

Positive Guidance Policy

Purpose:

HCC works to provide a consistent, warm and welcoming environment in which children, teachers and families feel safe, accepted and involved.

Rationale:

HCC believes in facilitating and encouraging the use of effective positive guidance strategies where children are treated with dignity and respect. The feelings and beliefs of their parents/whanau are acknowledged and valued.

Teachers at HCC acknowledge that praise and encouragement are positive key behaviours for adults working with children and will model these behaviours in their interactions with children and families.

Teachers and adults working with children will demonstrate, model and encourage important interpersonal skills, which include:

- Modelling inclusive behaviour
- Being consistent
- Respecting children, adults and environment
- Listening and sharing feelings
- Using special recognitions, rewards and celebrations to motivate children

It is recognised that children have unique personalities, thus exhibit different behaviour patterns. Staff will develop positive relationships with children and families in order to get to know children well. It provides the foundational scaffolding and nurturing which is necessary to encourage children's positive relationships and behaviours, also build their confidence, self-esteem and emotional regulation.

Children's play environment will be regularly reviewed, vigilantly monitored and scanned by staff to ensure a positive climate for children's learning and development

Where appropriate children will be encouraged to use their words to express feelings and are supported by teachers to do so.

There will be clear limits and boundaries identified to enable children to develop self-control and self discipline. These boundaries and limits will be discussed regularly with children using positive statements and reinforced where appropriate e.g. "remember the rule about hurting, we keep our bodies to ourselves.", "We look after each other" Or "gentle hands with our friends" if these words are suitable to use with body or baby signs appropriate to child's understanding.

Teachers will use methods of behaviour management which are positive and that help children take responsibility for their own actions;
Help children to learn to control negative impulsive behaviour through persistence coaching and learn to respect and understand the rights of others through social coaching.

Hand in Hand Learning and Growing

Teachers will:

Foster harmonious working relationships with colleagues and other adults, including parents/caregivers.

Be consistent and reliable in their behaviour with children

Demonstrate empathy with children's feelings

Help children to recognise their feelings and to express them in appropriate ways, emotional coaching to encourage behavioural self-regulation and be objective when assessing children's behaviour

Have realistic expectations of what children at different stages can be expected to do or cope with and consider the child's behaviour within the context of the environment.

Establish a few clear, constant and effective rules about what is acceptable and what is unacceptable behaviour, use clear, simple and friendly directions to guide children

Encourage children to care for themselves and other people, equipment and the environment

Use the management of behaviour as a positive opportunity for learning appropriate social skills, and for thinking about concepts such as justice and fairness. Value mistakes as learning opportunities

ECE Curriculum Framework 2008

C10. The service curriculum supports children's developing social competence and understanding of appropriate behaviour"

C13. Information and guidance is sought when necessary from agencies/services to enable adults providing education and care to work effectively with children and their parents"

Meeting Children's Individual Needs

(Where an individual programme of positive guidance is needed)

Parents and teachers will work in collaboration to discuss and implement the practices and methods that will be of most benefit to the individual child. These will be supported by documentation gathered e.g. observations.

After gathering information, individual functional assessment may be used to formulate a hypothesis about why a certain behaviour occurs

Proactive strategies will be implemented to encourage positive opposite behaviours, individualising learning goal.

Hand in Hand Learning and Growing

If persistent and disruptive behaviour occurs, the discipline hierarchies may be followed, always choosing the lowest, least intrusive steps first.

- 1) Remind the child of the limits and boundaries, predictable schedules and transitions appropriate to the child's understanding
- 2) Positive verbal redirection, distractions and re-engagement to another activity
- 3) Coach 'clam down' strategies e.g. deep breaths, talk about feelings, positive visualisation
- 4) Plan and implement strategies to assist children in desired behaviour e.g. Ignore non-aggressive misbehaviours such as tantrums and whining
- 5) Coach and praise positive opposite behaviours
- 6) Inclusionary quiet time and time out under complete supervision by staff – examples given of appropriate alternative behaviours through explanation, observation of other children, and practice of skills under the guidance and reinforcement of teachers
- 7) Involving outside agencies/professionals to assist with the facilitation of a suitable programme of positive guidance.
- 8) Parent asked to remove the child from the centre for a stand down period

⇒ HCC as a means of last resort reserves the right to ask for a child to be permanently withdrawn should this be deemed necessary by teachers and management.

Unacceptable Practices

The following ***WILL NOT*** occur at HCC:

Corporal punishment
Solitary Confinement
Deprivation of food, warmth, shelter or protection.
Blame, harsh language, belittling or degrading responses
Any form of Abuse or abusive behaviour

Links:

Child protection policy

Review: August 2016



Chairperson:

Hand in Hand Learning and Growing