

Positive Behaviour Guidance Policy

Rationale:

To provide guiding principles and clear expectations, that will support the development of social competence and understanding of appropriate behaviour.

To set guidelines for best practice and to ensure care is taken in the method's chosen to guide and/or change behaviour.

To support children/tamariki to learn to respect the rights of others and take responsibility for their own actions.

To ensure an environment where there are respectful and responsive relationships modeled between staff and children and amongst staff that models these relationships between children.

To provide specific procedures for planning, supporting and evaluating.

To provide a framework for the consideration of any Health and Safety risks

To promote mana whenua/belonging-children and whanau feel a sense of belonging.

Bible/proverb/whakatauki

Ko te whakatipuranga tenei o te mana ki whenua, te mana turangawaewae me te mana toi whenua o te tangata.

Train up a child in the way he should go and when he is old he will remember it. (Proverbs 22:6)

Practices:

Teachers will seek to maintain a physical environment, free from avoidable frustrations, and a stimulating program to minimise conflict and behaviour management issues.

Clear and consistent boundaries will be established. The children are regularly reminded of the centre rules (attached) and reasons for having them. Rules are reinforced to the children and positive guidance is given in relation to God's character: who is firm, loving, forgiving, fun, and cares for others.

Teachers use group times to teach and role model positive strategies that encourage children to re-regulate, think and solve problems using material and strategies from Incredible Year Teaching Program, Louise Porter and He Mapuna te Tamaiti. Teachers promote the use of the WITS strategy for addressing conflict (Walk away, Ignore, Talk about or Seek help (from adults, peers or God in prayer) and also Te Whāriki.

When working directly with specific situations. Teachers will use language and actions that will recognise, promote social competence and affirm desirable behaviour. Teachers will respectfully give children time and space to re-regulate. Teachers will seek to understand each child by taking the time to listen to the child's viewpoint. Teachers will give guidance that promotes social competence and appropriate behaviour, including outlining the socially desirable behaviour, appropriate choice. Teachers will give the child the opportunity to enact a good choice. Where necessary teachers will distract or redirect the child.

At no time will any staff member, adult or any child at the centre subject any person at the Centre to:

- Force for the purposes of correction:
- Physical ill-treatment; or

- Solitary confinement; or
- Immobilisation (except temporarily holding to ensure the safety of self or another person); 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 actions

Staff will intervene in situations where a child may become hurt or upset and will encourage children to use their words to express their feelings and emotions to others in a positive manner. Teachers will provide appropriate choices as a positive guidance strategy and staff will guide children to take responsibility for their own actions. Depending on the situation staff may encourage a child to apologise to another child/adult. Factors to consider are age/developmental level of child etc.

Staff review positive guidance and behaviour management through daily reflection (feedback to colleagues) and informal korero with each other and whanau. Positive guidance strategies are discussed regularly at staff meetings to ensure consistency with children. The emphasis of discussions will be based on devising strategies that promote the development of respectful and responsive relationships between staff and children, children and children, and amongst staff. Teachers will review He Mapuna te Tamaiti as a guide for practice.

Staff will be sensitive and supportive to each other in the handling of behaviour situations with children. Staff meetings will be utilised to discuss any *recurring behaviour* to agree on a strategy and/or plan for the child to try and stop and/or reduce the likelihood or a repeat of that behaviour. Open communication between parents and staff will aim to build confidence in and support for the strategies staff use in the centre. Parents are welcome at any time to raise concerns about their child's/tamariki behaviour or needs with the staff or management. In addition the centre strives to provide information and training opportunities to parents about positive behaviour management techniques.

Requiring a child to hold a teacher's hand and accompany a teacher (walking around with them) as they supervise other children or to sit with a teacher is viewed as a time-in situation (Louise Porter) NOT physical restraint and can be used to support a child to take time to re-regulate, make a good choice and then re-engage meaningfully in the centre's programme. During this time together the teacher will protect the child's dignity, talk and work positively to promote re-regulation and ensure safety.

After using low level strategies to promote self regulation, in the event that a teacher believes that dysregulation could impact on the wellbeing of others a teacher may remove a child from a group situation, by either lifting them or holding their hand, in order to support them to a safe and quiet place. The teacher will then respectfully support the child's self regulation and present a range of positive options for re-engagement with the centres programme. This process will be recorded in the Incident Notebook.

Procedure for responding to PATTERNS of Aggressive Behaviour.

- *Aggressive behaviour is behaviour that causes physical or emotional harm to others. It may range from verbal abuse to physical abuse. It can also involve harming personal property.*
- *A pattern of behaviour must be observed over a period of at least two weeks (teaching strategies and supports should have been implemented after the first incident) and is expected to have occurred multiple times. Or a child has been immobilised more than twice in the previous two weeks.*

Following the identification of a pattern of behaviour the Centre Director/Team Leader in conjunction with the child's profile teacher will be asked to complete the following template to record the identification, analysis and plan for the identified aggressive behaviour Behaviour Plan template. The parent's of any specific child targeted in a pattern of aggressive behaviour will be informed (without identifying the other child) and the plan discussed with appropriate support given to the parent (e.g. guidance on how to talk with their child at home to support their child with strategies to eliminate the targeted behaviour).

Parents, iwi and agencies involved with the child will be consulted and involved in the plan. Every plan will be shared at a staff meeting and this will always be available in the 'Special Needs Folder' in the staff room. Teachers are encouraged to add incidents or notes re anything they are concerned about or as appropriate in the incident book, also in staff room.

An evaluation of the plan and any adaptations will be conducted at at least 1, 3 and 6 month intervals. At any point before 6 months the Centre Director may consult with Service provider if staff are concerned that the aggressive behaviour could seriously harm (cause distress or injury) another child or adult or if there are concerns for Health and Safety. If after 6 months there has not been a significant change in behaviour then the Service Provider will be consulted and any Health and Safety issues will be considered and the plan will be reviewed with all agencies and further support will be considered. The SCCCET will consider whether any Health and Safety risks have been able to be sufficiently eliminated, isolated or minimised and reserve the right to ask for a child to be removed from the centre, or not attend a busy community gathering (high volume of sound, people or overload to a child's processing abilities) if this is believed to be a hazard to the child or others.

- Temporarily as a stand-down - during this time staff and SCCCET must consider and put in place additional processes or supports to reduce identified risks, including working with agencies for additional training and support, or
- Permanently - in the case where staff and SCCCET do not believe they can sufficiently address Health and Safety risks.

In making this decision the Centre Director and Service Provider will

- Firstly organise a meeting for real dialogue to take place with child's parents and any other professionals involved in the child's care, to develop a list of the support needs the child will have in order to successfully attend preschool and develop the skills needed to build social competence.
- Prioritise this list with the parents and whanau.
- Identify what support needs the centre can realistically meet; and what needs must be met by the parents and any other support available (such as ESW support via Learning Support).
- The support needs remaining are then assessed by the Centre Director/SCCCET to determine if they pose a Health or Safety risk to any person while at the centre. If that is the case and if these support needs remain unmet, then the centre has grounds to stand down a child or decline an enrolment.
- If all essential support needs are able to be met, an agreed plan for this should be drawn up and signed with the parents, with a review date and contingency process if matters do not improve.

Procedure for responding to the identification of sexualised behaviour.

In response to the identification of inappropriate sexualised play where it is considered age appropriate teachers will:

- Conduct an appropriate discussion with the children involved, explaining expectations for play
- Each parent of the child will be
 - informed of the incident.
 - informed of discussion, and
 - given any support or material they feel they might need to support their child outside of preschool - this can be done by any team member.
- The incident will be communicated
 - in the incident (confidential) folder.
 - To the Centre Director and Team Leader who will direct any changes in the curriculum, observation of the child or set-ups in response (for example - heightened observation, no hut or hiding games until we have observed a return to normalised play or the addition to curriculum of suggested programmes such as "the All About Me' programme.

In response to the identification of any instance of inappropriate sexualised play where teachers judge it to be age inappropriate or abusive (could cause harm to another child) teachers will:

- Report this immediately to the Team Leader/Centre Director and alert all other staff working that day in a confidential manner ,
- Write up an Incident form, or write an incident in the confidential book (office shelf).
- The Centre Director will communicate the incident to the Service provider that day,
- Parents of both children will be informed that day,
- Support will be sought for parents if needed,
- An investigation of the incident will be undertaken, in consultation with outside agencies if necessary,
- A plan for supporting the victim will be drawn up in consultation with the child's parents, and
- A Behaviour Plan Behavior Plan Template will be completed for the alleged perpetrator in consultation with child's parent

When an incident of sexualised play/behaviour involving one of our children (child on child) has occurred outside of our centre but has been reported to a teacher the teacher will report this to the Team Leader/Centre Director who will then

- communicate the incident to the staff team via the communication book (only staff) and
- direct any changes in the curriculum, observation of the child or set-ups in response (for example - heightened observation, no hut or hiding games until we have observed a return to normalised play or the addition of the All About Me Programme to the curriculum).

If an incident of adult and child sexualised activity has occurred - this is ABUSE - and is covered by our Child Protection Policy.

Possible concerns at the time of enrolment

In the event that management and SCCCET are aware of possible concerns for the Health and Safety of anyone in the centre when the enrolment of a new child is considered they will:

- Organise a meeting with child's parents and any other professionals involved in the child's care, to develop a list of the support needs the child will have in order to successfully attend your service.
- Prioritise this list with the parents/whanau.
- Identify what support needs the centre can realistically meet; and what needs must be met by the parents and any other support available (such as ESW support via Learning Support).
- The support needs remaining are then assessed by the Service provider to determine if they pose a Health or Safety risk to any person while at the centre. If that is the case and if these support needs remain unmet, then the centre has grounds to stand down a child or decline an enrolment.

- If all essential support needs are able to be met, an agreed plan for this should be drawn up and signed with the parents, with a review date and contingency process should matters deteriorate.

In the instance that there is a serious incident (e.g. harm or abuse that has occurred in front of others, serious sexualised play or a child going missing) then the Centre Director must inform the Service provider who will notify the specified agency and the MOE.

GUIDING DOCUMENTS: Education (Early Childhood) Regulations 2008, C10, Health and Safety at Work Act, Education Act (1989) Regulation 46: LC HS34

Approved by:

Centre Director : *Hilary Henderson*

Service Provider

Contact Person: Aaron Donaldson

Reviewed: December 2023

Reviewed: December 2023

Next Review: December 2025

2020

1 **Is this policy working?**

Yes and updated in light of discussion at MOE meeting in 2021

2 **Does it match our practice?**

Yes and our philosophy

3 **Is it supported by research?**

Yes. appropriate readings have been sought and staff reminded of further readings and information to obtain. eg:

<https://education.govt.nz/news/teaching-for-positive-behaviour/>.

<http://pb4l.tki.org.nz/Behaviour-Support-Tools>

As a result of the above the policy was further updated in August 2018 and also takes into account Guidelines for using physical restraint - <https://gazette.govt.nz/notice/id/2017-go4282> Further discussion was had (31/8) with Barb Madden at MOE. Barb highlighted that the physical restraint guidelines are only for schools and that in EC the regulations and s139 A applies and prevents isolation. The policy was readjusted.

Our Preschool Rules

Walking feet inside

One person on the trampoline at a time (not necessary sometimes for the little ones)

Quiet voices inside

Kind hands

Kind words

We always look after each other

No bottoms on tables

Put lunch box on shelf

Drink bottle away

We all tidy up and put toys away

We respect and look after our environment and toys

We only throw balls not toys!

We wear sun hats and sunscreen in summer to go outside