



Positive Guidance Policy and Procedures c10

Education (Early Childhood Services) Regulation 2008

Reg43(1)(a)(ii): every licensed service provider requires to provide a positive learning environment for enrolled children.

Rationale:

Children's social confidence in establishing and maintaining relationships with others is vital part of their development.

Child management should be positive and nurturing. Children feel more secure if they have consistency in routines and expectations.

Guidelines for behaviour management should be in children's best interests for positive development and learning.

Objectives:

- To discuss appropriate behaviour management practices and goals with the family/whanau of each child.
- To discuss with all Educators appropriate behaviour management practices and support and role model positive interactions between Educators and the children.
- To access prevention strategies to aid children's development of appropriate behaviour.
- To implement positive guidance management procedures that will aid children's developing abilities to manage their own behaviours.

Strategies:

- It is important that children's boundaries are made clear and consistent so that they can feel secure and happy in their environment.
- It is vital that educators, coordinators, parents and children share with each other their understanding of social competence.
- Children will develop an understanding of themselves in social contexts including the home-based service.

- Children will experience an environment in which they receive praise, encouragement, and support to engage in appropriate behaviour, reflective of their developmental stage.
- There are sufficient resources to promote children's choices for challenge, revisiting, wider community experiences, exploration, solitary, and group play.
- Kaiako use a range of conversation skills to encourage children to talk and think about relationships and the consequences of different responses to a given situation or problem.

Procedures

Parents will be encouraged to frequently discuss with their Treasure Tree Educator any behaviour management strategies they are using at home to ensure consistency for the child.

The Treasure Tree Educators will provide enough play & educational resources to go around the number of the children in her care, to minimise any conflict between children.

The play activities will be appropriate for the ages of the children in care and freely accessible to all. Babies will have plenty of space to roll and crawl so as not to be on top of one another.

The Treasure Tree Educators will role model appropriate behaviour for children to learn how to behave in social situations (such as how to ask for a turn)

The Treasure Tree Educators will reinforce acceptable behaviour with positive language (such as "I like the way you.....")

Behaviour management expectations are clear, consistent and realistic, and are reinforced to the child in a calm, gentle but firm voice to allow the child to know where the boundary is. Children are treated with respect and dignity.

The Treasure Tree Educators will supervise at all times and anticipate any situations which may cause unacceptable behaviours.

The Treasure Tree Educator's home where the children receive care, must be a safe, supportive environment in which the children are not harmed or at risk physically, socially, spiritually, or emotionally, and do not experience abuse or discrimination.

Procedures if unacceptable behaviour occurs:



The Treasure Tree Educator will take note of the behaviour and intervene if necessary. If the behaviour persists the educator makes a note and discuss with the parent at the end of the day. The Treasure Tree Educator may seek support from the Visiting teachers. In particular, the Treasure Tree Educator and parents must make sure that they are in agreement that the behaviour is unacceptable (in some cultures, some behaviours are acceptable where they are not in other cultures).

Often by just observing the children to see that they are not harming others, other's property or themselves, the children are able to reconcile their differences. However, if they are going to harm others, themselves or other's property then the Treasure Tree Educator must step in and remove the child from the situation and explain why the behaviour is not acceptable.

In the case with an older child the Treasure Tree Educator may work out a behaviour management plan (such as a reward chart), agreeing on specific goals, strategies and consequences with the family/whanau.

In the case of specifically identified child behaviour concerns the Educator can call for support from their Treasure Tree coordinators and they can, either singly or together, make a time with the parents to discuss the behaviour. The Educator will have kept a record of dated observations of the behaviour. A behaviour management plan can then be written up for that child to ensure that he/she has consistency in expectations.

The Educator may seek information and/or help from the behaviour service and support team of Ministry of Education specialists, and other specialist services such as TeKahu Tō, Intensive Wraparound Service (IWS), with permission from the parents.

Behaviour management strategies deemed as unacceptable are:

- Any form of physical punishment
- Any form of harsh blaming or verbal belittling or degrading responses
- Any withdrawal of emotional support or physical needs of the child (such as sleep, food, water, affection and communication)
- Placing the child in any form of restraint (such as leaving in a highchair for a long period of time, placing in a playpen or shutting in a room) or in a solitary confinement.
- Any form of neglect.

All children are treated with, and allowed to have, respect and dignity.