



Child Discipline Procedures & Behaviour Guidance Policy

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Effective Date: 01/01/2025

Applies To: All prospective and enrolled families at **Besige Bytjie Akademie**

1. Purpose

At Besige Bytjie Akademie, we are committed to creating a safe, nurturing, and structured preschool environment where children learn self-control, responsibility, and positive social interaction. Discipline is viewed as a teaching and guidance process, not a punishment. Through consistent, age-appropriate strategies, children are supported in developing emotional regulation, empathy, and appropriate behaviour.

This policy provides clear guidance to staff and parents, ensuring fairness, consistency, and the wellbeing of all children.

2. Guiding Principles of Discipline

- Discipline is **developmentally appropriate**, positive, and applied consistently.
 - Children are encouraged to express emotions and resolve conflict using words and guided support.
 - Behaviour is redirected when guidance toward acceptable actions is needed.
 - Time-out is used as a structured learning opportunity, not as a form of punishment.
 - Parents are informed of ongoing or repeated concerns and are included in support planning.
 - Where necessary, referrals to external professionals may be recommended.
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3. Identification of Disruptive Behaviour

Disruptive behaviour refers to actions that significantly interfere with learning, safety, or the wellbeing of others. This may include, but is not limited to:

- Requiring constant or excessive staff attention
- Causing physical or emotional harm to others or to themselves
- Showing persistent disrespect toward people or materials
- Repeatedly disregarding classroom rules
- Using threatening, aggressive, or intimidating language or behaviour
- Consistently diverting attention away from group activities

4. Disciplinary Procedures

4.1 Observation and Early Intervention

- Staff observe behaviour and first attempt calm redirection, explanation, or guidance.
- Age-appropriate conflict resolution is facilitated between children where possible.

4.2 Time-Out Procedure

- Time-out is the primary structured disciplinary method.
- Duration is **one minute per year of the child's age**.
- The child is calmly and safely removed from the activity or group.
- Staff guide the child to reflect on behaviour before reintegration.
- Where possible, time-out is conducted within view of CCTV to ensure staff compliance with policies and procedures.

4.3 Incident Reporting

- If behaviour persists or is significant, an Incident Report is completed.
- Reports include:
 - A factual description of the behaviour
 - The impact on others or the learning environment
 - Staff intervention and outcome
- Parents receive and acknowledge the report, either physically or via the communication app.

4.4 Parent Consultation

- Repeated or ongoing concerns result in a formal meeting with the class teacher and Principal.
- Behaviour support strategies are discussed collaboratively and documented.

4.5 Referral to Occupational Therapy

- If standard strategies are ineffective, a referral to a qualified occupational therapist may be recommended to support the child's developmental needs.

4.6 Temporary Removal or Withdrawal

- In rare circumstances where behaviour poses a safety risk or remains consistently disruptive, the Principal may:
 - Request temporary removal of the child from the school day, or
 - Discuss possible withdrawal from the preschool in the best interests of the child and others.
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5. Teaching Self-Discipline

Children are supported in developing self-discipline through:

- Consistent role modelling of appropriate behaviour by staff
 - Clear, age-appropriate rules and expectations
 - Positive reinforcement and encouragement
 - Guided reflection through redirection and time-out, without shaming
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6. Parental Role and Partnership

- Parents are encouraged to support and reinforce the preschool's discipline approach.
 - Parents must inform the school of any factors that may affect a child's behaviour.
 - Ongoing collaboration between parents and staff promotes consistency and positive outcomes for the child.
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