



# First Years Learning Centre

## Behaviour Guidance's Policy

### **Aim:**

To ensure every child is given limits and boundaries that are clear and easy to follow. The goal for educators is to guide and support children through the early learning process and to ensure their safety and well-being. Knowing the limits and boundaries enables children to develop self-control and self-discipline.

### **Te Whāriki:**

Well-being – The health and well-being of the child is protected and nurtured.

Belonging – Children and their families feel a sense of belonging.

### **Regulations:**

Criteria C10 - The service curriculum supports children's developing social competence and understanding of appropriate behaviour.

### **Procedure:**

#### **Overview:**

- All staff contracted or employed by First Years Learning Centre Ltd are given a book on behaviour guidance called: "Providing Positive Guidance" by the Ministry of Education and a folder put together by management containing information on how to effectively praise a child, social and academic coaching skills and relevant reading on how to support behaviour guidance alongside brain development. It is looked at as a "How things are done at First Years". All staff are required to read it and implement the strategies into practices.
- The educators are required to read this book and understand ways to deal with all situations that may become apparent in children's behaviour and will enable them to

respond in a positive manner to the situation. This will ensure the child will be learning about appropriate actions.

- All educators will respond to children in a positive manner ensuring that the child receives a positive outlook on his/her behaviour and ways to change it and the reason why the behaviour shown is not acceptable.
- Educators will at no time shout, yell at, scream at or belittle a child.

***Management practices for children's behaviour:***

- To ensure that every child is given limits and boundaries that are clear and easy to follow. The goal for educators is to guide and support children through the early learning process and to ensure their safety and well-being. Knowing the limits and boundaries enable children to develop self-control and self-discipline.
- We believe it needs to be clear that these rules are at First Years and have developed the concept of "Show me 5". We have adapted the five rules that link with our philosophy and how we value educating children.
- The Five rules are attached to this policy.
- We value presentation and reminding for children so these will be visible on the wall and we can practice them at Mat times and thought out the day when supporting children with behaviour guidance's strategies.
- Respect and dignity:
  - Educators will be aware of the different meanings that these two words can have in different cultures.
  - Educators will respect that each child is an individual and is experiencing developmental needs at his/her own pace and understanding. Each child will be worked with at their level of understanding and developmental needs.
  - At all times educators will ensure that they are respecting a child's dignity in all dealings with that child. Understating the child's self-worth, self-pride, self-esteem, self-respect and that they are important as an individual person.
- Praise and encouragement:
  - Both praise and encouragement are to be used for the purpose of promoting behaviours in children which are recognised as appropriate for the child's stage of development.
  - Educators will adopt the SKIP motto of 10 praises to one negative for all children daily not just when trying to redirect negative behaviour. We understand that with effective praise teaching children what is right we will less likely have to deal with inappropriate behaviour to a degree where intervention and consequence are needed.
  - When educators give praise to a child it is followed through with what they did well e.g "well done A for ....." not just good girl/boy. This way children understand clearly what it is that they did well.

- Please refer to Appendix below and in the folder for references to acceptable praise words, what we praise and how to praise, and a reading on praise. This is a tool for developing our practice to be meaningful and supportive for children's learning and development.
- Guidance for appropriate practice:
  - Teachers need to be responsive, reciprocal, positive and encouraging
  - Provide sensitive and informed guidance intervention and support
  - Respect children's preferences and involve children in decision's about their participation in activities
  - Include planning and evaluation of the physical environment provide resources to support each child needs
  - Model and promote non-discriminatory behaviour
  - Facilitate a quality curriculum and interactions
  - Implement strategies which include all children
- Unacceptable practices:
  - Corporal punishment is not permitted or acceptable.
  - Children will not be subject to any form of physical ill treatment.
  - Solitary confinement of a child is not permitted practice
  - Deprivation of food and water is not a permitted practice
  - Deprivation of warmth or shelter is not a permitted practice
  - Denial of protection is not a permitted practice
  - In relation to the above statements, if an educator is found in breach of any of these they will be fired from the organisation and reported to the teacher council, Ministry of Education and police if applicable.
  - Verbal abuse is a prohibited practice
  - Blame, harsh language and belittling or degrading responses are to be avoided and are not a permitted practices.

***Developing a positive environment for learning:***

- Making links to our philosophy we understand the importance's of brain development and how it is shaped through environments and interactions the child is exposed to. In relation to developing a positive environment for learning we understand that how we speak to a child, what we speak about with colleges around children, how we interact with other children and colleges around children will help shape a child's brain. We understand and ensure that all our interactions are positive and adapt the meaningful praise over negative comments daily for a child. This is important for the child to develop positive connections about him/herself through adult support.
- It is important that adults have: a good feeling of self-worth, feel alert and not tired, enjoy working with the particular age group, have an understanding of child development and learning, have good communication and interpretation skills for

working with children and with their families, value and understand each child as a worthwhile and interesting individual, have sensitivity and an understanding of different cultural needs and values.

- Creating a positive climate:
  - The development of a climate that provides for and supports learning and development will minimise the need for overt guidance or control.
  - On-going assessment of the environment will be carried out so as to ensure it is a positive climate for learning and development. This is a way to reduce inappropriate behaviour.
  - Teachers will work hard to build a relationship of trust with each child enrolled at the centre
  - Teachers will understand how children develop on an individual basis and treat them as individuals in each dealing they have with that child
  - Teachers will understand that certain behaviours are around because of certain reasons, e.g: home life is changing, not much sleep, confusion, misunderstanding, different rules and different developmental stages in life.
- Organisation of the environment:
  - Space: space is a factor that can influence a child's behaviour. Educators are aware that small spaces don't offer a lot of room and can cause frustration for a child and the activity taking place. Educators will ensure that there is room for uninterrupted play.
  - Weather can have an effect on children's behaviour. Educators will ensure that the temperature is not too high or too low.  
Educators will also ensure that the activities provided are appropriate for the weather e.g. relaxing in humid weather as well as their clothing being weather appropriate.
  - Noise level can have an effect on children's behaviour so educators will ensure that levels are not too high to hurt ears and cause irritation and a sense of un-comfortableness.
  - Opportunities for on-looker/observing before interacting is an important way for children to develop an understanding of accepted behaviours and of limits and boundaries. Educators will understand this and allow children time before inviting them to enter an activity.
  - Equipment available is important to reduce inappropriate behaviour as a restriction in the amount of sought after equipment and materials can cause arguments.

### ***Encouraging positive behaviours***

- The environment which creates a positive climate for children learning and development will encourage children to develop self-discipline and minimise the need for direct methods of intervention.

- Plan the environment
  - Ensure it is both safe and challenging and does not unduly or unreasonably inhibit or control children’s behaviour.
  - It includes a sufficient range of quality equipment and materials to meet the individual and developmental needs and preferences of every child
  - There are opportunities and places for children to watch activities or to engage in solitary play.
  - It is designed to enhance children’s wellbeing and sense of belonging.
- Develop and implement
  - Clear, consistent expectations for behaviour by adults and by children and procedures for ensuring that these are known to all children, staff, caregivers and parents.
  - Staff use the same language they would praising a child with their colleges. Tell each other what lovely play that are doing, sharing and being kind and supportive to their colleges or children they are caring for.
  - Use strategies in the folder that show how to praise good behaviour to out way negative behaviour
  - An unhurried pace to the day where each child has space and time to learn at an individual pace
  - Regular events and routines that are flexible for each child
  - On-going training and professional development opportunities for educators both through management and also personally as a teachers acknowledges the need to self develop and self research for change and deeper understanding of knowledge needed.
- Ensure educators are:
  - Limiting the use of negative comments
  - Parsing children meaningfully, out waying negative comments
  - Show respect and trust in children’s ability to learn by being understanding, patient and supportive of their individual needs
  - Allow children to express their feelings honestly
  - Provide opportunities and support for children to practices decision –making, negotiating and resolving conflicts with an adult nearby supporting the flow of discussion in a positive way
  - Do not label or judge children
  - Acknowledge and focus on the feelings behind a child’s behaviour
  - Do not engage in power struggles with children.
  - Not demonstrating power over a child and that it’s not there place to control a child but to guide ten through the learning situation with words, support and praise.
  - Understanding the child is learning in that situation and we need to understand what is happening for that child.

### ***Strategies for positive guidance:***

- Define children in terms of their strengths:
  - His leadership qualities can be assertive – not – bossy  
Likes rough and tumble play is very energetic – not – aggressive  
Teachers will be aware of this when talking about children around children  
Teachers will remember that how they talk about a child shapes their brain connections in a positive or negative way so all discussions are to be positive around children.
- Ensure that each child receives positive feedback:
  - Structure the programme to enhance children’s well-being a sense of belonging through such things as provision for energetic outdoor play, use of music and rhythm, calm and pleasant routines for meal and rest times. Giving the child praise and encouragement when the child responds, however small or brief the incident.
- Provide understanding and support in adversity:
  - Recognise and help the child cope with adversity. When things go wrong a child may be angry and upset that their work has been destroyed, that they cannot play at the particular activity or be accepted into a group. Do not accept the child’s view of this as a tragedy but support and understand their feelings of learning.
- Focus on what the child could achieve
  - **Children behave in the way that they do for a reason. Respect that there is a reason even when the behaviour itself may not be acceptable. Take the approach “how can this child do things better?” what is the child trying to achieve and how as adults we can help them to achieve their goals safely.**
  - Help children generate a solution to the problem and develop strategies for thinking and reasoning.
- Guidelines for adult practice:
  - Be based on the assumption that children have sound motives and reason for their actions but are not communicating these effectively
  - Look at the situation from the children’s perspective, asking questions such as “Do adults clearly model the desired behaviour” and “are rules applied consistently”.
- Analysing behaviour practices:
  - Consider how often this behaviour occurs during day and over a week.  
When does it occur, is the behaviour more frequent at particular times.  
Where does it occur, is it associated with a particular place or situation.  
Who is involved, are several children present or on a particular child.
- Recurring cycles of behaviour:

- Positive strategies are an integral part of working with children. They are particularly important in helping to avoid re-occurring or reclusive cycles of negative behaviour.
- All teachers will use meaningful praise and encouragement to support the right connections to develop in a child brain.
- Breaking the negative cycle:
  - This is achieved when the educator works to developing social and emotional understanding and skills with the child
  - And applies positive guidance regularly and consistently.
  - All teachers will use meaningful praise and encouragement to support the right connections to develop a child brain.

### ***Management plan***

- If its needed to support a child’s behaviour, a management plan will be put into place. This plan will look at the child’s individual needs, what behaviour is showing, some possible causes and triggers and come to a conclusion about how to best support the child.
- This plan will be discussed with the parents once completed and their input will be valued, considered and acknowledged if applicable depending on the intensity of the behaviour and implications on the child.
- If this plan is not working a meeting will be held with the parents/caregivers to discuss special education intervention.
- Part of this policy is the teaching pyramid that is to be followed and incorporated into our practice. These are Appendix and are part of the folder given to staff.

### ***Teaching Pyramid***

- It is important that all teachers acknowledge and incorporate the Teaching Pyramid philosophy
- Bottom layer / Building Positive Relationships:  
We recognize that t eh bottom of the pyramid is about building trust with a child, having empathy for the child, being involved and paying attention, problem solving, listening and talking and allowing the child to play
- Second Layer/Proactive Teaching:  
Next step is coaching, praise and encouragement alongside celebrations. We understand that these need to happen liberally to best supportive of the child’s learning and development
- We recognise that if we are dealing with a child who needs support at the top of the pyramid that we as teachers need to look at the bottom level and check that we as a teacher meet the needs of the child in all those sections. If we don’t we need to work on that section individually as a teacher and as a s team

- Overall bases of the pyramid is to bet support children to be problem solvers promoting social skills.

**References:**

Education Act, 1989, Section 139A

Education (Early Childhood Centre) Regulations 1998

Education (Home-based Care Order) 1992.

Providing Positive Guidance, Ministry of Education

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**Review process:**

Date Implemented: May 2016

Approved: By Management

Reviewed by: Management, Parents and Staff

Next review: January 2017