

Kiddies Campus Policies and Practices

Policy Name: BEHAVIOUR MANAGEMENT

Trigger Event(s):

A child's behaviour is noticed as inappropriate, or a child's behaviour is noticed as correct.

Rationale:

Teachers are to model 'pro-social' skills at all times. Affection, acceptance and achievement are our daily goals for each child. Our philosophy is one of empowering children which requires nurturing through effective guidance rather than discipline.

Te Whariki:

Goal 4 – Belonging: Children and their families experience an environment where they know the limits and boundaries of acceptable behaviour.

Recommended Procedure:

At Kiddies Campus, we believe that child management should be positive and nurturing and that individual needs of the children must be taken into account.

It is important that children's boundaries are made clear and consistent so that they can feel secure and happy in their environment. Positive reinforcement of good behaviour is often used, i.e. focusing on and praising positive behaviour.

We aim to foster positive behaviour in other ways such as having an interesting range of activities throughout the day and providing alternatives to aggression, e.g. throwing balls, physical play, etc.

Respecting each child is vital to their emotional development and we feel that by managing their behaviour positively we are respecting their needs. It is a two-way process: as we show them that they are worthy of respect they learn to respect each other, and in turn us.

Realistic expectations of children, depending on their age and/or development, are important so that undue frustration does not occur.

Cuddles, positive words, and feedback to children (and parents) all work together as well as the above-mentioned factors to ensure a child management policy which is both positive and effective.

Strategies to manage behaviour:

To **DISCOURAGE** behaviour

- Ignore the action – avoid attention
- Withdraw attention
- Explain that it is wrong
- Re-direct attention to positive strategies
- Change groups

To **ENCOURAGE** behaviour

- Personal acknowledgement
- Attention and Praise
- Group acknowledgement
- Hugs, cuddles and smiles
- Token prizes, stamps, stars, ticks, progress charts
- Feedback to parents

To stop or modify the occurrence of a specific behaviour:

If a behaviour or action is seen to be inappropriate, a staff member may, using one of the agreed strategies, give individual attention to the child to try and stop and/or reduce the likelihood of a repeat of that behaviour.

Inclusionary time out - This strategy involves taking time out with the child to watch how others do an activity before bringing them back into the play so they can be successful.

Obsessive noise - If other children are becoming alarmed at the behaviours of others, strategies are to be implemented as it may mean altering the management of the group of children.

To stop or modify the occurrence of a specific behaviour that is causing concern

1. *Discussion with child's parents/caregivers*
2. *Observations will take place which are specific and objective (both home and centre) in order to determine when, how often, where and with whom the behaviour occurs.*
3. *Observations are evaluated.*
4. *Problem can be solved in home and Centre quickly; or,*
5. *Specialist services are accessed for professional advice.*

If behaviour is showing signs of violence, it is important...

1. That the health and safety of the child and the teacher involved is paramount.
2. To make sure we are doing something for the child that is 'out of control'.
3. To let the child know that it is OK to be angry, but the behaviour is not OK.
4. To support each other and take turns to ensure that mental wellbeing is maintained when working along side the child concerned.
5. To ring the parents if the behaviour appears out of control and is of concern.

The following are some of the services the Centre has access to:

1. Public Health nurse
2. Speech language Therapist
3. G.S.E Dunedin
4. CCS
5. Local Health Services e.g. Plunket, Dental, Doctor

PROHIBITED ACTIONS

At no time will any staff member, adult or child at the centre, subject any other child to;

- ***Physical ill-treatment (intentionally hitting or shaking, hurting or threatening to do so); or***
- ***Solitary confinement; or***
- ***Immobilisation (except temporarily holding to ensure safety of other children); or***
- ***Deprivation of food, drink, warmth, shelter, or protection; or***
- ***Loud, aggressive, abusive, or threatening language; or***
- ***Frightening, threatening or degrading actions.***

PARENT/CAREGIVER INVOLVEMENT

When behavioural issues are identified the parents/caregivers will be invited to participate in meetings to discuss strategies to mitigate the behaviour. Two teachers will be present at the meeting. Parent/caregiver involvement is important.

EXCLUSION OF CHILDREN

If, after following the above recommended procedures, a child's behaviour continues to be disruptive or a threat to the health and safety of any other child attending the centre, the Licensee reserves the right to exclude that child from attendance at Kiddies Campus.

Policy Reference Information:

Education (Early Childhood Services) Regulations 2008

Our Code of Standards – Commitment to the Teaching Profession

Our Code of Standards – Commitment to Families and Whānau

Our Code of Standards – Commitment to Society

Teaching Standards 2 & 3

Health and Safety at Work 2015

“Providing Positive Guidance: Guidelines for early education services”, Ministry of Education (1998)