

### RATIONALE

Learning Curves Childcare Centre is a social environment. The adults and children enter this environment with certain personalities, ideas, behaviour traits, attitudes, values, expectations and competencies which may differ. A positive tone is an important aspect and conveys many subtle messages to the children, such as attitude to learning, adult expectations, respect for others and the environment.

### OBJECTIVES

All children at Learning Curves are regarded in a manner that respects their rights and develops their self-esteem; Staff members will implement the principles and goals of Te Whāriki to ensure the holistic needs of individual children are met;

Learning Curves will have limits and boundaries of acceptable behaviour that prioritises safety;

Learning Curves will use positive guidance to support children's social competence in developing and maintaining appropriate relationships with other children and adults;

Work with family/whānau to develop goals for managing ongoing inappropriate behaviour.

### GUIDELINES

#### **TEACHERS AND ADULTS WILL MAINTAIN A POSITIVE ENVIRONMENT THROUGH THE FOLLOWING STRATEGIES:**

1. Use a range of conversation skills to encourage children to talk and think about relationships and the consequences;
2. Taking time to listen to children;
3. Situations may occur when teachers need to gain direct support from another teacher or step back from a situation in order to ensure the emotional safety of all involved.
4. There are enough resources to promote children's choices for challenge, revisiting, wider community experiences, exploration, solitary and group play;
5. Considering the needs of all children;
6. Having an emphasis of what to do, rather than what not to do, in explanations and instructions;
7. Demonstrate effective management of the learning setting which incorporates successful strategies to engage and motivate children;
8. Children know the limits and boundaries of acceptable behaviour;
9. Remaining firm, fair and consistent;
10. Encouraging children to resolve their conflicts, supporting children and intervening as required;
11. Foster trust, respect and co-operation with and among children and adults;
12. The curriculum provides opportunities to discuss and negotiate rights, fairness, and justice with adults;
13. Considering the child's behaviour within the context of the environment;
14. Teachers will role-model positive relationships, respect and communication between themselves and others.

When required, staff will role model the following strategies to support the elimination of the negative behaviours:

- Ignore action – avoid attention (if behaviour is not hurting anybody)
- Simple and brief explanation of what is inappropriate
- Redirect child to another activity
- Role playing with props other ways that the child could deal with the situation
- Personal acknowledgement for positive behaviours
- Feedback to parents/caregivers on both positive and negative behaviours
- Group acknowledgement of positive behaviours

- Changes to the environment if this is appropriate (purchasing more spades so that there are enough to go around).
- Staff will encourage children to share their feelings.

If a child continually exhibits undesirable behaviour then staff will collect a range of observations and work together with the families to implement strategies for improving the behaviour. If support from outside agencies is required, staff will do this in partnership with the families. Staff will follow the privacy policy whilst discussing children.

#### **PROCEDURE FOR MANAGING ON-GOING INAPPROPRIATE BEHAVIOUR**

1. Teachers will develop strategies for individual children when deemed necessary;
2. No form of physical ill-treatment, solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter or protection shall be tolerated at any time;
3. After discussions and consultation, the Team Leader will set up a meeting with family/whānau to discuss strategies to manage the identified behaviour. When appropriate, a meeting with the child will be set to agree on specific goals, strategies and consequences;
4. Teachers will implement the strategies that have been discussed with family/whānau and will keep records as necessary;
5. If concerns arise we will communicate these with the family/whānau to discuss strategies and appropriate responses. When necessary we will seek the assistance of Group Special Education or other services;
6. In all strategies and steps taken, we will advocate for children's best outcomes.

#### **PROHIBITED ACTIONS**

As per the Early Childhood Regulations at no time will a staff member, adult or child subject any child to:

- Physical ill-treatment
- Threatening
- Deprivation of warmth, shelter, food or drink
- Loud, aggressive, abusive, or threatening language
- Frightening; threatening or degrading actions/harsh responses, belittling
- Solitary confinement
- Avoiding blame

#### **BEST PRACTICE SUGGESTIONS**

- Sit or stand where you can see as much of the play as possible.
- Be calm, alert and encouraging.
- Give praise for achievement and effort.
- Be ready to re-direct an unsettled child with positive suggestions and stay with the child until the child is settled.
- Encourage children to try for themselves and to get out of difficulties themselves.
- Encourage children to take turns fairly and to co-operate.
- Give your support with cheerful words and smiles but do not do the work for the children. Do not dominate the play.
- Extend children's play where possible.
- Do not force children into play.
- Keep a watchful eye to see that play areas are tidy and inviting.
- Ensure that all tools and materials are accessible to children.
- Remove any broken or damaged equipment and report to Management.
- Children must always be encouraged to tidy up.