

Positive Guidance Policy & Procedure

Rationale: The principles of respect and caring for others are at the heart of the Positive Guidance Policy at Iqra Educare. Every child will feel safe, secure and valued in the warm and caring environment of the centre. We understand that children deserve the opportunity to solve their own conflicts at times, and that adults need to model the strategies, language and skills for them to do so. We see it as important to build positive relationships of trust between children and staff at all times and supported to take responsibility for their own behaviour.

Policy & Procedure Guidelines:

- a) Adults provide many and varied opportunities to positively encourage children's self esteem while being aware of cultural differences. Adults will be encouraged to give children real and meaningful choices and guide children by role modeling appropriate behaviour taking into account the child's developmental stage.
- b) Staff also need to be familiar with the Ministry of Education document on Providing Positive Guidance.
- c) Teachers will be positive role models, respecting and listening to each individual child, and treating all children in a fair and equitable manner.
- d) Children will be encouraged to see themselves as people with rights, and to have a sense of responsibility for the rights of others.
- e) Teachers will try to anticipate any problems and redirect or use other appropriate strategies to deflect or modify children's negative behaviour.
- f) Teachers will not use physical punishment, or any other frightening or abusive disciplinary actions.
- g) Teachers are given clear guidelines to follow for the management of behaviour. They will focus on the positive aspects of children's behaviour and development, nurturing their self-esteem and, increasingly, their independence. Positive behaviour will receive praise and encouragement, whereas negative behaviour will receive no reward and little or no attention.
- h) Children, parents/caregivers, short-term relievers and student teachers will be informed of the guidelines, limits and boundaries. These guidelines will be explained to the children and applied consistently by the teachers.
- i) Parents/caregivers are asked to inform the Head Teacher of anything happening at home that may affect their child's behaviour at the centre.

A successful and immediate method of handling difficult behaviour when it does occur is to:

Anticipate - by knowing each child's pattern and needs.

Interrupt - to stop the behaviour. Replace words 'No' and 'Don't' with 'Stop'.

Redirect - use positive information about what you DO want the child to do and/or guide the child to another activity.

Reinforce - use positive encouragement and attention for attempts and/or completion of redirected activity.

Where a child's negative behaviour persists, parents/guardians will be informed and involved in developing an individual behaviour management plan that should be applied at home and in the centre. If it does not appear to be effective, the plan will be reviewed after a fortnight.

In serious circumstances, the teachers may eventually deem the behaviour un-manageable in the centre environment. This usually happens when the behaviour is regularly harmful to the child, to others or to the environment.

If a child's behaviour continues to be un-manageable by the adults around him/her, the parents/caregivers will be asked to give permission for a referral to Special Education Services who can provide strategies and support to the child, the teachers and the family. No child will be excluded from education at Iqra Educare because of special education needs.

Date Ratified:

Name(s):

Signature(s):

Next Review Dated: