

Positive Guidance Policy

Southern Montessori ELC

Version	Approved By	Date	Maintained By	Next Review
3	Board of Governors	Aug 2022	Management	Aug 2025

Regs	155	Interactions with children
	156	Relationships in groups
QA	1.1.1	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
	1.1.3	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning
	1.2.1	Educators are deliberate, purposeful, and thoughtful in their decisions and actions
	1.2.2	Educators respond to children's ideas and play and extend each children's learning through open-ended questions, interactions and feedback
	1.2.3	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world
	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	Each child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning
	5.1.3	Each child is supported to feel secure, confident and included
	5.2.1	Children are supported to collaborate, learn from and help each other
	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
	5.2.3	The dignity and the rights of every child are maintained at all times.
	6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision making about their child's learning and wellbeing
	6.2.2	Effective partnerships support children's access, inclusion and participation in the program
	7.1.3	Every effort is made to promote continuity of educators and co-ordinators at the service
7.2.1	A statement of philosophy is developed and guides all aspects of the service's operations	

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Background

Southern Montessori is committed to the safety and wellbeing of all students in the school community. This Policy has been developed to assist students to become confident and fully functioning individuals who can make decisions and direct themselves appropriately and independently.

Growth towards self-discipline is the hallmark of the Montessori Method of education. The core values of courtesy, compassion, common-sense, care and cooperation underpin the approach used throughout the school to deliver effective guidance. This guidance is based on respect, social equality, inclusivity, trust, shared responsibility, and freedom to make choices within acceptable limits.

Within this framework, students, teachers and parents will work together to nurture a community of learners and citizens of the future.

Policy Statement

Children flourish best when their personal, social and emotional needs are met and where there are clear and developmentally appropriate expectations for their behaviour. This policy describes how children are supported to regulate and manage their behaviour, considering the views, feelings, needs and rights of others and the impact that their behaviour has on people, places and objects.

Strategies and Practices

- The Centre's wide variety of resources, materials and equipment meets the needs (e.g. age, development, culture) and interests of the children, and supports their learning and harmonious play. Refer to the Centre's Curriculum Policy.
- The educational program is based on the knowledge, ideas, culture, abilities and interests of each child as communicated to educators by their parents, observed by educators and contributed to by the children. Refer to the Centre's Communicating with Families Policy. In addition, each child's learning and development is assessed as part of the programming cycle of planning, documentation and evaluation.
- The Centre expects that educators relate to children in accordance with this Policy and the Centre's Code of Ethics Policy.
- The Centre's rosters ensure continuity of care so that the children are with educators who know them well and are interested in what they think, feel and do. Further, educators promote children's wellbeing, self-esteem and sense of security by being responsive, warm, trusting and respectful.
- Educators consistently model positive social skills in their everyday interactions.
- The Centre provides educators with professional development in relating to or building relationships with children and in a constructive approach to guiding children's behaviour.
- The Centre is committed to working in partnerships with parents to best meet the education and care needs of their children. Refer to the Centre's Communicating with Families Policy. The communication between home and the Centre is especially important when children experience difficulty relating to others, and ensures that each party is aware of what is occurring in the child's day.
- The program has extended periods of uninterrupted play which accommodate child-initiated, educator-initiated and co-constructed activities. This blend provides children the opportunities to make choices, contribute their own ideas, thoughts and feelings – and to develop social competence.
- Children are valued as capable and competent contributors to the preschool community.
- Routines are unhurried, largely social occasions. Consistency in routines can help provide children with a sense of security to help them to feel settled. Refer to the Centre's Curriculum Policy.
- Educators collaborate with the children to construct simple guidelines (expressed in a positive way), and discuss with them how these parameters help everyone feel safe and secure.
- Educators intentionally teach children to play and to embark on pursuits together, and to resolve social conflicts that arise from time to time.
- Educators encourage children's efforts, rather than praise the child.

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- Educators are trained in, and teach the Keeping Safe: Child Protection Curriculum. Refer to the Centre’s Curriculum Policy.
- Children are empowered to use language and other forms of non-hurtful communication to communicate their emotions.

When responding to children who have difficulty relating to others or following guidelines:

- Educators treat children with respect and empathy as they guide and encourage them to recognise, manage and learn from inappropriate behaviour, and to express their emotions in positive, non-threatening and productive ways.
- Educators accept children’s behavioural mistakes as a natural part of acquiring social skills, and as a teaching/learning opportunity.
- Educators draw upon strategies that do not diminish the child in the eyes of others and, at the same time, do not negatively affect onlooking children. Strategies could include: redirection, reminders of the agreed expectations (without censure), suggesting alternatives, offering choices and encouraging children to think about how others might feel (empathy).
- Educators ensure children have a supportive environment to help them learn and practise their social skills. For example, questioning:
 - Is adequate and safe playing space available?
 - Do the resources, materials and equipment meet the children’s needs?
 - Can children choose freely from the resources, materials and equipment?
 - Is a quiet play space available?
 - Is an active play space available?
- Educators consider other influences on the child:
 - Specific circumstances for example, the antecedent to the behaviour
 - Specific times of day
 - Physical symptoms such as stomach aches and headaches
 - Developmental issues
 - Prior experiences, particularly those within their family.
- Educators involve children in determining how to resolve issues as they arise.
- Educators communicate with parents in both formal and informal contexts to ensure information is shared in a timely manner.

When managing children with recurrent inappropriate behaviour

- Educators maintain written records of dates, times, circumstances and possible causes of the incidents.
- Educators discuss concerns about a child’s behavior with their parents and collaborate to construct a behaviour support plan to help the child acquire the social skills necessary to play and learn happily with others. When practicable, the child will contribute to the plan.
- Educators refer parents to an external support agency when additional support and strategies are needed and work collaboratively with that agency to ensure a consistent approach.
- Educators ask parents to collect their child in circumstances where a child’s behaviour is having a severe negative impact on their wellbeing and safety, or the wellbeing and safety of other children or staff.

Responsibilities of Parents

- Provide the Centre with up-to-date information about their child and any external circumstances affecting their child’s emotional health and wellbeing.
- Work in partnership with educators where concerns are raised about the behaviour of their child.
- Work with educators to minimise risk where the child’s behaviour is a danger to other children and educators. This may include seeking professional support from, for example a paediatrician, speech pathologist or family support services, or reducing the hours of care until the child’s behaviour is supported and risk to others is minimised.

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Links to Other Policies

- Statement of Philosophy
- Enrolment and Orientation Policy
- Curriculum Policy
- Communicating with Families Policy
- Staffing Policy

Sources and Associated Documents

Sources

- Gartrell, D. (1995). Misbehaviour or mistaken behaviour. *Young Children*. 50(5) 27-34.
- Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2015
- Department of Education (2019). Protective practices for staff in their interactions with children and young people.
- Early Childhood Australia. Code of Ethics
- Be You. <https://beyou.edu.au/fact-sheets/social-and-emotional-learning/self-regulation>

Further Reading

- Porter, L. (2005) *Guiding Children's Behaviour*.
- ACECQA. (2018) Supporting children to regulate their own behaviour: https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf
- Australian Children's Education and Care Quality Authority – www.acecqa.com
- Early Childhood Australia – www.earlychildhoodaustralia.org.au

Document History and Version Control Table

Version	Date Approved	Approved By	Brief Description
1	2012	Board of Governors	Creation of original document
2	July 2015		
3	October 2018		
4	November 2021		

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