

Behaviour Management – Supporting Social and Emotional Competence¹

Our approach to behaviour management focuses on providing a curriculum that supports social & emotional competence and understanding of appropriate behaviour. We endeavour to positively guide the development of children’s social competence and their ability to create and maintain positive relationships with peers and adults, making everyone feel safe, secure, and supported within our service. Helping children to develop socially acceptable behaviour is a collaborative effort involving the centre, parents and whānau and is prominently featured within our foundational documents; Early Years Curriculum, Te Whāriki, He Māpuna Te Tamaiti, The Licencing Criteria and National Early Learning Priorities (NELP)

Promoted Behaviours:

1. Respect for others: teach children the importance of being kind, considerate and respectful to others. Encourage positive communication and discourage any form of bullying, name-calling, or physical aggression. Encourage empathy, kindness and tuākana-tēina relationships.
2. Respect for property and the natural environment: teaching children to respect their and other belongings, take care of the natural environment, toys, books, furniture, and other materials in the centre.

Guidance for supporting the development of Social and Emotional Competence:

Social and Emotional skills refer to having appropriate control over emotional responses and showing resilience in response to disappointment or conflict. It encompasses children learning to be aware of feelings, emotions, and behaviours – and being able to manage them.

There are three aspects to promoting positive behaviour:

1. Fostering a positive and supportive learning environment that provides developmental experiences and resources.
2. Implementing techniques for building aged-appropriate skills and strengthening positive behaviour
3. Employing consistent strategies to reduce undesired behaviours.

Management/Leaders will ensure:

A partnership is developed with local schools and other professionals or support agencies working with children with behavioural or social difficulties. With whānau, we can create inclusion plans tailored to these children’s needs. The information will be kept confidential and in the individual child’s file.

- Leaders will actively assist Kaiako in improving their skills and knowledge of guiding children’s behaviour.

¹ Education (Early Childhood Services) Regulations 2008. Reg. 43 and Criteria C10

- Leaders will ensure that as part of a responsive curriculum, Kaiako are offering opportunities and resources for children to enhance and apply their social and emotional skills.
- Leaders will ensure that concerning behaviour is documented, effectively managed, and communicated with families.
- Discussions regarding children of concern and the implementation of positive strategies are documented in staff/team meeting minutes, facilitating support for and consistency among all Kaiako.
- They support the development of any individual plans promptly, ensuring that the process is efficient and responsive to the needs of the individuals involved.

Kaiako will:

- Acknowledge and respect that every child and whānau has a unique identity, language, and culture that shapes their personality, learning, and contribution to the early childhood setting.
- Foster consistent teaching strategies as a team through effective communication. These methods encompass positive affirmation, role modelling, redirection, boundary setting, language support, and providing children with space and time to self-regulate. Ensure that discussions on these strategies are recorded during team planning meetings.
- Incorporate enriching learning environments that align with our educational goals and cater to all children's diverse interests, abilities, cultures, and communities. Encourage active engagement, exploration, autonomy, and a variety of captivating activities in play areas.
- Attentively listen to and validate children's feelings while also offering guidance to help them effectively navigate their emotions and develop problem-solving skills in challenging social situations.
- Foster a culture of collaborative conflict resolution among children, emphasising collective problem-solving rather than sole reliance on Kaiako for conflict regulation.
- Provide opportunities for children to practise and refine a range of self-regulation, self-management, and social competence strategies safely and supported.
- Discuss guidelines, rules, limits and what is fair with children, and use their contributions in setting boundaries and guidelines.
- Deliberately arrange the environment (indoor and outdoor), considering factors that impact children's behaviour, including spatial layout, weather conditions, noise levels, accessibility, choice, challenges, opportunities for solitary and group play, and revisiting of activities.
- Implement consistent routines and rituals to offer children a sense of stability, contributing to their feelings of comfort and security.
- To reduce conflicts related to sharing, we ensure a sufficient supply of suitable equipment for all children whilst encouraging children to be aware of others, work together, negotiate, and discuss fairness.
- Integrate 'He Māpuna Te Tamaiti' as a valuable resource to inform and enrich our planning efforts, helping us identify effective strategies for guiding and nurturing the social and emotional development of children.

Children will:

- Develop an understanding of respecting the rights and needs of others by considering the outcomes and consequences of their actions.
- Receive positive guidance that helps them distinguish between acceptable and unacceptable behaviour.
- Learn to take responsibility for their actions and recognise how their behaviour affects others.
- Be encouraged to employ verbal communication rather than physical actions to resolve conflicts.
- Enhance their communication skills through intentional teaching moments, including:
 - Greeting others when they arrive and depart from the centre.
 - Sharing resources and play spaces.
 - Assisting with clean-up in both indoor and outdoor environments.
 - Using polite manners such as "please" and "thank you."
- Develop the ability to wait their turn for an appropriate duration, considering their age and developmental stage.

Guidelines for effectively managing challenging behaviours using positive guidance:

Understanding that all behaviour serves a purpose. Observe and seek to comprehend the purpose and meaning of the behaviour. Then, apply appropriate strategies to support behaviour change.

- **Age-Appropriate Guidance:** Ensure that positive guidance methods are tailored to the child's age and developmental stage, considering their unique needs and abilities.
- **Respect and Dignity:** Interact with children in a manner that conveys respect and dignity. Engage with them at eye level, maintain physical proximity, and use a respectful tone during interactions.
- **Emphasise Positive Directions:** Focus on explaining "what to do" rather than on "what not to do" in your explanations and instructions. Provide clear guidance on expected behaviours.
- **Offer Explanations and Collaborate:** When addressing unacceptable behaviour, offer explanations for why it is not acceptable and clarify the desired behaviour. Collaborate with the child to find solutions and encourage their active involvement in the process.
- **Encourage Self-Correction:** Provide children with opportunities to correct their behaviour. Kaiako should facilitate this process by approaching the situation and offering choices for alternative actions.
- **Reinforce Rules and Consequences:** Remind children of the rules and the reasons behind them as needed. Notify them when their behaviour is approaching an unacceptable level and provide logical consequences. The consequences should be appropriate and related to the behaviour.

In cases of recurring unacceptable behaviour:

Observation and Documentation:

- We carefully observe and document the behaviour to identify its underlying causes. All observations and conversations are recorded using ABC Chart and meeting minutes.
- Discuss with parents/caregivers to understand any potential changes related to the behaviour.

Collaborative Discussion:

- Kaiako engage in collaborative discussions during team meetings to address concerning behaviours and develop consistent management strategies; discussions are documented in meeting minutes.

Incident Recording:

- All incidents, including near misses, are recorded in our 'Incident Register.' These incidents are discussed and acknowledged by the child's whānau.

Individual Behaviour Management Plan:

- Should the behaviour continue to pose challenges, our team will create an individual behaviour management plan alongside the whānau. The plan will outline the behaviour we see, identify goals, and intended outcomes, leverages the child's strengths & interests, and details strategies for teachers to address unacceptable behaviour.
- The plan is shared with the team and child's whānau to maintain consistency between home and the centre.

Ongoing Review:

- Kaiako regularly review the behaviour management plan during team meetings to assess its effectiveness and make necessary adjustments.
- We assess the curriculum and program to identify necessary modifications that can support appropriate behaviour.

Promoting Respect and Calmness:

- We remain patient and composed throughout this process, fostering respect between children and Kaiako.

Involvement of External Agencies:

- If problematic behaviour persists, we may consider involving external agencies in partnership with families, ensuring strict confidentiality.

Involvement of Whānau:

- Receive regular communication about any behaviour management concerns related to their child, encompassing both the positive and negative aspects of their day.
- Collaborate with Educators and professional agencies, as needed, to establish a comprehensive understanding of their child's developmental stage, family dynamics, parenting strategies, and recent events that may be impacting their child's behaviour.

Guidelines for Managing Physical Aggression:

Physical aggression poses a significant risk to our learning environment, as it can disrupt the educational process, result in harm or injury to individuals, and compromise overall safety. In our specific context, we define aggression as any behaviour that leads to physical or emotional harm, causes damage to property, or involves verbal and physical acts of destruction.

It is imperative that we have clear guidelines and strategies in place to effectively manage and address such behaviours to maintain a safe and conducive environment for all.

In cases of emerging aggressive behaviours:

1. We follow the steps for reoccurring unacceptable behaviour above.
2. If the behaviour threatens the safety and well-being of our staff and other children, our leaders may request parents or whānau to collect their child for the remainder of the day.
3. In cases of persistent behaviour posing risks to the safety and well-being of our staff and other children, parents may be asked to remove their child from the centre.
4. We are committed to notifying the Ministry of Education regarding such matters and our decisions for transparency and appropriate follow-up.

Prohibited Actions:

By Early Childhood Regulations, no staff member, adult, or child shall subject any child to:

- Physical ill-treatment.
- Threats.
- Deprivation of warmth, shelter, food, or drink.
- Loud, aggressive, abusive, or threatening language.
- Frightening, threatening, degrading actions, or belittling.
- Solitary confinement.

Our positive guidance approach is designed to prevent physical or emotional harm to children, prioritising their wellbeing and development.