Dealing with Violent Children
Procedure

This procedure is applicable to: Victor Harbor Community Centre Staff

DOCUMENT CONTROL

Managed by: Director
Approved by: Director
Version: 3

Contact number: 85552228

Date approved: Next review date: Status:
2016

Issue 3 Date 12.5.15
1 TITLE
Dealing with Violent Children

2 PURPOSE

2.1 Principles
The Centre has the belief system that all children need to be valued as individuals. Children have rights. Children can develop trust and confidence and positive self esteem through a supporting and nurturing environment. Therefore staff will foster children’s empowerment through being involved in their own decision making and promote their confidence and positive self image to build understandings and skills. Emotional self regulation and making safe choices will be part of this guidance approach to behaviour management.

3 SCOPE
This procedure will be applicable to staff of the Victor Harbour Community Kindergarten.

4 OBJECTIVE
*To provide a calm and orderly process for staff when confronted by a child that is out of control.
*That all children and staff are safe when the crisis arises.

5 PROCEDURE DETAIL

5.1 When crisis arises
If staff member is on their own, send a capable child to bring adult support to the scene. Work as a team to diffuse the situation.

5.2 Other children
Remove all other children from the area. Use the emergency drill as a known procedure to the children. Other staff members will take this lead.

5.3 Staff Mediator’s Behaviour
Use calm voice and movements when interacting with the child. Take deep breaths to calm self and encourage the child to take deep breaths.
Acknowledgment the child’s feelings.
Give time and space for the situation to diffuse.
Implement “Kids Matter” training
5.4 Ring Parents
Contact parents to provide detailed report and encourage someone they trust to come and support the child. Document the incident. Use the ED 155 form and make attachments if necessary

5.5 De Brief
Staff member/s involved will need time to settle their own feelings from the crisis situation for their own psychological health.

5.6 Further Action
* Plan for further investigation.
* Parent meeting. *Referral to Special needs team.* Referrals to CAMHS to support the child’s Mental Health and behaviour.

6 DEFINITIONS AND ABBREVIATIONS

Within this document, the following terms have the meanings given.

<table>
<thead>
<tr>
<th>Term</th>
<th>Meaning</th>
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<tbody>
<tr>
<td>Violent</td>
<td>Hostile, aggressive, destructive</td>
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<tr>
<td>Empowerment</td>
<td>The child’s confidence and ability to make their own decisions – a sense of control over their choices</td>
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<tr>
<td>CAMHS</td>
<td>Child Adolescent Mental Health Services</td>
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7 ASSOCIATED DOCUMENTS
*Kids matter  Training booklets – Component 2 - Social and Emotional skill development
*Children are People too. By Louise Porter

Review 2016