



# ***Policies***

## *Practices & Procedures*

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# 1. Positive Guidance Policy

*Education (ECS) Regs 2008 reg 43  
Licensing Criteria C10  
Te Whariki  
Kei Tua o te Pae  
Last Reviewed 10/10/2022.*

City Heights approach to social competence in children consist in a delicate balance among freedom, discipline, and emotional validation.

At our practice we encourage freedom within a range of choice accordingly set to the children developmental stage and situation at hand, however, it is important that children's boundaries are made clear and consistent so that they can feel secure and happy in their environment.

Emotional validation is the process of learning about, understanding, and expressing acceptance of another person's emotional experience. AT City Heights we practice validation by:

- Acknowledging children's emotions. Help children to master themselves in frustrating and/or overwhelming moments. Children will be encouraged to express and verbalise feeling and wants.
- Identifying the source of the Emotion. Identify the situation or cue that triggered the emotion. Children normally need help to identify the cause of the feelings they are feeling. Use words like: It seems... It could be...
- Validating their feelings. Respecting each child is vital to their emotional development and we by managing their behaviour positively we are respecting their needs. 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.

The rules are kept simple, yet they are explored in great detail and consistently.

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. Adults will set realistic expectations of children, according always to their age and/or development stage.
3. We use clear language to emphasize casualty. For example, using, if-then phrasing.
4. Positive reinforcement of good behaviour is used in a verbal and nonverbal level.
5. We focused on teaching lessons that demonstrate socially acceptable behaviour through Grace & courtesy lessons, crucial area of our local curriculum. Grace and courtesy give children an external set of markers that they internalize 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.

6. Eye contact, cuddles and positive words, and feedback to children all work together to ensure a both positive and effective child management policy.
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 before offering redirection to a meaningful task and discussing limits and boundaries and the importance of them in a calmly way. Parents / whanau 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, he will be explained that that language is not acceptable, and he will be encouraged to use other strategies and words for communicating his needs.
11. Adult role modelling. A teacher must become someone who inspires others to imitate his or her good behaviour.
12. To DISCOURAGE Behaviour:
  - a. *Ignore action, avoid attention*
  - b. *Explain that it is wrong*
  - c. *Re-direct attention to meaningful activities or tasks*
  - d. *Change groups*
  - e. *"Time In" (set aside from activities and group for 1-2 minutes 1-1 with one of the teachers)*
  - f. *Feedback to parents*
13. To ENCOURAGE Behaviour
  - a. *Personal acknowledgment*
  - b. *Attention*
  - c. *Group acknowledgment*
  - d. *Hugs & Cuddles & Smiles*
  - e. *Feedback to parents*

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

1. physical ill-treatment, (intentionally hitting or shaking or hurting or threatening to do so); or
2. solitary confinement; or
3. immobilisation (except temporarily holding to ensure safety of other children); or
4. deprivation of food or drink; or
5. deprivation of warmth, shelter, or protection; or
6. loud, aggressive, abusive, or threatening language; or
7. frightening, threatening, or degrading actions

