

Positive Guidance Policy

Regulation 56 and 57

Rationale

To ensure the health and safety of all children and to set positive and respectful guidance for teachers when a child may be displaying inappropriate behaviour.

Policy

This policy reflects the guidance strategies practised by the teaching and management teams. The centre acknowledges and respects the individualism of each child. Teachers provide support and strive to understand any emotive feelings behind the inappropriate behaviour eg- insecurity, fear, hunger, lack of communication.

The policy will help young children to understand and accept necessary limits through clear and positive statements.

For this purpose teachers will, **by role modelling**, encourage children to express their feelings. When an incident occurs, teachers will address the situation in a clear and positive manner following guidelines. Thus, a teacher may need to leave the group with whom she is working to approach the child involved in the situation. Calling out from across the room is unacceptable unless it is for an emergency preventative measure. The teacher will endeavour to restore relationships and a peaceful environment is restored as soon as possible.

Children will be encouraged to be proactive for ensuring their own safety and to express feelings when another child may be threatening. That is, "Stop it. I don't like it when you hit."

It is also important that positive behaviour is also acknowledged. That is to praise when a child follows through with appropriate actions.

Teachers/ adults will support the child to learn to make choices and to recognise that his/her behaviour is not appropriate.

Social stories will be used to support children's social procedures, including toileting, playing with equipment , eating etc.

The policy and guidelines will also support teachers to recognise and respond appropriately and respectfully during the "unteachable moments". That is to understand that the child may not be ready or able to respond positively during a trauma period. The teacher will allow child space and time before approaching with any strategies.

Reviewed: January 2016

Next Review Due: September 2019

Goals

Goal 1. Respect for the Child

Recognise and acknowledge child's age and developmental stage.

- Listen to, and accept child's feelings, eg. *Yes I know you are feeling cross. Sit here so that you can think about this.* **or** *Yes, I know you are feeling sad that Mummy has gone away but she will be back.*
- Give the child the opportunity for child to explain
- Keep the guidance (or consequences) to that specific incident. Re-establish relationships and move on.

Goal 2. All teachers to use the following strategies to foster and promote the respect for environment and resources.

Strategies for fostering respectful

- Social stories
- Teachers role modelling
- Child chooses, works, puts away
- Consequences: 4 yr. olds will decide consequences.
- Child will sit beside teacher until ready to be part of the group.

Goal 3. What teaching strategies can be applied to minimise disruption and destruction especially during wet weather?

Yeoun Sook suggested having a roster of activities and teacher selecting the special activity. She will bring this up at the staff meeting tonight so that a roster can be designed by all.

- Maximise interests of individual child to minimise the non-social behaviours

Guidelines

Acknowledging positive behaviour

Just as important in positive guidelines is to acknowledge and recognise when the child is following through, **or is attempting**, to follow the expectation of adults. That is when the child is sharing, caring, listening etc, that behaviour is acknowledged. For an example statement such as:

“Well done, Ryan, for sharing your book with Brad”

“I see that you are trying so hard to clean up, Jamie.”

“Thank you for waiting so patiently”.

Giving Children positive attention

As is above, many behaviour issues come from the child wanting to gain attention. Therefore, unless the issue is serious or causing harm, try to eliminate giving attention to child when the behaviour is not appropriate. Give attention by rewarding. When the child is listening or waiting, perhaps suggest reading a book together or having time outside. Any of the examples as above for acknowledging plus

“I like the way you are sitting, Luke. Tell us about the part you liked in the story”

“I noticed that you shared your puzzles with Mary, would you like to help me water the plants?”

Giving Children Choices

When a child refuses to do something, do not insist. Just say, “When you are ready to join us, come or let us know” or “Let me know when you are ready”. So often it is another attention seeking action. Therefore, if you do not respond or make light of this, the behaviour will reduce.

If a child is not listening during a group activity, the child may need to stand aside a side and to think but told, “Come back when you are ready to listen and join the group”. The child then has the opportunity to lead his own learning and decide.

When a child refuses to eat dinner, inform the child that he/she can choose one item on plate to try – “You do not have to eat it all. You can choose to try the carrot or the bean”.

This applies to other matters or resources.

Unteachable moments

On occasion when a child has a tantrum, recognise it the child is beyond listening. Follow this procedure.

1. Give the child space and ensure that he is safe during this period (he may need to be moved for his safety or others).
2. A teacher will remain quietly and respectfully until the trauma begins to fade.
3. Ask the child if he is ready to talk. If she/he is ready invite the child to explain why or what happened.
4. Follow the appropriate language to explain the effect of the trauma.
5. Re-establish the relationship.
6. Guide and support the child into the social environment

We Accept children to be competent and capable. Thus children will be encouraged to use self-defensive skills such as stating to the other child: “Stop I don’t like it when you do that” (HANDS UP)

1. Stop the incident. Be clear and say “Stop.” Go over quickly and comfort the victim.
2. Go down to the eye level of the child who is offending.

3. State very strongly to the child that it is not okay to hurt people or property.
4. Bring child face to face with the victim. If appropriate encouraged the victim to express how they are feeling.
5. Discuss and show the child the consequences of his/her actions on the injured child. Be serious and stern but respectful.
6. Sit with the child and count to 10 slowly or find an area of interest to the child redirecting their focus.
7. Same teacher should handle each situation until all resolve. This does not have to be the primary teacher. However, if the situation is prolonged and the teacher or colleague believes a change of person may benefit the situation, another teacher will continue with the process according to the positive guidance.
8. Should a child have a temper tantrum just reassure them. They don't always want to be cuddled. Know your child and when appropriate go down to their level and acknowledge their feelings, again reassure and when child is ready restore the relationship. (Same teacher only)

Sourced from *Ages and Stages*. Pg. 48. (Karen Miller, 2001)

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