October 2025	**Polykids Positive Guidance Policy**
Contact Authority	Manager: Polykids Childcare Centre Licensing Criteria: C10
Rationale	Tamariki potential is nurtured through effective and consistent guidance that promotes their self-esteem, self-worth and mana. Kaiako will act as positive role models for all tamariki, supporting each child to develop skills in self-regulation and positive self-management.
National Guidelines	**Te Whāriki (2017):** • Belonging, Goal 4: Tamariki experiences an environment where they know the limits and boundaries of acceptable behavior. **Licensing Criteria for Early Childhood Education and Care Services 2008 (**updated September 2022): • **C10:** The service curriculum supports children's developing social competence and understanding of appropriate behaviour.
NELP: Learners at the centre Objective 1	Priority 1: Ensure places of learning are safe, inclusive, and free from racism, discrimination and bullying
Procedures:	**Strategies for behavior guidance:** Maintaining mana enhancing relationships- built on trust and respect. This is necessary for any of the strategies mentioned to have a positive outcome for tamariki. **Strategies used in our everyday practice to help guide our tamariki behaviors include**: • Intentional use of planned ignoring- for minor ongoing repetitive behaviors. • Use of language to support and guide tamariki learning and understanding. • Redirection or coaching- as an opportunity to allow tamariki to reset and refocus themselves, this may require additional assistance from a kaiako. Re-direction of unacceptable behavior is suitable within a group setting, at no time will a tamaiti be removed from the learning environment- (isolated or restrained). tamariki may be guided to other areas of the Centre assisted by a kaiako. This allows for physical and emotional reset and preservation of mana.

	Tamariki will always be given an explanation, why a behavior is unacceptable in a way appropriate to their age and development. Kaiako will always talk in terms of a "behavior" being unacceptable. This practice identifies that the behavior is the focus and not the individual Tamaiti. Tamariki will be given the opportunity to correct their own behavior through verbal prompts, visual cues, and modeling from kaiako. Kaiako will help tamariki resolve disputes by modelling appropriate language and behavior. Behavior such as causing injury or harm to (self, tamariki, kaiako, Centre whānau), may lead to removal from other individuals or the group. This supports the safety of all. We are aware of the need to maintain a tamaiti sense of worth and uphold their mana while they take the time to de-escalate emotionally and physically. **Our collective process is:** • Kaiako remain calm. • Kaiako have clear, concise, communication and the ability to ask for support from other kaiako, while helping to support a tamaiti to co-regulate. **Coaching a tamaiti through de-escalation:** this may include strategies such as breathing, gentle conversation based on emotions and empowering an assisted alone time (this may include calming exercises). • When a Tamaiti refuses to be near a supporting kaiako. Kaiako will remain within a safe supervision distance, allowing themselves availability to the Tamaiti. **<u>Steps taken to modify behavior- Planning</u>** In most situations incidents happen and the tamaiti involved will feel very remorseful about hurting or upsetting others, this type of situation may only ever happen once, and no continuation plan is needed. In this situation a conversation with whānau will be engaged to provide context to the situation. When behaviors become consistent and result in others within the environment being physically hurt, our behavior planning is implemented. Our behavior planning is based on a number of steps: • Ongoing conversations with whānau- gathering of information, gaining additional context. • ABC Behavior sheet: being used to collect information, this consists of antecedents, behaviors, and consequences. This is used to gather additional information and then ascertain what strategies are best used to positively reinforce a tamaiti behavior.

	• The individual strategies that will be used by kaiako, to modify the tamaiti behavior will be shared with whānau. • Written observations and learning stories will be used when appropriate, to identify behavior and the antecedent. These are tools that can be used to gather additional information. • Kaiako will discuss and work alongside parents to develop positive guidance plans. These plans will be discussed at team meetings this allows consistency of guidance plans within the teaching team. Parents will be kept informed of their tamaiti progress. • If all strategies have been exhausted and, through formal or informal discussions, kaiako and whānau determine that additional support is needed, an external service—such as the Ministry of Education Learning Support—may be engaged to provide guidance and assistance. • In the situation that our positive guidance strategies are not working, and we can no longer keep the tamaiti, other tamariki, kaiako or our centre whānau safe we will ask for parents to collect their tamaiti. This allows for a reset in the home environment with their whānau. We are a group learning environment, and must consider the wellbeing and mana of all who attend our environment. • Kaiako are passionate about supporting tamariki learning and development and actively engage in professional workshops and courses to strengthen their skills in positive guidance strategies • The **use of physical force, isolation, or any form of punishment is strictly prohibited** within our centre. All guidance practices must uphold the rights, dignity, and mana of every tamaiti.
Review Date	October 2028