

	<b>Policy</b>
	<b>Policy Category: Curriculum</b>
	Date Created: May 2021
	<b>Policy Name: Positive Guidance Policy</b>

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 support kaiako in guiding children's social and emotional competence.

## Position Statement

We aim to provide a warm and accepting environment where children are accorded respect and dignity (Mana Mokopuna, Mana Wairoa and Mana Tangata). Our strategies are based on thorough knowledge of children's individual development and needs, and includes whānau insight. We promote positive behavior through warm relationships and expectations that are reasonable for a child, and are guided by Grow Early Education 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: Hurting including Biting, hitting, kicking, verbal.
- Appropriate practices applied in this centre: (e.g. intentional teaching practices such as describing, encouraging and giving specific feedback, positive reinforcement, modelling of acceptable strategies, redirecting, providing alternatives etc.
- Strategies are developmentally appropriate, equitable and culturally responsive, logical, and consistent.
- Parents and our early childhood learning environment are engaging in a learning partnership 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, follow strategies that are used at Grow (outlined in Positive Guidance Supporting Children's Social Competence Policy).
- If unacceptable behaviour continues to occur regardless of parents' involvement and behaviour guidance strategies, then parents will be asked to give permission for Grow to seek further professional guidance through learning support services or health professional services.

## **Alignment with Other Policies**

This policy aligns with:

- Positive Guidance Supporting Children's Social Competence 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 (2019). He Māpuna te Tamaiti. Supporting Social and Emotional Competence in Early Learning

## **Impacts of Policy on Staff, Parents, Children**

A sound knowledge of curriculum requirements and current positive guidance strategies, such as intentional teaching practices, 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: Mana Wairoa. Mana Mokopuna – Child centred

## **Implications and/or Risks**

Consequences policy will help 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

Using the document He Māpuna te Tamaiti (2019) 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.

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<b>Date:</b>	Term 2, 2023
<b>Review Date:</b>	Term 2, 2024
<b>Consultation Undertaken:</b>	