



Fizz Kidz behaviour management plan for Holiday programs

Behaviour expectation should always be stated before the commencement of the program-

After the introduction, and before the commencement of the first creation. E.g. To keep you and everyone else safe, please make sure that you are listening to our instructions, keep your hands to yourself and most importantly; you have some silly crazy fun! Let us know if you need help with anything, we can't wait to have a fizztastic time!

Poor behaviour always has a reason. Children often are seeking attention, hence why redirecting their attention is often very positive. There is no such thing as a 'naughty kid'.

Importance of engagement: Keeping a child engaged with the utmost fizz energy and wow factor will also keep them happy to follow your lead and instructions. If a child is bored, then they are more likely to be disruptive. Hence, why it is so important to ensure the pace of the program is always fast and energetic, and that children are never not doing anything. For example; children are dancing, mixing or singing while waiting their turn. Or a friendly competition is encouraged to keep the children engaged and excited while each kid is taking an ingredient.

Importance of behaviour explanation: It is important to state *why* a child can't do a certain thing, this way they will understand and usually decide on their own not to push those buttons. Eg. We don't eat the ingredients because they have been touched by so many icky sticky children, and it may not make your tummy very happy. Or we don't stand on the chairs because we could fall off and hurt ourselves and the people around us.

Refusal to participate: When children refuse to join in, it is the facilitators responsibility to encourage them to join in a way that feels special to them. For example; allowing them to be your 'helper' out the front, giving them their favourite colour bowl/ food dye, encouraging them to pick their favourite song to play. But it is not the facilitators responsibility to force them to join in. It is okay to allow the child to sit out and watch, providing them with all of the ingredients, for them to join in when they are ready. Refusal can often mean that the child is overwhelmed. Adding more to their plate like disappointment or negative consequences, will in most cases, not support them in joining in with the group. If the child is refusing to join in, and in turn, continuously displaying the minor and major behaviours noted below, do not hesitate to follow the processes stated.

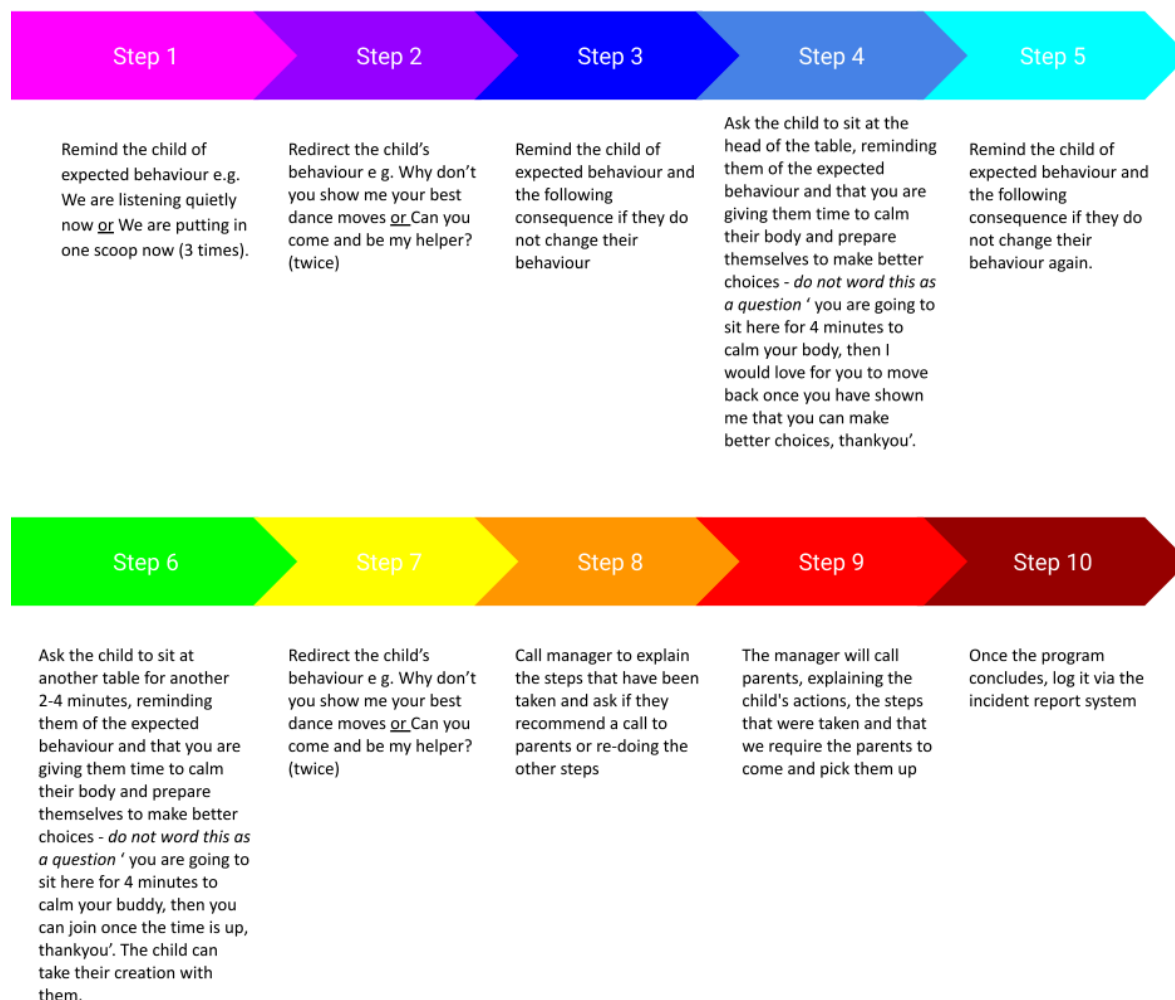
Minor behaviour:

- Continuous calling out in a way that is distracting and interrupting
- Continuous yelling in a way that is distracting and interrupting.
- Not following directions (taking too much of an ingredient)
- Standing on chairs
- Running around the room
- Throwing objects around the room

Major behaviour:

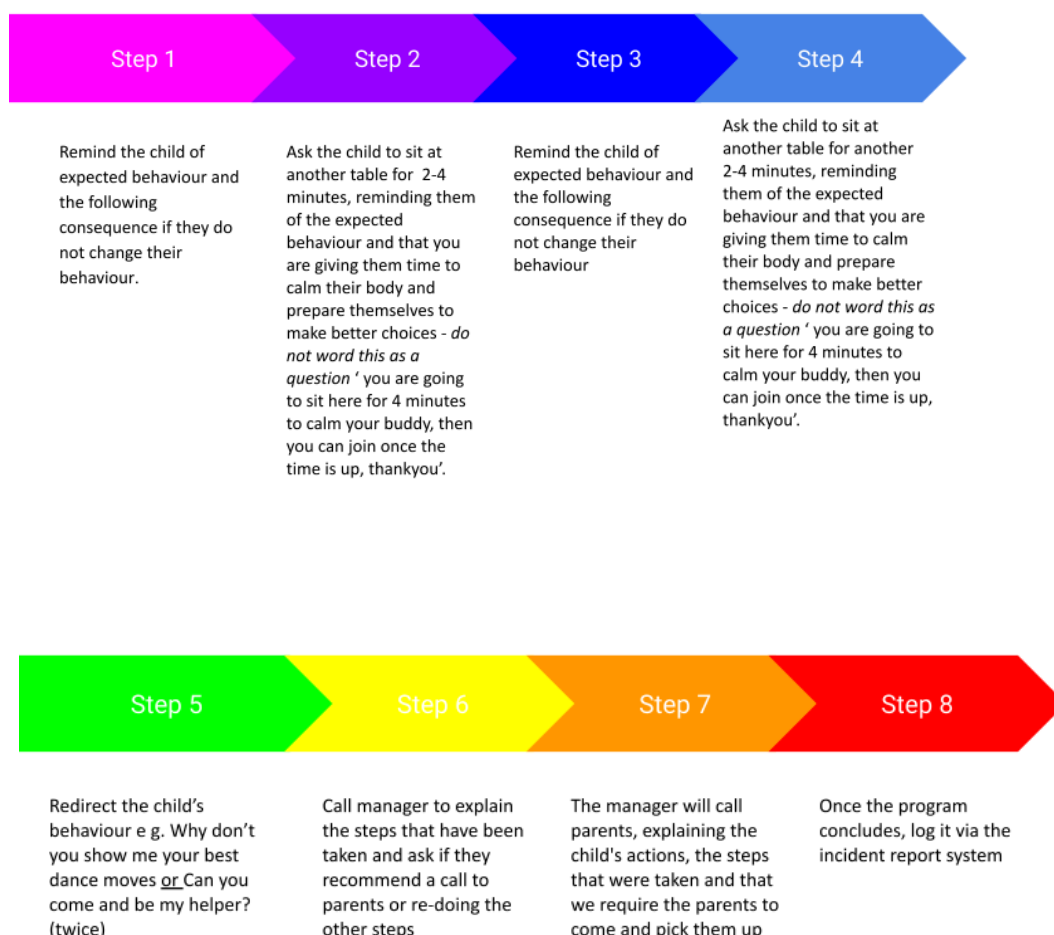
- Violence towards self or others (hitting another child/facilitator, screaming at another child/facilitator)
- Leaving the premises
- Swearing / rude language

The process for when a child is showing minor behaviour:



This process is only done for the same behaviour. For example, you would restart the process if you get to step 2 for a child standing on the chairs, and then they begin running around the room during a creation.

The process for when a child is showing major behaviours:



If the child is in a severe state of distress, do not hesitate to elevate to stage 6.

If the child is in a severe state of distress and is putting the other students in danger, and you are unable to safely move the child, please lock the front door, bring the other children into a different section of the studio, ensure they are safe and calm before calming down the distressed child.

Note: Every child and their triggers are different. It is essential to treat each child with patience and respect.

Some real life examples and how I would manage it

Harry keeps coming up to me and telling me that Jacob is hitting him. I have told Jacob that he needs to stop hitting Harry but he says it's not true.

I will remind both Harry and Jacob of the expected behaviour- We need to keep our hands to ourselves to make sure that our friends stay happy and safe. If this continues, I will redirect both Harry and Jacob, and encourage them to both do separate things- Harry, why don't you sit next to me and help be my leader, and Jacob, can you be my leader on the other table? Can you show me how high your slime can stretch?

I would then continue to keep an eye on both Harry and Jacob to see if I notice the behaviour myself. If so, I will continue to follow the plan, following through each step when necessary.

Liam is constantly throwing the items on the table and is making a huge mess. I have told him to stop this many times however he refuses. I have told him that if he doesn't stop, I will need to call his parents and he doesn't care.

Following the behaviour management plan, I would remind Liam of the expected behaviour- Liam, we don't throw things across the table because it makes a big mess and it could hurt the people around us. If he continues, I would redirect his behaviour- can you show me what happens when you put some blue in your creation, what's your favorite dance move, can you show the group?, would you like to say 'When I say fizz, you say kidz'. If his behaviour continues, I would remind him that we don't throw things across the table at fizz kidz, and if he continues, I will ask him to sit at the head of the table for 4 minutes so he can calm his body and help himself make better choices, Moving him back if he would like to once his behaviour settles. If the disruptive behaviour continues, I would ask him to sit at the food table for 4 minutes, I would tell him to do so in a firm but friendly tone, reminding him that he is sitting at the table for 4 minutes because he kept throwing items across the table, when we continuously asked him not to. When the 4 minutes are up, I will invite him back, reminding him of the expected behaviour, what he can do instead, and that his parents will be called if he continues. If he does continue the behaviour again, I would once again remind him of the expected behaviour and that he will need to spend more time away from the group if he continues. Before calling parents, I would call my manager/supervisor and talk them through the process that I have taken. They will tell me if I should continue a specific step or call the parents. My manager would then call his parents if he continues this behaviour. Once the children have gone home, I will log it as an incident report, stating exactly what happened and the steps that were taken.

Annie keeps coming up to me and saying the class is boring and that she hates Fizz Kidz. She is telling all the other kids that she hates it too. She refuses to participate and it's creating a really awful environment.

I would thank Annie for letting me know how she feels and tell her that our program is still going, and we still have lots of fun activities to do. I would redirect her negative mood by asking what she would like to do. drawing, being a leader, having a drink of water, choosing a song to play. If Annie asks for something that isn't an option, like going home, I would tell her that that isn't a choice we can do, but encourage her to think of something else. I know that I can't force Annie to join in, so I will provide her with activities that keep her busy and content, staying as positive as possible.