

PROVIDING POSITIVE GUIDANCE

Rationale

Learning Curves Childcare Centre is a social environment. The adults and children enter this environment with certain personalities, ideas, behaviour traits, attitudes, values, expectations and competencies which may differ. A positive tone is an important aspect and conveys many subtle messages to the children, such as attitude to learning, adult expectations, respect for others and the environment.

Objectives

1. All children at Learning Curves are regarded in a manner that respects their rights and develops their self-esteem;
2. Staff members will implement the principles and goals of Te Whāriki to ensure the holistic needs of individual children are met;
3. UELC will have limits and boundaries of acceptable behaviour that prioritises safety;
4. UELC will use positive guidance to support children's social competence in developing and maintaining appropriate relationships with other children and adults.

Guidelines

TEACHERS AND ADULTS WILL MAINTAIN A POSITIVE ENVIRONMENT THROUGH THE FOLLOWING STRATEGIES:

1. An emphasis of what to do, rather than what not to do, in explanations and instructions;
2. There are enough resources to promote children's choices for challenge, revisiting, wider community experiences, exploration, solitary and group play;
3. Relationships and interactions promote respect between children, and between children and adults;
4. Use a range of conversation skills to encourage children to talk and think about relationships and the consequences of different responses to a given situation or problem;
5. Children know the limits and boundaries of acceptable behaviour;
6. Children are only offered genuine choice;
7. The curriculum provides opportunities to discuss and negotiate rights, fairness, and justice with adults;
8. Showing that they are genuinely interested in and concerned about children;
9. Taking time to listen to children;
10. Remaining firm, fair and consistent to support the mana, wairua and mauri of all children
11. Taking into account the needs of all children;
12. Using the management of behaviour as a positive opportunity for learning appropriate social competence skills;
13. Encouraging children to resolve their conflicts. If needed, staff members will support children and intervene;
14. Considering the child's behaviour within the context of the environment;
15. Situations may occur when teachers need to gain direct support from another teacher or step back from a situation in order to ensure the emotional safety of all involved.

PROCEDURE FOR MANAGING ON-GOING INAPPROPRIATE BEHAVIOUR

1. Teachers will develop strategies for individual children when deemed necessary;
2. No form of physical ill-treatment, solitary confinement, immobilisation, or deprivation of food, drink, warmth, shelter or protection shall be tolerated at any time;
3. After discussions and consultation, the Team Leader will set up a meeting with family/whānau to discuss strategies to manage the identified behaviour. When appropriate, a meeting with the child will be set to agree on specific goals, strategies and consequences;
4. Teachers will implement the strategies that have been discussed with family/whānau and will keep records as necessary;
5. Strategies and these discussions will be recorded as appropriate;
6. If concerns arise we will communicate these with the family/whānau to discuss strategies and appropriate responses. When necessary we will seek the assistance of Group Special Education or other services;
7. In all strategies and steps taken, we will advocate for children's best outcomes.