

	Policy
	Policy Category: Curriculum
	Date Created: January 2019
	Date Reviewed: 20 May 2025
	Policy Name: Positive Guidance Policy

The purpose of this operational policy is to reflect our belief that shaping a child's behaviour is an essential part of our role. Child behaviour management will be positive and nurturing and the individual needs and perspectives of children will be taken into account. The boundaries for behaviour are made clear and are consistent so that children can feel secure, protected and happy in their environment. Our policy will ensure that children learn socially acceptable behaviour through guidance and encouragement.

Position Statement

We aim to provide a warm and accepting environment where children are accorded respect and dignity. Our strategies are based on thorough knowledge of children's individual development and needs, and includes parents' insight. We promote positive behavior through warm relationships and expectations that are reasonable for a child, and are guided by the centre philosophy.

Issue Outline

In early childhood settings, children may communicate their needs or impulses non-verbally through behaviour and at times behaviour may not be appropriate or even unacceptable. Children will express themselves at their developmental level and their expression could be seen as unacceptable in terms of the limits and boundaries set by the centre. In these instances it is the teachers' responsibility to guide children through the early learning process and help them to develop self-control and self-discipline. The goal is to do so without exerting control and to preserve the child's self-respect and dignity.

Detail

- Definition of unacceptable behavior: Biting, hitting, kicking
- Appropriate practices applied in this centre: (e.g. praise and encouragement, positive reinforcement, modelling of acceptable strategies, redirecting, providing alternatives etc.
- Strategies are developmentally appropriate, equitable and culturally responsive, logical, and consistent.
- Parents are an integral part of the early childhood learning environment and as such are part of a reciprocal relationship from the outset.
- Unacceptable management strategies: blame, harsh or degrading language
- Unlawful management strategies: corporal punishment or any kind of physical ill treatment, solitary confinement, or deprivation of any kind
- In the event of unacceptable behaviour occurring, teachers will act in a manner derived from agreed upon management strategies that are used at this centre. (Insert your strategy...)

- If unacceptable behaviour continues to occur regardless of parents' involvement and behaviour guidance strategies then parents will be asked to seek further professional guidance through learning support services or health professional services.

Alignment with Other Policies

This policy aligns with:

- Curriculum Framework Policy

Relevant Background (including Legislation/Regulation/Licensing references)

Licensing Criteria 2008, Curriculum, Children as Learners documentation required:

- C10 - a process for providing positive guidance to encourage social competence in children.
- Education (Early Childhood Services) Regulations 2008
- Te Whāriki. Early childhood curriculum. Ministry of Education (2017)
- Ministry of Education (2017). Providing Positive Guidance. Guidelines for early childhood education services. <https://education.govt.nz/assets/Documents/Early-Childhood/ProvidingPositiveGuidance.pdf>
- SKIP has a range of pamphlets and booklets. Two useful booklets for centres are *Child Development and Behaviour*, and *Principles of Effective Discipline*. For information e-mail skipinfo@msd.govt.nz Phone 0800 559 009
- *The Discipline and Guidance of Children: A Summary of Research (2004)*. Available in libraries, from the Ministry of Social Development SKIP programme and the Office of the Children's Commissioner.
- Champion, R. (2009) Resolving conflicts among children. Swings and Roundabouts magazine, June, pp. 34 – 35.

Impacts of Policy on Staff, Parents, Children

A sound knowledge of curriculum requirements and current positive guidance strategies on the part of staff contribute to a safe early learning environment that is conducive to the emotional wellbeing and learning of children. If staff and parents know and agree upon positive guidance strategies used in the centre then actions can be consistent.. Through responsive and reciprocal communication with parents staff learn of children's individual needs and are able to respond appropriately. Children feel safe in a nurturing environment and receive positive encouragement that enables them to learn socially acceptable behaviour.

Alignment with the Centre Philosophy

This policy ensures a safe environment, a crucial part of creating and maintaining the well-being of children in our care.

Implications and/or Risks

Consequences policy will help to avoid:

- Negative, harmful and destructive interaction
- Poor modelling of behaviour
- Development of severe behaviour problems

- Criminal charges on staff
- Upset parents/complaints/child withdrawal
- Risk of loss of centre licence

Interpretation and further information:

- Adherence to this policy will impact on almost all interactions occurring at the centre.
- The prohibited forms of discipline and child behaviour also apply to parents when they are at the centre.

Implementation

Clear procedures have been developed and staff trained to follow them.

Review

Review annually or when there is a significant change in the area of the policy topic.

Authorised:	
Date:	
Review Date:	
Consultation Undertaken:	BOT, Community and Staff via Storypark, noticeboards front foyer and staffroom and emailed BOT