



POSITIVE GUIDANCE date- 16.01.2017

Statement:

As in the **behaviour management policy** our intention at all times is to provide best learning outcomes for ngā tamariki. To that purpose teaching and support staff will follow a **positive behaviour plan** (refer to Ministry of Education document on Building Positive Behaviour Guidelines)

The Centre rules acknowledge Te Whāriki statement on promoting respect for people, places and things.

Children are learning this and so as teachers we demonstrate this concept through modelling, verbalising, and showing in the way we interact with children and their families/whānau.

- Refer to the Centre Behaviour Management Policy on ways to give and receive support in managing behaviour.

When teachers and support staff need assistance in managing behaviour and/or they themselves need guidance when responding to it.

Rationale:

There are the times when teaching staff and support staff become involved with managing child behaviour. There is a need to refer to and use the guidelines recorded in the Ministry of Education document Building Positive Behaviour.

Procedures:

When managing difficult and/or oppositional behaviour follow the agreed practice below:

- Be clear & precise on what is required and/or expected,
- Give minimal choices,
- Do not be slow in your approach,
- If the child concerned cannot or will not make a choice state clearly “I will make the choice for you”,
- If child needing protected from self and/or a need for protecting others and things (respect for people, places, & things), place a protective support around the child that separates child concerned from self harm/from harming you/from harming others and/or equipment,
- Remember: we need to catch the behaviour before it escalates; this means ‘knowing your child’, ‘knowing yourself’ and ‘trusting the team and people around you’,
- When there is an ongoing concern the family/whānau **MUST BE KEPT INFORMED**, and can contribute to the management process through their intimate knowledge of their own child,
- In the case of difficult circumstances (this could be the staff member using inappropriate approaches/or not responding in developmentally appropriate manner **REMEMBER THE STAGE AND AGE OF EACH INDIVIDUAL**

CHILD) , seek additional support. If this does not happen and there is seen to be a need to give support say, with your hand on shoulder of the staff member, if appropriate, **“You need support, I will give it”** At this stage the teacher/educator receiving support may remove self & observe.

- **Revisit**-there is a need to revisit, only if to ensure all involved are unharmed in every aspect, such as: physical, emotional, intellectual, socially, culturally, and spiritually. **This revisit however may mean working co-operatively and constructively to agree to a management plan of behaviour that could potentially reoccur.** This is where family/whānau are contacted for a meeting. The Building Positive Behaviour document to be referred to.

Indicators of when shared management is necessary:

- Child is upset for a sustained period- at 10minutes, call family/whānau to keep them informed and a choice to collect; 20minutes child to be collected by family/whānau, teaching staff will come to an agreement on how to support child into the Centre learning environment (written documentation will be kept);
- Child exhibiting unsafe behaviour (to self and/or others) over a sustained period, such as: more than 5minutes;
- Child emotionally distraught and is unable or unwilling to take direction from a teaching adult;
- A serious incident occurs putting child/others at risk;
- An adult (staff, family or other) is agitated causing distress to another/others attending the Centre,
 - *Note*- there are times when a teaching staff member is outside of Centre Philosophy/and or what is acceptable in ‘Teacher Registering Criteria’. The above applies in this situation, where the teacher concerned is given support and time to reflect on own actions, with an opportunity to follow up as above, in the ‘revisit’.

Consultation:

- **Who?** Teaching staff, current learning theories, Ministry of Education.
- **How?** Comment on the draft policy, discourse at meetings, by phone and letter, readings.
- **When?** Jan. 2017
- **Budget:** professional development- cost applicable.
- **Next review:** November 2018