

1. Curriculum Standard
1.3 Positive Guidance

Rationale: To outline Montessori Blenheim's approach towards positive guidance. Montessori Blenheim supports the holistic wellbeing of children and its employees. Montessori Blenheim provides a child-centered environment where children feel accepted and are treated with respect and dignity. The boundaries for behaviour are clear and consistent so that children feel secure, safe and happy. Our policy supports kaiārahi in guiding children's social and emotional competencies.

Objective:

Montessori Blenheim will adhere to the Licencing Criteria for Early Childhood Education & Care Services LC C3, C10 and the Human Rights Act 1993 in particular regulation 57-60, *Discrimination in access to educational establishments* and the Education and Training Act 2020.

Kaiārahi are guided by our Montessori Blenheim philosophy and He Māpuna te Tamaiti, Supporting Social and Emotional competence in Early Learning.

Freedom and discipline in the Montessori context holds a truly respectful view of the child, not only sending them a positive message and affirmation of worth but provides a clear and pragmatic framework to enable children to actively engage in mastering these important understandings.

Children may, at times, communicate their needs or impulses in nonverbal ways, demonstrating behaviour that is inappropriate or unacceptable in our learning environment. Montessori Blenheim views this as a response to the child's needs not being met. Children with diverse learning needs and neurodivergent learners, may need particular support and more intensive and personalised strategies. These will be recorded on our [Holistic Action Plan](#).

It is an essential role of kaiārahi to support children in developing the skills they need to self-manage and exercise self-discipline. This is done without exerting control over the child, preserving the child's self-respect, dignity and mana.

Our behaviour management strategies are developmentally appropriate, with fairness and consistency remaining at the forefront of our thinking. We consider the perspectives of the child and value whānau insight and aspirations; strengthening culturally responsive approaches, home-school connections and whanaungatanga.

Behaviour that is inappropriate or dangerous towards the individual and / or others:

- Physical directed towards self

- Physical aggression towards others – children, staff or visitors
- Verbal abuse or threats towards others
- Criminal acts – eg. theft, vandalism

Procedure:

- Kaiārahi are intentional in their teaching practice; Using direct instruction, explaining, giving specific feedback, positive reinforcement, redirecting, offering choices, questioning and prompting children to verbalise their thoughts.
- Reflecting alongside kaiārahi may be used if a child shows disruptive behaviour. Shadowing a child who demonstrates inappropriate or dangerous behaviour may be used as a strategy, for a length of time, until the child is able to make better choices about their behaviour.
- Violent tantrums will be followed up:
 - Behaviour will be recorded with the child's name, date, time and nature of behaviour in the communication book
 - Behaviour will be discussed with parents/caregivers
- Appropriate help or intervention will be sought to assist the child and protect others from harm.
- A Holistic Action Plan will be co-constructed in consultation with whānau and or external agencies/specialists where necessary, and discussed and implemented with all kaiārahi.
- At no time will any child be subject to any form of physical ill treatment, corporal punishment, solitary confinement, immobilisation or be deprived of food, drink, warmth, shelter or protection.
- Kaiārahi are reflective practitioners that acknowledge differences in educational views and social values, without judgement and are aware that their own beliefs, values, and biases may influence their responses to children and whānau.
- If difficulties persist of a serious nature, that put other children and staff at risk and prevent Montessori Blenheim from providing a safe physical and emotional environment, parents will be asked to seek further professional guidance through learning support or health professional services.

Strategies for Guiding Behaviour:

Kaiārahi demonstrate dignity and respect in their interactions with children and are a constant role model:

- Kaiārahi are a constant example and inspiration to the child. It is important to examine the way we carry out our every movement in the Montessori environment. The child is absorbing and watching the way we do everything. This is the 'real' presentation for the child, we must model how to move with purpose and be courteous at all times, with the children and with one another. Kaiārahi must demonstrate Montessori Blenheim Guiding Principles in their daily practice.

Our curriculum supports children in the development of social competencies and understanding appropriate behaviour:

- Grace and Courtesy lessons help children learn what is appropriate and acceptable behaviour in a range of social settings.

- Discussions and event-specific learning experiences help children make sense of their world and predict what to expect from certain situations.
- Children are provided with choices for appropriate, alternative behaviour.
- Children are redirected towards activities that require a new focus and positive behaviour.
- Children are encouraged to recognise emotions in others and develop empathy.
- Behavioural strategies are framed in a positive way, are specific, attainable and simple.
- Kaiārahi view 'mistakes' as learning opportunities and support children to develop the necessary skills to resolve their own conflicts.
- Kaiārahi exercise patience when reminding children of our kaupapa and tikanga, offering clear and logical reasons to help them understand the purpose behind these expectations.

Kaiārahi support children in the development of self-control:

- Kaiārahi are critical and reflective practitioners who nurture children's spirit and empower them to stand with mana to make a change.
- Kaiārahi provide clear, consistent and fair boundaries, guiding children to understand and successfully meet expectations.
- Kaiārahi listen when children talk about their feelings and frustrations and guide them in their actions after.
- Kaiārahi facilitate restorative conversation to encourage children to reflect on their actions, understand how their actions affect others and use problem-solving strategies to resolve conflicts.
- Kaiārahi ensure plain language is used in a calm and reassuring manner when unpacking choices and their consequences.
- Kaiārahi use specific praise and positive encouragement related to desired behaviours.

Kaiārahi responsibilities:

- Management ensures that kaiārahi receive appropriate support, advice and guidance when they are challenged by children's behaviour.
- Parents/caregivers are informed of the centre's policies and procedures for positive guidance during the enrolment process.
- Children who require additional support with self-control or behaviour are discussed at staff meetings to ensure kaiārahi develop a shared understanding and consistent approach to supporting their individual needs.
- Kaiārahi model positive behaviours towards children, whānau and each other, at all times.
- Kaiārahi ensure Montessori Blenheim is safe, inclusive and free from racism, discrimination and bullying.+
- Kaiārahi honour the uniqueness of each child, nurturing their potential and wairua (life force energy) and upholding the mana they bring with them into the world.

Last Reviewed on: _____

Signatures: _____

Montessori Blenheim | 5 Francis Street, Blenheim | 03 577 8443 | 027 332 9508
office@montessoriblenheim.co.nz | www.montessoriblenheim.co.nz