

# Pineapples Early Learning Centre

## POSITIVE GUIDANCE POLICY

---

### PURPOSE

At Pineapples Early Learning we believe in creating safe and caring environments which foster warmth, friendship, social competence and positive relationships and interactions. We support children in developing strategies to manage conflict resolution. We also want to ensure that:

- 1) Every child is given respect and dignity;
- 2) Every child is given positive guidance promoting appropriate behaviour, while considering the child's stage of development;
- 3) Every child is given positive guidance, using praise and encouragement, avoiding blame, harsh language, and belittling or degrading responses; and
- 4) Children are given guidance and control; but no child receiving guidance and control is subjected to any form of physical ill treatment, solitary confinement, immobilization, or deprivation of food, drink, warmth, shelter, or protection.

### OBJECTIVES

- 1) Children to develop awareness of appropriate social interactions and behaviour and become self-regulating in this regard.
- 2) To create a safe environment for all children.
- 3) Consistent staff practices which result in positive interactions and constructive behaviour.

### LEGISLATION

Licensing criteria 2008 – Regulation 43 Curriculum (C10)

### TE WHĀRIKI

**Belonging – Goal 4:** Children and their whanau experience an environment where they know the limits and boundaries of acceptable behavior

**Communication – Goal 4:** Children experience and environment where they discover different ways to be creative and expressive

### PREVENTION STRATEGIES

- The learning environment is stimulating, spacious and conducive to constructive play and interactions.
- Space and equipment supplied is above the recommended guidelines.
- Equipment supplied is safe, stimulating and developmentally appropriate.
- Staff interactions with children are positive and are geared towards building positive self-esteem, offering challenges and extending their learning in every curriculum area.
- Taking into consideration the developmental stages of the children who attend, centre routines are clearly defined and achievable, and children are well-aware of them and are able to meet them. This is partly learned through teacher and peer role modelling.
- Positive reinforcement occurs in many ways – positive feedback, from other children, teachers and parents. We strive to stimulate the internalization of positive reinforcement so that children become more independent in their own behaviour management.

## GUIDELINES

The teachers at Pineapples Early Learning will empower children to:

- Make good, realistic choices,
- Learn to be responsible for their actions,
- Respect and care for themselves and others,
- Encourage children to use their words to resolve conflict, acknowledge their own feelings.

At all times children will be treated with respect and dignity.

### STRATEGIES AND TECHNIQUES FOR MANAGING BEHAVIOUR:

- Always offer the child an explanation of why certain behaviour is unacceptable;
- Maintain consistent rules and consequences.
- Children are spoken to at a child's eye level;
- Children are not to be shouted at across the room or at a close range;
- Children are listened to, what they have to say is important;
- Individual differences and culture are taken into account and respected;
- Praise positive behaviour and redirect undesired behaviour;
- Showing or explaining to the child the consequences of their actions and supporting them in understanding empathy towards others;
- Educators will encourage children to use words and describe their feelings;
- Children will be allowed time to complete tasks for themselves (with appropriate support);
- These strategies are age and stage dependant to the individual child;

## PROCEDURES

- When unacceptable behaviour occurs the following steps are taken:
  - 1) The inappropriate behaviour is pointed out to the child – clearly state the kindy rule e.g. we use friendly hands.
  - 2) Discover what the child involved wanted to achieve.
  - 3) Discuss alternative behaviours – redirect to other activities.
  - 4) Undertake the alternatives with the child as required.
- When this is insufficient, then the following steps are taken:
  - 1) Clearly re-state the kindy rule. E.g we use friendly hands.
  - 2) Distance the child from the activity or area of conflict but within close proximity – have a discussion with child about reasons for temporary removal from activity.
  - 3) After a short period (approximately 1 minute) ask the child if s/he is ready to resume the activity safely, after discussing what safe play looks like.
  - 4) Child returns to activity and teacher needs to give positive attention as soon as possible.
- When this is insufficient, then the following steps are taken:
  - 1) Clearly re-state the kindy rule
  - 2) Ask the child to have some safe and quiet time with a teacher in another area of the kindergarten to reflect on safe and appropriate play and actions.
  - 3) After a slightly longer period of time return activity, after discussing what is appropriate behaviour again.

For continuous occurrences of unacceptable behaviour, strategies would be discussed at a staff meeting then involve parents/whānau and specialist services if required and agreed upon by all parties.

**Date created:** April 2018

**Date reviewed:** January 2019 (MOE required update)

**Next review date:** April 2020