

 <p><b>Montessori STARS</b></p>	<b>Policy</b>
	<b>Policy Category: CURRICULUM</b>
	Date Created: July 2022
	<b>Policy Name: REG 43/C10 Positive Guidance Policy</b>

## Purpose

At Montessori STARS we provide a curriculum that supports and encourages essential social and emotional competence's and an understanding of appropriate behaviour. Montessori STARS aim to provide a safe and accepting environment where tamariki are accorded respect and dignity. As children learn to make sense of their world and develop working theories, they develop an understanding of themselves in social contexts, including the early childhood service. Our strategies are based on thorough knowledge of children's individual development and needs, and include parents' insight. We promote positive behavior through feelings, relationships and expectations that are reasonable for your child, and are guided by our centre philosophy and sense of integrity and gratitude.

### TE WHĀRIKI

**Belonging/ Mana whenua - Goal 4:** Tamariki experience an environment where they know the limits and boundaries of acceptable behaviour.

## Issue Outline

At Montessori STARS we recognise that while negotiating the complex social world to communicate their needs with others, tamariki may exhibit behaviours that are not appropriate. We endeavour to support all tamariki to express themselves and their feelings in a way which ensures everyone remains in a safe environment. Our philosophy is that each tamaiti has unique individual potential which requires nurturing through effective and gentle guidance.

## Procedures: Examples of what this might look like in practice:

- ☆ Kaiako emphasise what to do, rather than what not to do, in explanations and instructions and open ended questions
- ☆ There are enough resources to promote children's choices for challenge, revisiting, wider community experiences, exploration, solitary and group play
- ☆ Relationships and interactions promote respect between adults, children, and between children and Kaiako
- ☆ Kaiako use a range of conversation skills through feelings to encourage tamariki to talk and think about relationships and the consequences of different responses to a given situation or problem
- ☆ Children know the limits and boundaries of acceptable behaviour
- ☆ Learners are only offered genuine choice
- ☆ Montessori STARS curriculum provides opportunities to discuss and negotiate rights,
- ☆ Fairness, and justice with adults
- ☆ Strategies are developmentally appropriate, equitable and culturally responsive, logical, and consistent
- ☆ No unlawful management strategies: corporal punishment or any kind of physical ill treatment,

- ☆ No solitary confinement, or deprivation of any kind
- ☆ If unacceptable behaviour continues to occur regardless of parents' involvement and behaviour guidance strategies then parents will be asked to seek further professional guidance through learning support services or health professional services.

## Relevant Background (including Legislation/Regulation/Licensing references)

### **Licensing Criteria 2008, Curriculum, Children as Learners Education (Early Childhood Services) Regulations 2008:**

**C10/Reg 43** - A process for providing positive guidance to encourage social competence in children. The service curriculum supports children's developing social competence and understanding of appropriate behaviour. Rationale/Intent: This criterion recognises the importance of children's social confidence in establishing and maintaining relationships with other children and adults.

### **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**

#### **Code of Professional Responsibility**

#### **National Education and Learning Priorities (NELP)**

**Objective 1:** Learners at the Centre – Learners with their whānau are at the centre of education

**Action 1:** Ensure places of learning are safe, inclusive and free from racism, discrimination and bullying

**Action 2:** Have high aspirations for every learner / ākongā, and support these by partnering with their whānau and communities to design and deliver education that responds to their needs, and sustains their identities, languages and cultures.

## Implications and/or Risks

Consequences policy will help avoid:

- Negative, harmful and destructive interaction
- Poor modelling of behaviour
- Development of severe behaviour problems
- Criminal charges on staff
- Upset parents/complaints/child withdrawal
- Risk of loss of centre licence

**Review:** Review every three years or when there is a significant change in the area of the policy topic.

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<b>Review Date:</b>	July 2026
<b>Consultation Undertaken:</b>	Staff meetings, Educa for Parents