

Positive Guidance Policy

Rationale:

At Kindy Kids, we believe that the positive child guidance policy for children's behaviour should be positive, nurturing and that the individual needs of the children must be taken into account.

It is important that children know the acceptable boundaries of their behavior within the Centre and that these boundaries are kept consistent by all the Teachers, so that everyone can feel secure and happy in the Centre environment.

Positive reinforcement of good behaviour is often used – e.g. focusing on and praising positive behaviour. We also aim to foster positive behaviour in other ways such as having an interesting range of activities throughout the day i.e. throwing balls, physical play, rope swing etc.

Respecting children is vital to their emotional development and we feel that by guiding their behaviour positively we can respect their needs. It is a two-way process – we show them that they are worthy of respect therefore they learn to respect each other and us in turn.

Realistic expectations of the children according to their age and or developmental stage are important so that undue frustration does not occur with them. Eye contact, cuddles, positive words and feedback to children (and parents) all work together to ensure a positive guidance policy for children's behaviour is effective.

Strategies to Guide Positive Behaviour:

To discourage inappropriate behaviour

- a) Avoid giving attention or withdraw attention from the instigator of the inappropriate behaviour.
- b) Give comfort to the 'victim' and give cuddles etc.... if necessary.

- c) Then take time to explain what is wrong or not appropriate of the instigator, whilst still comforting the victim.
- d) Invite the instigator to help get the ice bag etc, so that they then have the opportunity in taking responsibility for their actions.
- Try to be positive in your response to inconsiderate behaviour by perhaps saying e.g. “looks like this was an accident, what could you do to make sure it does not happen again?” or “Sometimes people forget the rules, you will probably remember next time – what do you think?” or “That was a mistake. I’m sure you would not have done it if you had known how (victim) would have reacted. Now that you know I reckon you won’t do it again?”
 - Re-direction may be the strategy you need to use (grab hold of the behaviour situation before it eventuates to being inappropriate) – this is where you suggest other alternative activities, invite the child to do something with you, give them a choice of play or give him/her more space and time to get their feelings under control.
 - Quiet time – sometimes there is a need for quiet time where a child has the chance to regain their composure. In this situation the child is to be accompanied by teacher/supervisor/manager for duration of 1 or 2 minutes and set aside from the current activities/group play but still remaining part of the classroom space – the reason for this removal is to be explained calmly and clearly by the teacher to the child.
 - If a child decides to throw a tantrum the following strategies are to be followed: -
 - a) Try to distract the child before the tantrum gathers momentum.
 - b) If not possible allow the tantrum to proceed full cycle – if need be move the child to a safe place for this to happen.
 - c) Stay close by but being busy with the other children, so you can approach the child when you see the tantrum coming to an end.
 - d) Offer a cuddle, ask if they are thirsty and need a drink etc...
 - e) Re-direct them to another activity.

To encourage desirable behaviour

- Use attention and descriptive praise – praise that identifies positive behaviour e.g. “Good listening Sophie.” “You are playing well with your friends, Sophie” “Thank you for helping me with putting away the puzzles, Sam” ...
- Group acknowledgment – “When we have finished putting these toys away, we can ... thank you all so much for all your help it made my job so much easier.”
- Hugs and cuddles and smiles – these never go astray and can ease the situation when teachers are feeling stress.
- Giving the children extra responsibilities to assist you with like setting the tables for lunch, watering the inside plants, setting up an activity, feeding the guinea pigs etc...
- Give feedback to parents of how their child helped you or did something nice for a friend etc... makes the child and the parent feel good.

To stop or modify the occurrence of a specific behaviour

If a behaviour or action is seen to be inappropriate – e.g.(throwing toys that may cause another child to be injured) a staff member may, using one of the agreed described above strategies, give individual attention to the child to try and stop and or reduce the likelihood of a repeat of that behaviour.

To stop or modify the occurrence of a specific chronic behaviour

If a behaviour or action is known to be inappropriate – e.g. (continually hitting other children) staff should discuss this with the Centre Manager/Supervisor and agree on a consistent strategy or plan for that child to try and stop or reduce the likelihood of a repeat of that behaviour. Parents are to be consulted with, at this stage, to confer with them what the Centre staff is planning to do. It will assist the child if both parties are supportive of each other and are following along the same pattern of positive guidance for the inappropriate behaviour.

Where there is an added concern that the repeated behaviour is in need of outside assessment, the teachers will document fully the behaviour in question: discuss their findings with the Centre Supervisor and Management; who will then organise a meeting with the child’s parents; upon the parent’s consent an assessment of the

child will take place and both parties will be kept informed as to the outcome and ongoing development of a specifically designed programme if so needed. To reinforce occurrence of desirable behaviour, which is considered appropriate, staff will apply positive reinforcement techniques.

Prohibited Actions

At no time will any staff member, adult or other child at the Centre, subject any child to:

- Physical ill-treatment, (intentionally hitting or shaking or hurting or threatening to do so).
- Solitary confinement.
- Immobilization (except temporarily holding to ensure safety of other children).
- Deprivation of food or drink.
- Deprivation of warmth, shelter, or protection.
- Aggressive, abusive or Threatening language.
- Frightening, threatening or degrading actions.