



Positive Guidance

Rationale

Teachers are required to model pro-social skills at all times.

Affection, acceptance and achievement are our daily goals for each child. Our philosophy is that each child has unique individual potential which requires nurturing through effective guidance rather than discipline.

Te Whāriki

Belonging – Children experience an environment where they know the limits and boundaries of acceptable behaviour.

Procedures

Strategies for managing behaviour:

- Praise and positive reinforcement are paramount
- Re-direction of behaviour, i.e., guide child towards more appropriate activity
- Always offer the child an explanation of why certain behaviour is unacceptable.
- Allowing the child time to correct his or her behaviour, i.e., “I will have to put the paints away if you continue to use them in this way.”
- Removing the toy, activity or object that is central to the inappropriate behaviour after a warning has been given.
- Teachers will always talk in terms of behaviour, i.e., ‘beautiful behaviour’ or ‘unacceptable behaviour.’ In this way, behaviour and not the child will be rejected.
- Teachers will work together with parents to individualise behaviour management plans where appropriate.
- Parents are always notified of any extremely inappropriate behaviour and the methods used to modify it.
- Teachers recognise a need for consistency for dealing with all inappropriate behaviours.
- We are a “no hitting” zone. This applies to children, teachers, parents, and visitors to the centre.

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Licensing Criteria C10