and peoples feelings.

RATIONALE:

Consistency is important in order to prevent confusion in caring for the children.

In being clear about what behaviour we expect from children and each other we aim to provide a warm, safe and happy environment, which is the key to the door of learning.

When members are given self discipline advice or are self directed they are learning the consequences of their behaviour. They learn cause and effect-how their actions affect themselves and those around them.

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| | <p><u>IMPLEMENTATION:</u></p> <p>Catch members being good and express pleasure at appropriate behaviour.</p> <p>Model consideration, patience, courtesy and helpfulness.</p> <p>Admire the efforts of all the members so that you can build self esteem sincerely and consistently.</p> <p>Use no-verbal behaviour, such as clapping, hi fives, a caring voice, to build members basic trust.</p> <p>Refocus a member from an aimless activity to a constructive activity.</p> <p>Encourage children to think of the consequences of their inappropriate behaviour.</p> <p>Say what you want rather than what you don't want, for example "walk inside the gym rather than don't run.</p> <p>Teach a member how to ask for help-do not always anticipate their need for help.</p> <p>Give members the opportunity to make decisions and choices.</p> <p>Talk less and act more.</p> <p>Separate the deed for the doer.</p> <p>When using discipline, address the situation, not the member.</p> |
| Responsibility | Management – staff - members |

Approved:

Policy Authorised by: Liz Medway

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