

Child Behaviour Management/ Positive Guidance



Policy and Recommended Procedure

*Note this is supported by our "Little Einsteins Growing Social Competence Strategies document".

At Little Einsteins we believe that child behaviour 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 of positive behaviour. We aim to foster positive behaviour in other ways such as having an interesting range of activities throughout the day and by providing alternatives to aggression i.e. 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 they are worthy of respect they learn to respect each other and us in turn. Realistic expectations of children according to their age and/or developmental stage is important so that undue frustration is not caused to them.

Our programme includes teaching pro social skills, understanding that this is a learned process and focussing on the way children from birth continually gain an awareness of social interaction and competence from the people that surround them. We assist young children to gain the ability to understand their own emotions and those of others, and develop competence in regulating these emotions and responding appropriately to the emotions of others.

Eye contact, active listening, cuddles, positive words and feedback to children (and parents) all work together as well as the above mentioned factors to ensure a child behaviour management policy which is both positive and effective.

STRATEGIES TO MANAGE BEHAVIOUR

To DISCOURAGE Behaviour

Ignore action, avoid attention
Withdraw attention
Explain that it is wrong
Re-direct attention to positive strategies
Change groups
"Time Out" (set aside from activities and group
For 1-2 minutes)

To ENCOURAGE Behaviour

Personal acknowledgement
Attention & praise
Group acknowledgement
Hugs & cuddles & smiles
Stamps, stars, ticks, charts (usually reserved for toileting incentives)
Feedback to parents

Effective teaching practices employed to assist children to grow social competence include:

- Knowing children well and being sensitive to their preferences for learning and wellbeing.
- Engaging in interactions that are consistently caring, respectful and responsive to children's feelings.
- Being quick to comfort, reassure and support children in a calm considered and unhurried environment.
- Having high expectations for children's learning and behaviour.
- Showing respect for and valuing different cultural perspectives to learning and behaviour.
- Actively listening to children's ideas, encouraging them to express their feelings.
- Providing space for children to retreat.
- Alerting children to changes in routines and varying the pace of the day according to their needs.
- Explaining rules and reasons for them.
- Modelling desired behaviour.
- Encouraging independence and providing opportunities for children to lead and take responsibility.

These practices will have the effect of our tamariki:

- Developing disposition such as being resilient, persevering with tasks and showing empathy for others.
- Developing a strong sense of security and belonging.

Policy Review

Introduction Date: 05/01/09

Last Review date: Term 1 2017

Next Review Date: Term 1 2019

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- Learning to respect the views of others
- Initiating conversations with adults and other children.
- Being able to regulate emotions
- Having knowledge and experiences of social interactions
- Understanding social situations, appropriate actions, behaviour and customs.

To stop or modify the occurrence of a specific behaviour (ad-hoc)

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 and to try to stop and/or reduce the likelihood or a repeat of that behaviour.

To stop or modify the occurrence of a specific behaviour (chronic)

If a behaviour or action is known to be inappropriate, staff should discuss this and agree a consistent strategy or plan for that child to try and stop and/or reduce the likelihood or a repeat of that behaviour.

To reinforce occurrence of desirable behaviour which is considered appropriate, staff will apply positive reinforcement techniques.

Prohibited Actions

At no time will any staff member, adult or other child at Little Einsteins, subject any child to:

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

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