



Kidiwise Behaviour Management Policy

Rationale:

The foundation of our behaviour management will be the forming and maintenance of respectful, warm relationships between staff and children and their families/whānau.

In the first instance, pro-social behaviour will be encouraged by positive strategies, as outlined below. If these prove to be ineffective, then more negative consequences will be used.

Strategies will include:

- Desirable behaviours e.g. sharing, turn-taking, showing empathy for others, helpfulness, listening, paying attention, resourcefulness, perseverance, creativity, cooperation, will be praised specifically by staff.
- In addition to spoken praise and encouragement, some children's desirable behaviour will be recognised by rewards/incentives e.g. stamps, stickers, heart cards, certificates, etc., at the discretion of the teacher(s).
- Descriptive commenting can be useful to show the child that who they are and what they do are valued by adults, and this can help form relationships with children.
- Non-verbal reminders will be used e.g. thumbs up and high five (well done), finger to lips (quiet), hand raised (use raised quiet hand to request something), patting one's arms (hands to one's self) etc
- Choices will be offered to children whenever possible, as these are empowering and can allow them to save face.
- Verbal reminders of behaviour we expect will be couched in positive terms whenever possible e.g. use *walking* feet inside, use your *inside* voice inside, use *gentle* hands, we use spades for *digging*, we can throw the *balls* etc
- Remind children of the rules e.g. it is not OK to hit/spit/kick at Kidiwise.
- Some undesirable behaviour will be ignored e.g. whining, tantrums, swearing
- Children will be redirected to another area, or will have privileges removed if they are using equipment inappropriately or their behaviour is inappropriate towards others.

- Aggression (hitting, pushing, kicking, biting), bullying (verbal and physical), destructive behaviour, repeated non-compliance are not tolerated and will result in a consequence. Consequences differ across the Centre to ensure they are developmentally appropriate.
- Conflicts - children will be encouraged to resolve these themselves. Teachers to assess situation to ascertain whether children involved are likely to be capable of doing this. Teacher to intervene *immediately* if children are getting hurt/likely to be hurt or property is being/likely to be damaged.
- If appropriate, suggest words/phrases children can use to resolve conflicts over equipment e.g. suggest the child asks the other how many minutes will s/he be before they can have a turn; suggest that the child tells the other that they don't like some *specific* behaviour e.g. "Stop hitting me – I don't like it/ stop splashing me with water/stop throwing sand at me," etc.
- When giving direction, make sure it is clear, concise and positive (if possible). Give a reminder in advance of a change/transition happening soon.
- Use proximity praise i.e. praise child(ren) who *are* following instructions or behaving in approved manner, to encourage pro-social behaviour in others.
- Use "when/then" statements so child knows in advance the consequence of their action, so you get the appropriate behaviour you want and then you provide a positive consequence e.g. "When you have put the blocks away, then we will go outside."
- Wilfully damaging equipment/making a mess. Tell child that behaviour is not OK and they will need to clean it up/item(s) will be put away since they cannot use them appropriately.
- When age appropriate, staff will use open questions during group time to encourage children to engage in reflective thoughts about what prosocial behaviour is, and how to manage feelings. For example, "What could you do if you feel angry?"
- Staff will model appropriate behaviour at all times.

ALL INCIDENTS WHICH RESULT IN SERIOUS HARM TO ANOTHER CHILD AS A CONSEQUENCE OF AGGRESSIVE BEHAVIOUR WHICH REQUIRES THE KNOWLEDGE OF THE CHILD'S PARENTS MUST BE WRITTEN IN THE INCIDENT BOOK. THIS MUST BE SIGNED BY A SENIOR STAFF MEMBER AND PARENT. A COPY SHOULD BE GIVEN TO THE PARENTS.

RECORD:

- DATE
- WHAT HAPPENED AND THE TRIGGER TO BEHAVIOUR
- HOW IT WAS DEALT WITH BY STAFF
- AND SIGN IT