



Policies

Practices & Procedures



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2. Positive Guidance Policy

Education (ECS) Regs 2008 reg 43

Licensing Criteria C10

Te Whariki

Kei Tua o te Pae

Last Reviewed 18/09/2024.

City Heights approach to social and emotional competence in children consist in a delicate balance between freedom and healthy limits, within a practice that supports and encourages emotional validation.

2.1. Freedom within limits.

Our approach underpins the core Montessori concept of freedom within limits. We believe this concept embraces the notion of the child as an explorer, capable of learning and doing for themselves.

At our centre we foster freedom through the design of the environment and the wide range of activities that we display. The prepared environment invites the child to move freely around the classroom and choose their own work within limits of appropriate behaviour.

Limits or boundaries are the ground rules of our classroom treaty, that we all have previously discussed and freely accepted as a social group. When boundaries are clear and consistent children feel secure and supported to make positive choices.

Freedom within limits encourages children to become respectful members of their classroom community. Through real life experiences, our tamariki learn that freedom is choosing to do what is best for them and others.

Our beliefs and values lie beneath the *guidance approach* (Young children's Behaviours, Louise Porter, 2016) managing behaviour in contrast with *rewards/punishments systems*. We believe children do not need rewards to behave correctly but instead they need to develop appropriate skills to do so. Rather than punishment for lacking those skills, children need to be taught self-regulation and impulse control so they can behave considerately.

A safe, stable and responsive environment with stable and responsive adults support not only the development of self-worth, identity, confidence and enjoyment, but also emotional self-regulation and self-control (Te Whariki, 2017).

2.2 Emotional validation.

Emotional validation is the process of learning about, understanding, and expressing acceptance of another person's emotional experience.

At City Heights we practice emotional validation by:

- Acknowledging children's emotions. We will support and guide children to master themselves in frustrating and/or overwhelming situations. Children will be always encouraged to express and verbalise their feeling and wants. Teaching and practising feelings and emotions vocabulary is focal in our daily practice.
- Identifying the source of the emotions. Children normally need help to identify the cause of the emotions they are feeling. The adult will never assume but guess to help the child to find the reason of what they are feeling. We use words like: It seems... It could be...
- Validating children's emotions. Validating all their emotions help them feel understood and valued. It also teaches children to accept their own emotions giving them the opportunity to work through them instead of rejecting them. It is a two-way process as we show them that they are worthy of respect, they learn to respect each other and us in turn.

2.3. Positive guidance strategies.

1. At no time will any child be spoken to in a derogatory way that belittles or degrades the child or using a tone of voice that is disrespectful.
2. Adult role modelling. A teacher must become someone who inspires others to imitate his or her good behaviour.
3. Eye-contact, cuddles and positive words, and feedback to children all work together to ensure a both positive and effective child management policy.
4. We focused on teaching lessons that demonstrate socially acceptable behaviour through Grace & courtesy lessons, this is a crucial area of our local curriculum. Grace and courtesy give children an external set of markers that they internalise and practice which in turn leads them to change their own behaviour. This is the first step to controlling themselves. Self-control will lead to focus; focus will lead to accomplishment; accomplishment will lead to success.
5. Adults will set realistic expectations of children, according always to their age and/or development stage.
6. Positive reinforcement of good behaviour is used in a verbal and nonverbal level.
7. Consequences. The child must be warned previously in a clear and understandable manner the consequences of their behaviour.
8. Aggressive Behaviour. If a child's behaviour reaches a level; where he or she is endangering other children i.e., hitting, pushing, kicking, biting, pinching, then the teacher will remove the child from the group and keep the child close for a period of time (time in) before offering redirection to a meaningful task and discussing limits and boundaries and the importance of them in a calm way.

Parents / whānau will be consulted regarding a child's aggressive behaviour so that the centre and home can work together for continuity of behaviour management.

9. Care of Equipment. All children will be encouraged to care for equipment/environment through positive role modelling, praise and redirection if required by staff. Children throwing or ripping equipment will be redirected by staff while using positive guidance and discussion of limits. Repetition of mistreatment of equipment will result in limits being discussed and importance of them and space away may be used.
10. Bad Language. We do not tolerate the use of bad words at the centre. If a child or children is heard using bad language, they will be explained that the language is not acceptable, and they will be encouraged to use other strategies and words for communicating their needs.
11. To prevent problem behaviour from developing:
 - a. Ignore action, avoid attention*
 - b. Explain that it is wrong*
 - c. Re-direct attention to meaningful activities or tasks*
 - d. "Time In" (set aside from activities and group for 1-2 minutes 1-1 with one of the teachers)*
12. To encourage positive behaviour:
 - a. Personal acknowledgment*
 - b. Attention*
 - c. Group acknowledgment*
 - d. Hugs & Cuddles & Smiles*
 - e. Positive forecasting*
13. 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); or solitary confinement; or immobilisation (except temporarily holding to ensure safety of other children); or deprivation of food or drink; or deprivation of warmth, shelter, or protection; or loud, aggressive, abusive, or threatening language; or frightening, threatening, or degrading actions.