

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
- Model appropriate behaviour and relationships with other adults and with children
- Be consistent and reliable in their behaviour with children
- Provide a safe and stimulating environment with a range of equipment and materials to meet individual needs and preferences of children
- Demonstrate empathy with children's feelings and promote the development of children's positive self-esteem. Model examples and encourage empathetic behaviour between children
- Be warm and caring in their interactions with children
- Help children to recognise their feelings and to express them in appropriate ways
- Encourage children to care for and respect equipment, the environment and other people
- Have realistic expectations of what children at different stages can be expected to do or cope with
- Establish a few clear, constant rules about what is acceptable and what is unacceptable
- Use clear, simple and friendly direction
- 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 any and all concerns. Parents will be consulted throughout this process
- Use control (see example below) in urgent situations where children put themselves or others at risk
- Support both the perpetrator and the victims. For example if a child got bitten. Encourage children to apply ice pack to promote empathy
- Encourage children to show (demonstrate) kindness. For example waiting their turn.
- Model fairness through interactions
- Record any concerns and follow up, e.g. neglect

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. Ignore the behaviour, not the child.
3. Interrupt with clear language and expression to stop the behaviour

4. Redirect – guide the child to another activity and/or use positive information about what you want the child to do
5. Reinforce using encouragement and attention for attempts/or completion of the re-directed activity.
6. If necessary staff will prevent the children from hurting themselves or each other by removing children from the area or separating children temporarily

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	June 2022
Review partners	Lead Teacher, Staff, Parents
Next review date	June 2025
Signed:	
Preschool Lead	Krista Clifford