	<b>Policy</b>
	<b>Policy Category:</b> CURRICULUM
	<b>Date:</b> November 2022
	<b>Policy Name:</b> <b>Positive Guidance</b>

The purpose of this operational policy is to use of positive guidance at Hedgehog House.

### Position Statement

We will use positive guidance to nurture and support children's wellbeing. Hedgehog House will provide an environment where respectful relationships, encouragement, warmth and acceptance are inclusive embracing all cultures and diversity of learners


### Issue Outline

Supporting tamariki through the stages of social competence is naturally occurring through daily rhythms. Appropriate behaviour is praised and recognised. Positive guidance will support in eliminating, physical or emotional harm to the child.

### Detail

1. Parents are informed of the centre's policies on positive guidance during the enrolment process.
2. We aim to engage children in experiences in a constructive and meaningful manner for invitations to learning through play.
3. Educators are supported by management and expected to model positive behaviours to children and to other adults in the centre. As Educators our intentional outcome is to reflect the values that underpin 'Our Code Our Standards of Whakamana, Manaakitanga, Pono, and whanaungatanga. These values also align with our centre philosophy.
4. Educators will encourage tuakana/teina whanaungatanga supporting older tamariki to role model positive behaviour to younger tamariki.
5. Educators support children in resolving differences and frustrations constructively through problem solving and korero.
6. When undesirable behaviour occurs such as hurting another person or damaging the equipment – educators will step in and support with calming the situation and attending to anyone who is hurt. Where appropriate some of the strategies such as offering choices, redirecting, and providing feedback and encouragement will be used to support social and emotional competence.
7. Depending on age and circumstance the child is encouraged to reflect on the consequences of her or his actions, and the tools as described in bullet point 6 can and will be used with the teacher's professional judgement.
8. Where problematic behaviours are persistent, we seek specialist support by contacting our local Ministry of Education office to discuss concerns. By working collaboratively with the service manager in the area, he/she will help to decide whether a request for additional support is needed. With agreement of a child's family, Hedgehog House may then make a request for this additional support.
9. A behaviour guidance plan is developed where appropriate and at times in conjunction with Ministry of Education, Special Education, or other such agencies, ensuring the right outcome for the child.
10. Educators are expected to calmly focus on the behaviour, not the child.



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## **Inappropriate practice by adults:**

This includes:

- Inflicting verbal or physical punishment.
- Isolating children/solitary confinement.
- Labelling children with derogatory words.
- Shaming or comparing children.
- Speaking to children harshly, criticising, belittling, blaming or shouting at a child
- Ignoring unacceptable behaviour
- Deprivation or force-feeding in any way.

Physical restraint is not used except as necessary to ensure a child's safety or that of others and then only for as long as necessary for control of the situation.

Licensing Criteria 2008, C10 the service curriculum supports children's developing social competence and understanding of appropriate behaviour. All staff are responsible for enacting this policy with ongoing support of the management and leadership team.

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### **GUIDELINES FOR PARENTS AND EDUCATORS**

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These are the techniques and approaches we use to guide children's behaviour:

- Promote peaceful problem-solving strategies which empower children.
- Re-direct behaviour, i.e., guide child towards more appropriate activity.
- Offer explanations of why certain behaviours are unacceptable and inform children of acceptable behaviours.
- Give the child time to correct her or his behaviour. For example, ask 'what happened? Depending on child's stage of development, offer choices to the child on how to try things differently. Give time to acknowledge emotions.
- If unacceptable behaviour continues after a warning, remove the toy, activity or object that is central to the inappropriate behaviour.
- If a child's behaviour is distracting or upsetting other children, take the child to a space away from other children to give time for the child to regain equilibrium and consider their actions.
- Use a calm and peaceful manner to maintain a child's dignity.
- With all actions be mindful of respecting the child and their cultural identity