

# Otago University Childcare Association

## Positive Guidance Policy

### Rationale

We aim to guide the behaviour of tamariki through positive and respectful interactions because

- We value manaakitanga (nurturing relationships, looking after people and being careful as to how others are treated) and wish to model this way of working
- Positive guidance is the most effective way of helping tamariki to take responsibility for their own behaviour and relationships.

### Purposes

1. To create a community of respect within our centres which will include responsive, reciprocal relationships between tamariki, whānau, staff, management and the cultures of all whānau, and that upholds the mana of every person.
2. To give clarity to kaiako about approaches and actions to take when faced with challenging behaviour of tamariki
3. To acknowledge our accountability for the emotional, cultural, and physical safety of all tamariki

### Implementation

1. Kaiako in each centre will work out consistent approaches and strategies to use when guiding the behaviour of tamariki. From time to time this may include individual plans for specific tamariki.
2. Kaiako find ways for children to be clear about the limits and boundaries of acceptable behaviour in this setting
3. Kaiako help tamariki to recognise, articulate, and understand their emotions and the emotions of other people, as well as the effects their actions have on other people.
4. Kaiako use conflict between tamariki as an opportunity for further learning. In dealing with conflict kaiako will act in ways which
  - Make sense to the tamariki
  - Give the tamariki a chance to modify their behaviour
  - Are respectful of the tamariki
  - Are aimed at developing self-regulation in the tamariki
  - Encourage tamariki to take responsibility for their actions
5. When faced with ongoing challenging behaviour kaiako will consider whether the organisation of the environment and the experiences offered to tamariki contribute to the problems, and how these might be changed
6. Kaiako model respectful interactions at all times in the centre
7. Any kaiako who witnesses colleagues undertaking inappropriate practices with tamariki (including inflicting verbal or physical punishment, isolating tamariki, labelling tamariki with derogatory words, or shaming them) must report this immediately to the head teacher or director.
8. Where there has been ongoing behaviour detrimental to the wellbeing of a tamaiti or other people, kaiako will work with whānau to develop approaches and strategies to help the tamaiti develop more appropriate behaviour and responses. With parent agreement other agencies may be contacted for support. *See the flowchart.*

### Physical Intervention

Where kaiako have concerns about the safety of a child or adult a kaiako may need to intervene physically to ensure safety, for example stopping a hand or an object. When this

occurs kaiako will explain calmly to the child why they have done this, and when the time is right will discuss alternative behaviours.

### Restricting Behaviour

Where a child's behaviour is causing or posing potential or serious harm to themselves or other people or serious damage to the environment, a kaiako may need to restrain the child to keep the child or others safe – that is, hold or carry them without first seeking their permission. It should in no way harm the child. Restraint is a last resort and always avoided if possible. If it occurs the kaiako involved must call for support from other kaiako and make them aware of what is happening and why. Any restraint of children must be recorded in the centre incident book and shared with head teacher, director, and the child's family.

Methods of restraint may be discussed with specialist services such as Learning Support during the development of individual education plans or behaviour plans. Any agreed strategies must be documented.

### Exclusion of tamariki

After consultation with all parties, kaiako or director may request additional support. If after all reasonable interventions a child's behaviour is still detrimental to the physical or emotional wellbeing of themselves or other people, the child may be excluded by the director on a temporary or permanent basis.

*The conditions for exclusion of tamariki are outlined in the Rules of the OUCA section 9(a).*

### Resources

Mead, M.M. (2003). *Tikanga Māori: living by Māori values*

Ministry of Education (1998). *Providing positive guidance: Guidelines for early childhood education services.*

Ministry of Education (2017). *Te Whāriki.*

Reviewed September 2018

**Procedure to be followed if a child is exhibiting behaviour which is of concern to parents and/ or teachers.**

Teacher raises the issue of the behaviour with a Head Teacher/ the team and it is mentioned to the parent.

Management of the situation now becomes the responsibility of the team under the guidance of the Head Teacher.

Observations are carried out over the agreed length of time required to form a measured opinion.  
Reflection is used to identify any known environmental or social causes influencing the behaviour.  
The parent's/whānau perspective is taken into consideration.  
The teachers agree on any strategies to be implemented and a time frame is decided on for observing any change in behaviour due to intervention. (documented in staff meeting minutes.)

If there is no improvement in the behaviour after the timeframe.

Data is collected to show antecedents, reaction to the strategies put in place and teacher and children's reactions to the behaviour.

**Director now to be kept informed.**

Parents/ whānau are consulted in a formal meeting where the data is shared and the parent's/whānau expectations of their child, home limits and home context for the behaviour are explored. (Documented)  
Parents/whānau are regularly kept informed of developments.

If the behaviour resists change and /or deteriorates

Outside agencies are contacted for support, with parental agreement. i.e. Public Health Nurse, Special Education Services. This decision will be taken by the Head Teacher after consultation with the Director, other Teachers and the child's parents/ whānau. In the circumstances where a parent refuses to agree to the Centre accessing support services and serious disruptive behaviour continues the child's enrolment will be at risk.