

Behaviour : Positive Guidance – Policy QO142

POLICY STATEMENT

Ōtātara Children's Centre, EIT, is committed to helping children to develop social skills necessary for interacting positively and appropriately with others.

AIM

Over time and with guidance and encouragement, children become increasingly capable of:

- Showing respect for kaupapa rules and the rights of others
- An understanding of the consequences of stepping beyond the limits of acceptable behaviour
- Taking responsibility for their own actions
- The ability to disagree and state a conflicting opinion assertively and appropriately

We do not condone the following behaviours in the Centre:

- Intimidating or threatening behavior
- Verbal or physical aggression
- Self-harm
- Deliberate damage to property
- Swearing
- Belittling or ridicule

Our approach to supporting social and emotional competence is consistent with He Māpuna te Tamaiti: Supporting Social and Emotional Competence in Early Learning and Te Whariki (MOE 2019).

This approach is holistic, inclusive, culturally responsive and emphasizes the partnership between centre and whānau.

The centre and whānau work together to plan and implement strategies to support children to develop desired social skills.

If necessary the centre will work with whānau to make a referral to the Ministry of Education for learning support.

In the case of a child exhibiting on-going behaviour that endangers the health and/or safety of children or staff, Ōtātara Children's Centre reserves the right to ask whānau to remove their child from the Centre in consultation with the Ministry of Education.

PROCEDURE FOR RESPONDING TO CHILDREN WHO BITE OTHERS

All clauses of the Positive guidance policy above apply to children who bite. Parents of both children (biter and bitten) will be informed of any biting incident.

The key to managing inappropriate behaviour is consistency.

The following process will take place in consultation with the child's parents:

1. Observe:

Observe possible reasons for behaviour (enables staff to predict when behaviour is likely to occur).

2. Redirect:

Talking directly to the child saying "NO BITING, teeth are for eating food - off you go" and redirecting the child into another area of the Centre

3. Shadowing:

Read the situation/mood to decide if shadowing will be necessary.

Shadowing means following the child for whom biting is an on-going issue. It involves one staff member staying right beside the child for long periods of time during the day. If the child appears about to bite the teacher can intervene, redirecting the child and praising appropriate behaviour.

If the child bites, redirection (as above) is used.

In extreme situations the person shadowing will stay beside the child, without looking at or giving attention to the child - this will give a strong message that attention will not be given for this behaviour.

Staffing ratios will not be compromised to shadow children.

4. Learning Support:

If observational data shows no improvement over a three week period – the Ministry of Education (Learning Support) will be contacted for guidance and support.

Document information – Office use only	
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Please refer to the electronic source (QMS) for the latest version.