

### Rationale

All children have the right to be treated with respect and dignity. They have the right to positive guidance promoting appropriate behaviour that has regard to individual stages of development.

### Procedure: Adults working with children will:

- Foster harmonious working relationships with other adults including parents/whānau and staff to model appropriate behaviour and relationships.
- Provide a safe and stimulating environment with a range of equipment and materials to meet individual needs and preferences of children. Encourage children to care for and respect equipment, the environment, and other people.
- Demonstrate empathy with children's feelings and promote the development of children's positive self-esteem. Help children to recognise their feelings and to express them in appropriate ways, model examples and encourage empathetic behaviour between children.
- Be warm and caring in their interactions with children and maintain consistent and reliable relationships.
- Establish a few clear, constant rules about what is acceptable and what is unacceptable while maintaining realistic expectations of what children at different stages can be expected to do or cope with
- Use clear, simple, and friendly direction in a language or communication mode appropriate to the child/ren.
- Let children know when their behaviour is becoming unacceptable and what the consequences will be.
- Guide and allow children to resolve their own conflicts where appropriate.
- If it is necessary to intervene during conflict support all parties, point out the different children's feelings and how they are displaying them (i.e., A is crying because she is sad, B is shouting because he is angry etc.)
- Use observation/assessment, plan/implement strategies to meet individual needs of children. Record all concerns. Parents will be consulted throughout this process.
- Use Safety intervention (see example below) in urgent situations where children put themselves or others at risk.

If any child safety concerns are noted refer to the child protection policy for guidance.

### Example of handling difficult behaviour

This process may be used when a child displays inappropriate behaviour.

1. Anticipate by knowing each child's pattern and needs.
2. If the child is demonstrating anxiety be supportive and remain close. Use an empathetic, non-judgmental approach and language or communication appropriate for that child.
3. If a child is displaying defensive behaviour, Interrupt with clear language/communication and expression to stop the behaviour then Redirect – guide the child to another activity and/or use positive information about what you want the child to do.
4. If the child displays risk behaviour staff will prevent the children from hurting themselves or each other by using an appropriate safety intervention which may include:
  - a. removing bystanders, removing objects that might cause harm.
  - b. removing the child to a safe location (i.e., sleep room)
  - c. asking for help while remaining calm and allowing the child to work through his or her emotions.

5. When the child has calmed re-establish the relationship and provide reassurance

### Unacceptable behaviour

Staff will not subject children to any form of physical ill treatment. Children will not be subjected to solitary confinement, immobilization, deprivation of food, drink, warmth, shelter, or protection.

Reviewed	May 2024
Review partners	Lead Teacher, Staff, Parents
Next review date	May 2027
Signed:	
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