

DO-RE-MI Kids in Learning Guidance Policy

Our guidance philosophy

DO-RE-MI Kids In Learning Childcare Centre believes that children excel in an environment that is predictable, safe, secure, supportive and loving. We set clear, consistent and reasonable limits in a positive manner. The Educator will model appropriate, respectful behaviour towards all children and adults. The Educator will acknowledge each child's feelings and demonstrate appropriate behaviours with words and actions. We will establish simple yet age appropriate expectations for all children. All guidance strategies will be enforced in a positive manner. We can guide and care for children's behaviour most effectively through respectful, responsive, and reciprocal interactions. Caregivers will demonstrate affection and care to the children through appropriate forms of verbal and physical interactions. This kind of interaction bonds the caregiver and the child to form healthy attachments. Our guidance strategy as Educators is firstly to focus on prevention. The following strategies promote a positive atmosphere and maximize opportunities for desirable behaviours.

We will:

- Provide a developmentally appropriate environment.
- Establish clear, consistent and simple guidelines.
- Offer straightforward explanations for guidelines.
- Make statements of expectations, rather than pose questions.
- Allow time for children to respond to expectations.
- Reinforce appropriate behaviour both with words and gestures [body language and facial expression].
- Encourage children to communicate their interests and build on them.
- Scan for potential difficulties.

We recognize problems/ situations as valuable learning opportunities.

The following techniques will ensure that the guidance is carried out in a positive and supportive manner.

- Model problem solving skills
- Gain child's attention in a respectful way.
- Use proximity and touch.
- Remind the child of the guidelines.
- Focus on the behaviour rather than on the child.
- Acknowledge the child's feelings/ needs.
- Offer age appropriate choices.
- Utilize natural consequences.
- Guide the child to the appropriate use of the activity or use of equipment.
- Provide redirection or change within their activity or use of equipment, that will meet his/ her needs.

GUIDANCE STRATEGIES

- Problem Solving
 - Acknowledge the problem with words or actions

- Get down to the child's level, make eye contact and give them the words they need to express themselves. Paraphrase what you see and hear.
- Teach them how to express their feelings.
- Model the appropriate behaviour, showing them what the interaction should look like.
- Be available to support the children through the problem, but give them opportunity to try to solve it on their own.
- Encourage children to state a solution to each other and offer different solutions if needed thus creating choices.
- Praise each child for their efforts.

- Redirection

- This can be an effective strategy with children whose attention span and/ or verbal abilities are limited. Offering a substitute toy, getting their attention or engaging them in some other activity may quickly resolve problems or conflicts. If the issue remains unresolved then problem solve.

- Time Away

- This strategy is used when children are getting frustrated and need some time to regain themselves. At this point, redirection and problem solving have already been tried. Acknowledge the child's behaviour as inappropriate, and then ask the child to leave the area they have disrupted. If a child refuses to leave the area, state the inappropriate behaviour again and lead him/ her gently by the hand to another activity. Giving the child a choice for the alternate activity proves to be very useful. Let the child know he/ she can return to the previous activity when he/ she feels ready. If the child returns and there is further disruption, try again. Sometimes a behaviour takes time to diffuse.

- For children who have repeated outbursts of aggressive/unusual behaviour a specific care plan will be written and followed by the educator within the program, with help from the manager and the parents/guardians.

- No child will be subject to corporal punishment, abuse or neglect.

This Includes:

- Shoving, hitting, spanking, or any other form of corporal punishment.
- Belittling or degrading treatment whether verbal, emotional or physical that would humiliate or undermine the child.
- A form of punishment that is confined physically restrained or secluded from other children or adult supervision.
- Deprivation of meals, snacks, water, rest, or necessary use of the toilet (this includes pull-ups not being changed regularly). No child will be made to stay in their urinated clothing as a form of punishment or otherwise.