

PROVIDING POSITIVE GUIDANCE POLICY
(BEHAVIOUR MANAGEMENT)

September 2009

'Na te mahi a muri ka ora ai a mua' (The work behind the scenes makes success for the future)

Please tick the regulation that your centre is licensed under

- Early Childhood Education Regulation (2008) 43 Curriculum standard states:
C10) The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

Policy

Children will be treated with respect and dignity and given positive guidance to promote developmentally appropriate behavior to enhance their social competence.

Rationale

1. To provide an environment where children can learn the limits and boundaries of acceptable behaviour (according to their stage of development).
2. To encourage children to be aware of the needs, rights, and welfare of themselves and other children.
3. To ensure children develop strategies and confidence in conflict resolution.
4. To help children to understand and develop responsibility for their own behaviour and actions so that they enjoy constructive relationships with peers, adults and their environment.
5. To discuss and role model for children the skills/attitudes for successful group membership and participation.
6. To ensure consistent strategies are in place to assist children to enhance their social competence and when required enable adults to manage inappropriate behavior.
7. To ensure physical and emotional safety for all children.
8. To support parents / caregivers in the positive management of all children's behaviour.

Guidelines

1. Adults on duty are responsible for supervising and playing with the children. Children are developing social competency through interactions and conflicts with their peers on session. Adults facilitate children to work through conflict, offer suggestions and role model appropriate behavior and words.
2. Children's behaviour needs to be managed appropriately according to their stage of development, any other special needs, and their rights.
3. All adults attending session are responsible for managing all children's behaviour.
4. Adults working with children do not label or judge children based on aspects of their behaviour (i.e. separate the child from the behaviour).
5. Adults demonstrate and discuss with children the skills/attitudes for developing successful group membership and participation.
6. We respect each other's play: No-one should disrupt the play/work of another person
7. We care for each other: there is no hurting, hitting or smacking another person
8. We care for our equipment and property: No-one should intentionally break or damage equipment

Guidelines 6, 7 and 8 are the "rules of Playcentre".

Every Child Has a Right -

1. To be treated with respect and dignity.
2. To be safe physically and emotionally.
3. To work / play without disruption.
4. To have his/her work / play protected and treated with respect.
5. To be heard / listened to.
6. To be helped to solve her/his own problems (and to be supported until they do).
7. To be given positive encouragement (e.g. “good work” not “good boy/ girl”).

Procedures:

1. Adults are given information about this policy, useful behaviour management strategies and the rules of Playcentre during the adult education programme and a copy of the policy and strategies are displayed on all centre notice boards.
2. Ways to manage behaviour issues are discussed at the end of session evaluations and at LEAP meetings.
3. Parent/s (caregiver/s) are kept informed of concerns that the duty team may have and are involved in formulating strategies concerning their child.
4. When needed, an individual programme will be developed in discussion with the parents to meet the needs of a child or group of children. All adults in the centre will use the strategies identified when working with the child / children.

USEFUL BEHAVIOUR MANAGEMENT STRATEGIES

These guidelines are in conjunction with the North Shore Playcentre Association
Providing Positive Guidance Policy

Immediate:

1. **Safety: Immediate safety of the children has priority.**
Depending on the child's stage of development, if not yet able to follow step 2, go immediately to step 3.
2. **Encourage each child to talk / explain / listen** (allow disagreement).
Provide each child with the opportunity to seek his / her own solutions. Help each child to recognise their feelings and express them in appropriate ways. It can help to reflect children's feelings.
e.g. “*You are angry because*”
“*It's okay to be angry, but we are gentle with one another at Playcentre.*”
3. **Explain simply:**
 - a) Stop or Wait (use child's name)
 - b) Give reasons or identify behaviour. Use ‘I’ statements where possible.
e.g. *I see two children and one toy or It is not safe to throw sand we keep sand low at Playcentre. It could hurt someone's eyes.*
 - c) Consequences of repeating.
e.g. *the equipment will be removed if they continue to use it unsafely.*
 - d) Say what behaviour is acceptable.
e.g. *We use kind words at Playcentre*
e.g. *Show me how you can keep the sand low.*

4. **Provide alternatives / use diversion / use humour:**
 - a) Talk / listen
 - b) Another piece of (similar) equipment / activity.
 - c) Another area of play
 - d) Other children.

5. **Seek help of other adults.**

6. **Soon after- reinforce positive behaviour** by giving positive feedback and encouragement.
e.g. *“I like the way you are”* or *“You must feel happy about”* or *“You look excited about”* or *“I see good sharing happening.”*

7. **Use of Positive Guidance Time**
This involves the child taking time apart from the activity to watch how others do it. It involves seating the child apart from the group, beside an adult. There are two steps
Step 1 involves explaining the child’s disruptive behaviour to the child in terms of the effect it had on the activity.
Step 2 involves supporting the child back into the play by pointing out examples of the sort of behaviour that would be more helpful.

8. **Diversion**
This involves an adult diverting a child. Adults would need divert the child to other ways of playing sometimes prior to an inappropriate behaviour occurring or after an event occurs. They may need to shadow and/or play alongside the child, role model and reinforce positive behaviour.

9. **“Cool-down time”** is recommended where a child is not able to exercise self-control or redirection. It is a quiet, relaxed, neutral break so that the child is able to regain self-control; a settling period. i.e. a time away from the activity or person/s that is causing difficulty. A favourite or familiar activity, or a quiet area such as playdough/ library.

10. **“Solitary Time-Out”** This intervention must not be used in Playcentre. It is an intervention strategy that is used to deal with excess anger or a lack of control. It consists of removing and isolating the child from the action. Although some parents may use it at home, Solitary Time-out is not an acceptable strategy in the early childhood education context. Solitary confinement is deemed an unacceptable practice in early childhood education under the Regulations. (refer *“Providing Positive Guidance”* p. 28)

Ongoing:

1. Check the child’s physical / emotional needs.
2. The play environment needs to be safe and challenging, welcoming and stimulating for each child.
3. Consider triggers - such as adequate resources, space, hunger, the weather, noise, the children’s energy levels. All these triggers can lead to inappropriate behaviour. Once children and adults are aware of the trigger the adult can assist the child in expressing how they feel and what action they can take to resolve it. Eg: giving the child the words

- to use such as “May I use the digger too?” etc.
4. Keep the children informed of events that are about to happen.
e.g. *home time, a fire drill, fingerpaint’s ready*
 5. Discussion between children and adults on acceptable / unacceptable behaviours.
 6. Encourage / reinforce the development of positive behaviours that enable them to play / work alongside others.
 - a) Model appropriate behaviour for children in adult-to-adult and adult-to-child interactions.
 - b) Encourage with praise, positive behaviours - like turn taking, negotiation and sharing.
 - c) Describe the behaviour you want in a positive way
e.g. “*Hey, it’s walking inside*” rather than “*don’t run you guys*”.
 - d) Give encouragement when a child has positive behaviour.
 - e) *Remember – children learn by observing others.*

Development of an individual / group programme for behaviour which is causing concern.

*** This needs to be a supportive process.**

- a) Consult with parent/s (caregiver/s): agree how to work together and keep all concerned parties informed (e.g. other sessions).
- b) If required, encourage the parent/s (caregiver/s) to contact either the Playcentre Child and Whanau Support or the Specialist Education Service.
- c) In consultation with the parent/s (caregiver/s), some observations could be done.
- d) Observe to work out what triggers the behaviour.
- e) Close supervision of the child or group is essential.
- f) Include the child / children; ask questions, listen.
- g) Help children to develop the language they need while playing.
- h) Ongoing evaluation: look at the progress that has been made.

Reference: “*Providing Positive Guidance*” p.20-24
Special Needs Policy – October 2008

Relevant Regulations

Education (Early Childhood Services) Regulations 2008

Licensing Criteria for Early Childhood Education and Care Centres 2008

Education Act 1989 Section 139A (no corporal punishment)

More help and Relevant Reading

Providing Positive Guidance: Ministry of Education

Children’s text “There’s a Volcano in my Tummy”

Playcentre Association Child and Whanau Support (contact details in Association phone book)

Policy Accepted:	Association Meeting, 23 May 2016.
Review Date:	2019