



Positive Guidance Policy 2016

Aim & Purpose

We aim to provide a positive child-centred environment where there are opportunities for extending children's thinking and actions through sensitive informed guidance, interventions and support, ensuring that every child is valued as an individual and treated with respect and dignity.

We aim to guide behaviour in a positive way, setting clear, consistent and developmentally appropriate boundaries while empowering children to take responsibility for their own actions, learn to control some impulses, while learning to respect the rights of others.

Strategies for Guiding Behaviour:

- Teachers will explain and demonstrate clear and consistent expectations for behaviour. Children will be reminded of the boundaries and limits, 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 model appropriate social skills demonstrating positive interactions between themselves and with children. Teachers will affirm acceptable behaviour through encouragement and positive feedback and 'catch children when they are showing positive behaviours'. Teachers will communicate with children in a positive way 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 or redirection. Intervention will occur in a manner that is firm, clear and fair in a supportive and understanding way with a spirit that expresses to the child that, 'I am on your side'.
- Teachers will be aware of signs of stress in children's behaviour and provide appropriate stress reducing activities and techniques including warm physical contacts such as 'cuddles' and 'hugs', showing empathy and making themselves available to 'be there' when children are in need of reassurance and support.
- Teachers will actively find ways to 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 any behavioural issues and predict when they may arise.
- The teaching programme will take place at a peaceful and unhurried pace allowing children to anticipate what will happen during their day. Children will be given adequate notice that an event is going to happen, such as mat-time or toileting. When a child is engrossed in play or exploring a piece of equipment, time frames may be negotiated to allow them time to finish their exploration uninterrupted.

- Teachers will practice safe and effective supervision techniques to minimise the opportunity for incidents to arise un-noticed.
- Teachers will value ‘mistakes’ viewing them as learning opportunities and provide sensitive support to help children develop the skills to resolve their own conflicts.
- Teachers will practice redirection providing children with choices and options to diffuse conflict situations.
- Teachers are required to reflect on their own practice and attend on-going professional development to further develop skill in positively managing children’s behaviour, by attending meetings and co-constructing behaviour plans.
- Management will ensure that teachers receive appropriate advice and guidance when they are challenged by children’s behaviour.
- Management will ensure the staff and children enjoy a wide range of age appropriate resources and child / teacher ratios that allow teachers to develop warm and responsive relationships with children and their families within a high quality education and care programme.
- Adequate resources will be provided to teachers to ensure that children’s interests are met and extended.

Handling Difficult Behaviour:

- When a difficulty arises with aspects of a child’s behaviour observations will be made by teachers and the situation discussed with parents/guardians/whānau.
- Any decision regarding the handling of the situation will be made jointly with the parents/guardians/whānau taking into account the child’s family values and traditions, developmental level and temperament.
- This may include the development of a short term plan for immediate management when problems occur, or a long term plan designed to identify the reason for the behaviour and to help the child learn more appropriate ways of behaving. It may also include obtaining advice and support from outside agencies.
- Any information relating to children and their families is considered confidential, and will not be discussed with other parents, or disclosed to any outside person or agency without the parent’s permission unless teachers have reason to be concerned for the child’s safety.
- We believe a cause exists for all challenging behaviour. It is our goal to support children with challenging behaviour to control their actions and reactions. The likelihood of challenging behaviour is reduced where children have opportunities to make choices, develop friendships, be leaders, take responsibility, be treated with respect, have their feelings supported and their frustrations attended to.
- All parents/guardians/whānau are welcome to discuss any aspect of their child’s care and education with either the Centre teacher’s or the Directors of the Centre at any time.

Reference:

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

- C10: A process for providing positive guidance to encourage social competence in children.
Providing Positive Guidance, Ministry of Education, 1998

Signature of Licensee:

Date:

Date for Review:

Last Reviewed 4/11/10