Diagram

Description automatically generated with low confidence**Positive Guidance Policy**

**Rationale**

At Country Kidz, we believe that guiding tamariki behaviour is a fundamental aspect of our role as early childhood educators. We aim to manage behaviour positively with nurturing, whilst considering the individual needs and perspectives of tamariki. Consistent and clear boundaries for behaviour help tamariki feel secure, protected, and happy in their environment. This policy supports kaiako in fostering tamariki social and emotional competence, aligning with the Licensing Criteria for Early Childhood Education Services and the Education (Early Childhood Services) Regulations 2008.

**Objective**

To create a welcoming and accepting environment where tamariki are treated with respect and dignity. Our teaching strategies are informed by comprehensive knowledge of individual development and needs, including whānau insights. We promote positive behaviour through warm, respectful, and engaging relationships together with reasonable expectations, guided by our Country Kidz philosophy.

**Policy**

Country Kidz provides education and care through meaningful, positive, and encouraging interactions with tamariki, enriching their learning and development. Reciprocal relationships of respect and self-awareness help build and support tamariki social and emotional competencies, enabling them to engage positively and constructively with their peers and the wider world.

Tamariki often communicate their needs or impulses non-verbally through behaviour, which may sometimes be inappropriate or unacceptable. Such behaviour is addressed within the limits and boundaries set by our learning environment, curriculum, and Country Kidz philosophy. Unacceptable behaviour includes, but is not limited to, biting, hitting, kicking, and any physically or verbally adverse conduct that affects the wellbeing of other tamariki, kaiako, and/or visitors.

Kaiako employ strategies that are developmentally appropriate, equitable, culturally responsive, logical, and consistent, ensuring the dignity and self-esteem of the child are maintained. Inappropriate management strategies, such as blame, harsh or degrading language, are not acceptable within our learning environment or at Country Kidz events, regardless of whether they come from kaiako, tamariki, whānau, or visitors.

Unlawful management strategies, including corporal punishment, physical ill-treatment, solitary confinement, or deprivation of any kind, trigger an immediate investigation. Parties involved are immediately stood down or prohibited from entering the Country Kidz learning environment until the investigation's outcome. Country Kidz will seek guidance from the Ministry of Education during such investigations.

**Implementation**

All Country Kidz kaiako are provided with this policy as part of their induction process, ensuring consistent behaviour management throughout our teaching team and learning spaces.

During instances of inappropriate behaviour, kaiako are responsible for guiding tamariki through the early learning process, helping them develop self-control and self-discipline without exerting control, and preserving the child’s self-respect and dignity. Appropriate practices at Country Kidz include intentional teaching practices such as describing, encouraging, providing specific feedback, positive reinforcement, modelling acceptable strategies, redirecting, and offering alternatives.

In cases of unacceptable behaviour, kaiako will adhere to agreed-upon management strategies. If the unacceptable behaviour becomes systemic, the teaching team will hui and develop an Individual Learning Plan that includes whānau participation. This reciprocal relationship with whānau helps cultivate and structure a positive guidance plan for the child, ensuring continuity of strategy both inside and outside our learning environment to promote social and emotional competencies. If unacceptable behaviour persists despite whānau involvement and behaviour guidance strategies, consent will be sought from whānau to obtain further professional guidance from learning support services or other health professional services. If tamariki are overly distressed and their health and safety or that of their peers or kaiako are in question, whānau will be communicated with appropriately and an immediate response sort to ensure the wellbeing of all involved.

*Aligns with:*

*Licensing criteria for centre-based ECE services 2008 (amended, September 2022) (C3, C4, C7, C10)*

*Human Rights Act 1993 (amendment 2001)*

*Te Whāriki. Early childhood curriculum. Ministry of Education (2017)*

*Ministry of Education (2019). He Māpuna te Tamaiti. Supporting Social and Emotional Competence in Early Learning*

*Country Kidz Parental Involvement Policy*

*Country Kidz Philosophy*

*Our code, our standards – Code of professional responsibility and standards for the Teaching Profession*

**Review**

Review when there is a significant change to legislature or as part of the annual management plan.

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| **Authorised:** |  |
| **Date:** | April 2025 |
| **Next Review:** | Add to Annual Management Plan for March, 2026 not withstanding a change in legislation or criteria |