

	Policy
	Policy Category: Curriculum
	Date Created: 23 June 2022
	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 expectations 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, encouragement and through building quality relationships with teachers and each other.

Position Statement

We aim to provide a warm, inclusive and flexible 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 sound relationships and expectations that are reasonable for a child and are guided by the centre philosophy.

Issue Outline

In early childhood settings, children communicate their needs or impulses non-verbally through behaviour and at times this behaviour may not be appropriate. We recognise that all behaviour serves a purpose. 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 emotional regulation. The goal is to do so without exerting control and to preserve the child’s self-respect and dignity.

Objectives

- To build quality relationships with all children to be able to understand their needs.
- To ensure that teaching strategies used at Rotorua Childcare Centre are consistent between educators.
- To ensure that children are positively guided and encouraged towards behaviors that are socially acceptable.
- To seek out positive behavior strategies (Incredible Years (IY) Programme), from agencies and services that will help teachers, parents and whanau provide the highest professional standards to educate, nurture and grow thriving children.
- Nurturing children for bright futures.

As set out in the regulations all staff will ensure that:

- Each child is treated with dignity and respect.
- Guidance given to each child is positive, encourages responsible and caring attitudes, and considers the child's stage of development and emotional needs.
- Each child is provided with guidance, individualized for their needs. All children will receive guidance and support but will NOT be subject to blame, harsh language, belittling or degrading remarks.
- Positive behaviour is encouraged in a peaceful and reasonable manner. There will be NO physical ill-treatment or restraint, solitary confinement, immobilization, or deprivation of food, drink, warmth, shelter or protection.

Strategies for Guiding Behaviour

- When children don't know how to hold a pencil, we teach them. Likewise, when children struggle with emotional regulation and behaviour, we must teach them strategies, not punish them.
- Teachers will model and verbalise clear and consistent expectations for behaviour, Children will be reminded of the expectations, and why we have them regularly. Every child will be guided in a positive manner that promotes appropriate behaviour, whilst having regard to the child's stage of development.
- Teachers will role model appropriate social skills, demonstrating positive interactions between themselves and children. Teachers will reaffirm acceptable behaviour through encouragement and praise and HTGS -"hunt the good stuff". Teachers will communicate with children positively, using feedback, praise and encouragement, smiles and facial expressions.
- Teachers will encourage the development of self-control, setting realistic and age appropriate expectations for behaviour. When appropriate, teachers will intervene offering problem solving strategies, choices, or redirection. Intervention will occur in a manner that is firm, clear and fair in a supportive and understanding way that shows the child that teachers are here to provide support when needed.
- Teachers will be aware of the early signs of stress in children's behaviour and provide appropriate stress reducing activities and techniques, including warm physical contacts such as cuddles, showing empathy and making themselves available to the children when needed for reassurance and support.
- Teachers will actively build self-esteem in every child by demonstrating respect, acceptance and affection for that child regardless of their behaviour.
- Teachers will aim to develop warm and responsive relationships with children to gain an understanding of their needs.
- The teaching programme will have routine that the children are familiar with and will take place at a peaceful, unhurried pace, allowing children to anticipate the daily routine. Children will be given notice about transition times such as mat-time or toileting. When a

child is engrossed in their play children can put their work in a 'special place' to keep it safe. This safe place will be negotiated with staff and maybe on a shelf so work can be continued at a later time.

- Teachers will practice safe and effective supervision techniques to minimise the opportunity for incidents to arise un-noticed. Teachers must be spread around the playground and the buildings ensuring they have good visibility of where children are. This may mean you ask the children to play in the sandpit side of the playground if you need to be able to watch a group of children.
- Teachers will value "mistakes", viewing them as learning opportunities and provide sensitive support to help children develop the social skills to resolve their own conflicts.
- Teachers will practice redirection, providing children with choices, options such as 'when and then', and options to diffuse conflict.
- Teachers are constantly required to reflect on their practice and regularly attend professional development (Incredible Years etc) to hone skills to positively manage children's behaviour and support their ability to control their emotions. Behaviour plans will be co-constructed with teams and shared with parents for their advice and thoughts. MOE support will be requested as required.
- Management will ensure that teachers have appropriate advice and guidance when they are challenged by children's behaviour.
- Management will ensure that staff and children enjoy a wide range of age-appropriate resources and child / teacher ratios that allow teachers time to develop warm and responsive relationships with children and their families.
- Adequate resources will be provided to teachers to ensure that children's interests are met and extended.

Handling Difficult Behaviour:

- When difficulties arise with aspects of children's behaviour, observations will be made by teachers and discussed with parents/guardians/whanau.
- Any decision regarding the handling of the situation will be jointly made with the parents/guardians/whanau, considering the child's family values and traditions, developmental level and temperament.
- This may include a short-term behaviour plan for immediate management when the problem occurs and along term plan to work with associated behaviours while the child learns to manage their emotions better. This may include support and guidance from outside agencies.
- Any information relating to children and families is treated as confidential and will not be discussed with other parents or disclosed to outside agencies without the parents' permission, unless teachers have a reason to be concerned for the child's safety. It is our goal to support children with challenging behaviour and teach them skills to support and control their emotions. Challenging behaviours will hopefully reduce when children can make choices, develop friendships, feel valued and respected, be leaders, be treated with respect, have their feelings supported and an understanding of their frustration and know they will be supported to deal with frustrations.

- When ongoing extreme behaviour, where a child is at risk of hurting themselves or others and may need to be removed by a teacher. Teachers will in their own words communicate to the child:
 - Refrain from touching child when they are heightened, escalating, or melting down. However, if staff need to move a child because they are at risk of hurting themselves or others the teacher will:
 - You need your body to relax and allow the child to have thinking time.
 - You need to go to the to calm down.
 - Give choice: Are you going to walk or am I going to help you.
 - If a teacher needs to take the child because they are physically hurting themselves or others, teachers will try to scoop up from behind and under their armpits to move the child to a safe space.
 - Parents/guardians/whanau will be informed of the incident on collection, but if child has them hurt themselves staff will act in accordance of accident and illness policy.
- All parents/guardians/whanau are welcome to discuss any aspect of their child's care and education with teachers or the board of trustees at any time.

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:	

