

Positive Guidance

Rationale:

Staff and Management at The Learning Ladder will be accepting of all children. They will be given respect and dignity. Children's rights will be respected, and their self-esteem developed.

Criteria: C3,6, 10 & 13

Procedure:

Strategies for guiding behaviour:

- Promotion of peaceful problem-solving strategies which empower children.
- Re-direction of behaviour i.e. guide the child towards more appropriate activity.
- Always offer the child an explanation of why certain behaviour is unacceptable and inform the child of the desired behaviour. E.g., Gentle hands, kind words
- Allow the child time to correct his, or her, behaviour, i.e., by approaching the situation and asking, "what's happening here?", then offering choices to the child on how to try things differently.
- Depending on the situation, and the age of the child, teachers may remove the toy, activity or object that is central to the inappropriate behaviour after a warning has been given.
- Extremely inappropriate behaviour may result in one-on-one time or removal from that area.
- Teachers will always talk calmly in terms of behaviour, i.e., appropriate behaviour or unacceptable behaviour.' In this way, the behaviour, and not the child, is rejected.
- Teachers will work together with parents to create individual behaviour guidance plan where appropriate.
- Teachers are encouraged to avoid unnecessary and baseless rules, or limits, which may cause friction in adult-child partnerships.
- Parents are always informed of any occurrence of any extremely inappropriate behaviour and the methods used to modify this behaviour.
- Teachers recognise the need for consistency in dealing with all inappropriate behaviour.
- The Learning Ladder is a "no hitting and no shouting" zone. This applies to children, teachers, parents, whānau, and visitors to the centre.
- A calm and peaceful manner will be used by teachers to ensure children's dignity is upheld and respected.
- Developmental understandings, expectations, space and set up of the environment, will be taken into consideration when dealing with behaviour guidance issues.
- The centre may seek outside agency advice to help further develop an understanding of the behaviour.
- If all normal strategies and lines of communication are not working, the teachers will observe the behaviour happening and record it in the Behaviour Event Form. This form will be shared with the Ministry of Education's Early Intervention Team, after a meeting with parents and management to gain signed and written consent for information sharing and for the family to understand the process.