

Positive Behaviour Guidance Policy

Reference: Education (Early Childhood Services) Regulations 2008, regulation 43
Licensing Criteria for Early Childhood Education and Care Centres 2008, C3, C10, C13
Ministry of Education, 1998, *Providing Positive Guidance*

Rationale: At Little Explorers we aim to support children's developing social competence and understanding of appropriate behaviour, so that they are equipped with the foundation skills for becoming a constructive and contributing future citizen of New Zealand. Little Explorers believes that it is our responsibility to ensure children are treated with dignity and respect at all times, and that the guidance techniques we use are positive and encourage responsible and caring attitudes.

Objectives:

- To ensure that the teaching strategies used at Little Explorers are consistent between educators.
- To ensure that children are guided in their learning about what behaviours are acceptable or unacceptable using positive and encouraging techniques.
- To seek out and share positive behaviour techniques from agencies and services that will help teachers, parents and whānau provide the best and most effective education and care for children.

As set out in the regulations all staff will ensure that:

- ❖ Each child is treated with dignity and respect.
- ❖ Guidance given to each child is positive, encourages responsible and caring attitudes, and takes into account the child's stage of development.
- ❖ Each child is provided with constructive guidance. The child receiving guidance will not be subject to blame, harsh language, belittling or degrading remarks.
- ❖ Behaviour is controlled in a peaceful and reasonable manner. There will be no physical ill-treatment, solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter or protection.

Prevention strategies:

- Educators and children will continually establish new and discuss existing centre rules together, to ensure all children know what is expected of them in the preschool environment.
- When setting up a centre environment daily educators will consider the layout, number of resources, adult support available, children attending and routines to limit conflicts.
- All relieving staff will be informed of the centre rules and the behaviour management policy on arrival of their first day.
- Positive encouragement signs will be displayed around the centre.
- Educators will be encouraged through professional development to attend courses that provide appropriate strategies for behaviour management.
- Parents will be supported with behaviour management at home through conversations with educators and resources in the parent library.

- Educators will monitor children's behaviour throughout the day and may need to redirect children or provide different environments to prevent issues occurring.

Procedures:

- When an unacceptable behaviour occurs children will be given verbal guidance to change or redirect their play. Where possible the educator involved will be at the children's level while guiding behaviour.
- Children will clearly be informed of the behaviour that is unacceptable and the reason why, in a way that is appropriate to their age or development.
- When possible educators will use positive alternatives to the words "no" and "don't". Alternatives could be saying "stop", stating what children *can* do or using self fulfilling prophecies like "I know that you can be very gentle".
- If a child is hurt in a situation, the educator will respond to their needs first.
- The educator will then follow up on inappropriate behaviours with the child displaying them. Language will be used to encourage empathy, for example, "Can you see face? She is really upset that you hurt her".
- Children will then be guided in what an appropriate action, for example, educators will encourage the child to show that they can play with gentle hands or help the hurt child. Children will not be forced to say sorry but if the child chooses to then it will be encouraged. The educators will try to encourage the child to reflect on how their actions may impact others, and what appropriate behaviours are, rather than to remedy situations by saying a word.
- If the behaviour continues the child will be removed from the situation and redirected to another activity or experience. If the child is acting in a manner that is unsafe to others around them a teacher will stay with them to help calm them down. The child will be free to re-enter other activities when they are calm, relaxed and ready to play appropriately, as judged by the educator and child.
- If the behaviour persists educators will look at the reasons for the behaviour and will discuss concerns with other team members and with parents/whānau.
- Staff will discuss any concerns at the staff meeting, with educators inputting strategies for changing behaviour.
- Educators may need to record the occurrence of an ongoing behaviour to determine if it is an issue. This will be completed in the behaviour management file with the date, time, situation, environment, behaviour and how the situation was dealt with being recorded.
- This could develop in to goals being set for the child and strategies and consequences being put into place. With older children they will be included in setting the goals and consequences along with educators, parents and whānau.
- Agencies or other services will be sought for guidance and information should the need arise, to effectively work with the children and their parents.

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