

## 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 to assist children in developing appropriate behaviours in a variety of social situations while maintaining a sense of wellbeing.

## 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.

## RATIONALE

At Learning Curves we believe that each child should be acknowledged and respected as an individual. Educators will show dignity towards all children and their families. Educators use their skills as professionals to observe, listen and discuss with children appropriate behaviours. We believe that Child Management is a partnership between the families and the Centre and endeavour to work as such for the benefit of the child.

## Appropriate and Desirable Behaviours that the Centre encourages

- Sharing
- Turn taking
- Being kind to our pets
- Being kind to others in actions and in words
- Respect for others and our environment
- Respect for belongings – ours and others
- Safe practices – promoting independence

## Guidelines for Positive Guidance

When any of the above behaviours are challenged, staff role model and teach appropriate social skills such as how to express and assert themselves in positive ways, respecting each other and resolving conflict peacefully. If staff observe inappropriate behaviour they will talk with the child about the situation and help to reinforce positive behaviour. Strategies to support the elimination of the negative behaviours include but are not limited to:

- 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 behaviour persists or is sufficiently serious, a child may be removed from activities to spend time with a staff member for a short period, to allow them to reflect on their actions.
- If the staff feel that a child's behaviour is of concern, we will open a dialogue with the parent to enable an open channel of conversation. Throughout this process parents/whānau voice will be heard and valued. Depending on the behaviour a modification programme may be developed. If necessary we will discuss with the parent accessing support from the Ministry of Education - Group Special Education service. This will happen only with parental consent.

### PROHIBITED ACTIONS

As per the Early Childhood Regulations Children are given guidance and direction, but no child, or adult is at no time to be subjected to any form of:

- 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.