

Te Kōhanga Reo o Ngā Kuaka (Ngā Kuaka)

Behaviour Management Plan

1. Rationale

- 1.1 Ngā Kuaka aims to provide a positive environment which ensures all tamariki are nurtured in a way that cares for their holistic development.
- 1.2 It is important that mokopuna, whānau and kaimahi experience an environment where they are safe and secure, they are respected and their dignity protected.
- 1.3 Tamariki have individual needs, which, through a process of discussion with whānau and kaiako observations, should be recognised and as far as possible met

2. Goals:

- 2.1 Tamariki learn the limits and boundaries of acceptable behaviour
- 2.2 To have realistic rules based on realistic limits which both mokopuna and adults understand.
- 2.3 To provide a positive environment that uses positive methods of behaviour management that help mokopuna to take responsibility for their own actions, learn to control some impulses and learn to respect the rights of others.
- 2.4 Tamariki are encouraged to value each other and their environment as taonga.

Guidelines/Practice

- 3.1 Children are encouraged through positive reinforcement to develop appropriate behaviour.
The three basic limits on behaviour are:
 - a. Tamariki may not hurt themselves or others.
 - b. Tamariki may not disturb another person's work.
 - c. Tamariki may not damage or misuse property or equipment.
- 3.2 Tamariki have the right to express themselves and recognise the rights of others.
- 3.3 Mokopuna are encouraged to express themselves emotionally, physically and respectfully, with guidance from kaimahi/whānau
- 3.4 Kaimahi and whānau are encouraged to get to know each child well
- 3.5 Kaimahi and whānau are required to treat tamariki and each other with respect and dignity at all times
- 3.6 Providing a safe and interesting environment that includes sufficient activities and equipment indoors and outdoors, including opportunities for quiet and group activities for children to have choices appropriate to their individual development.
- 3.7 Having clear expectations by discussions on what our rules are and why we have them
- 3.8 Active supervision by watching all tamariki, the whole area to anticipate actions and moods before problems develop. Kaimahi ensuring any blind spots are covered.
- 3.9 Consistent handling by kaimahi and whānau so that mokopuna can predict what will happen in their day and people's reactions to events.
- 3.10 Giving tamariki lots of encouragement and reinforcement for acceptable behaviour so they do not need to misbehave to get attention
- 3.11 Kaimahi and whānau will praise acceptable behaviour and praise actions taken to resolve conflict amongst children
- 3.12 Kaimahi and whānau model social skills and positive interactions with mokopuna and each other in te reo Māori
- 3.13 Kaimahi and whānau help mokopuna to resolve conflicts. Mistakes are valued as learning opportunities

- 3.14 Specific praise and encouragement will be used to affirm the children's self-esteem and self-management.
- 3.15 Kaimahi will encourage children to share their feelings.
- 3.16 Kaimahi will role model and encourage communication and listening skills
- 3.17 Kaimahi will be encouraged to use, effective behaviour management practices and never to use corporal or humiliating punishment
- 3.18 The likelihood of challenging behaviour is reduced where children have opportunities to make choices, be leaders, take responsibility, be treated with respect, have their feelings supported and their frustration's dealt with.

4. Procedures When Problems Develop

Challenging behaviour will be handled in the following way:

- 4.1 **ANTICIPATE:** by learning each child's patterns and needs through observations and communications by kaimahi and whānau
- 4.2 **IGNORE:** the behaviour and not the child by acknowledging or asking about feeling.
- 4.3 **INTERRUPT:** to stop the behaviour by using words like kāti, kei... or describe what the unacceptable behaviour is and why
- 4.4 **REDIRECT:** by guiding the child to another activity and using positive information about what you do want the child to do
- 4.5 **REINFORCE:** using positive encouragement and attention for attempts and/or completion of the redirected activity.

In addition:

- 4.6 Kaimahi will focus on the tamaiti behaviour not on the tamaiti.
- 4.7 A clear message will be delivered by Kaimahi when a tamaiti behaviour is unacceptable. This is when a child could hurt themselves, other tamariki, Kaimahi, or property.
- 4.8 The tamaiti name to be used to gain their attention.
- 4.9 Tamariki will be encouraged to resolve their own conflicts, but support from an adult will be offered when the child is unable to.
- 4.10 If required a tamaiti will be redirected to another area of play and a kaimahi will remain with the tamaiti and discuss their behaviour with them if appropriate.
- 4.11 Awareness of intense situations with tamariki, including stress related – being alert to signs of undue stress in children's behaviour and providing stress reducing techniques that are culturally appropriate.
- 4.12 Kaimahi will be encouraged to seek support when under due stress related situations and be encouraged to move away.
- 4.13 Physical restraint will not be used except as necessary to ensure the tamaiti safety or that of others, and then only for as long as is necessary for control of the situation.
- 4.14 Some behaviour may be ignored in the short term or the Kaimahi attention may be given to the sufferer of the tamaiti undesirable actions after a strong, firm message is given to the offender/wrongdoer
- 4.15 No tamaiti will be put in solitary confinement, immobilised or deprived of food or drink.
- 4.16 No tamaiti will be spoken to harshly, belittled or degraded. Should a tamaiti behaviour begin to cause concern, kaimahi will:
 - a. observe the tamaiti behaviour and record events leading up to it.
 - b. discuss the tamaiti behaviour with the Pou Manaaki or Tumuaki.
 - c. seek support from the Pou Manaaki or Tumuaki if they cannot manage the tamaiti.
 - d. Pou Manaakior delegated kaimahi will communicate their concerns to the parent/whānau, in cases of ongoing behaviour difficulties. Strategies will be discussed to help the tamaiti, and if necessary, seek the assistance of the Group Special Education

4.17 It is imperative that the appropriate documentation is available, which includes observations, meeting minutes, referrals.

5. Tamariki and adults are expected:

- 5.1 To treat other tamariki and Kaimahi with respect
- 5.2 To respect the creations, space and activities of others
- 5.3 To use equipment appropriately
- 5.4 To learn and model appropriate behaviour for our tikanga e.g. wā karakia

6. Kaimahi are expected:

- 6.1 To remind tamariki of rules and rationale
- 6.2 To let tamariki know when their behaviour is becoming unacceptable and what the consequences will be
- 6.3 To provide logical sequences when limits/rules are broken
- 6.4 To guide and allow tamariki to resolve their conflicts where appropriate

7. Other

Our Behaviour Management Plan has been formulated to provide clear guidelines and also to enable whānau to feel comfortable with the knowledge of how their tamariki will be cared for throughout the day.

- 7.1 Repeated instances of misbehaviour will be recorded to identify what happens before during and after the behaviour, and to establish frequency and patterns
- 7.2 Parents/whānau will be notified when there is a concern to jointly plan methods of handling the situation. This may include obtaining advice and support from outside agencies. If parents/whānau or kaimahi fail to attend such arranged meetings without notification to the other party, the matter will be handed on to the Pou Manaaki and Tumuaki for action.
- 7.3 Discussion about tamariki and their whānau is confidential and will not be discussed with other whānau or disclosed to outside agencies without the parent's permission, unless Kaimahi have reason to be concerned about the safety of the mokopuna.
- 7.4 Kaimahi must never treat tamariki inappropriately, in any form or manner that is degrading, hurtful, or belittling, including their emotional, physical, mental and cultural wellbeing. Tamariki and their behaviour is part of the environment/the people/the places and how it relates to them. As Kaimahi/whānau we need to respect this part of their life and support their growth and development.

8. Reference for further reading:

- ***Te Whāriki:***
- ***Education (Early Childhood Centres) Regulations 2008***

I whakaae te Komiti Mahi ki tēnei Kaupapa Here:	28 August 2018
Ka tirohia anō tēnei Kaupapa Here i mua i te:	TBC
Waitohu (Tiatangata):	