



## **NBCC GUIDANCE POLICY**

At NBCC, we believe that the goal of all discipline is to guide children toward self-discipline, enabling them to function independently and in a manner that respects the rights and privileges of group living. Our life goal for children is to see them grow into happy, active, caring and responsible members of their communities. By using appropriate guidance to help children learn caring and responsible behaviors, teachers are helping children develop positive self-images and moral autonomy. To be the most effective, child guidance practices are implemented immediately as conflicts or behaviors of concern arise.

It is important for teachers and families to work together to achieve our shared goals of children's success at school and at home. We encourage families to use the techniques listed here when guiding and disciplining your children at home. It is our hope that because of our developmentally appropriate environment and respect for individual children's gifts and needs, children will fit well and feel successful in our environment. There may be times when children need help being successful in our environment; in such cases parents, teachers and administrators would work together as a team to evaluate the situation and determine the best course of action for the child.

Because we view all discipline as guidance, not punishment, cruel, harsh or demeaning actions are not acceptable practices. No child shall be humiliated, shamed, frightened, hit, spanked or subject to profane language or physical abuse. No child shall be placed in a locked room or placed in object restraints, although loving arms may sometimes be necessary to help keep children safe. No child shall be disciplined for failure to eat or sleep, or for toileting accidents.

NBCC handles child guidance and discipline concerns with confidentiality.

***\* This policy applies to all adults on site.***

*Please see below for guidance and discipline guidelines for preschoolers.*

### **Preschool Guidance and Discipline**

Preschoolers are becoming more and more self-sufficient, and they are also forming their own opinions of what they think is fair and not fair. These attributes, while positive in nature, can lead to challenges with the other children and teachers in a group environment. Preschool children still need help in learning how to appropriately express themselves and handle conflicts in the classroom. There are many things that we can do to help preschoolers and set them up for success as they continue to learn and grow.

- Being consistent with preschoolers is very important, especially with limits, consequences and routines.
- Children learn through repetition, so positive guidance takes time, repetition and consistency.
- While preschool aged children have the language to communicate with each other, they sometimes need help using it. Helping them use the words they have in different situations is very important and will help aggressive behaviors diminish as they develop the ability to consistently use language in various situations. Our teachers talk with the preschoolers throughout the day. They talk about what the children are doing, extend on their learning, and help them work through conflicts.

The teachers in all of our classrooms use constructive child guidance practices when working with children. These guidance practices include:

- **Positive reinforcement**- talking to children about what the teacher saw them do that was appropriate, for example- "I see that you picked up all the blocks". By using language such as this, rather than saying "Good job", we are putting the focus on the child and reinforcing the behavior that we want to see.
- **Encouragement**- similar to positive reinforcement, we are putting the focus on the child and the appropriate behavior. For example, as a child works on trying to learn how to zip her coat, the teachers will encourage the child to keep trying, and talk with her about the steps, rather than doing it for her. They will recognize how the child feels, for example, "How did you feel when you put your shoes on?"
- **Modeling**- the teachers will model appropriate behavior to the children to help them learn, for example, for a child who is having some difficulty in interacting with his peers, they may model how to interact with other children by sitting with a group of children and talking about how to share.
- **Active listening**- the teachers will actively listen to the child by being attentive, putting their bodies at the same level as the child's, looking at them while they are giving the teacher a message, they may also repeat back what they hear the child say to make sure that they heard them accurately, ex- "This is what I heard you saying". When there is a conflict between children, the teachers will use active listening with both children, giving them each the opportunity to say what happened and how they felt. This shows both children that the teacher values what they are saying/feeling. The teacher may also ask the children questions to understand what they are saying.
- **Problem-solving**- the teacher will ask the children how they think the problem can be solved. They will encourage the children to work through the problem first (if it's safe) and then they may work with the children to create a plan that they can each work with. If the issue is over a toy, a child may ask to be next with the toy.
- **Redirection**- this involves the teacher redirecting a child away from a situation where they are having a difficult time and have not responded to reminders from the teacher. The teacher will give the child some other choices to pick from and help them move to another activity. The choices will be choices that the teacher is comfortable with and can follow through on, for example, if a child is throwing blocks in the block area and has been told that it is not a safe choice to throw blocks, that blocks are for building, they may be redirected to another area of the classroom until they are able to make safe choices.
- **Natural and logical consequences**- it is important that natural and logical consequences are related to the issue at hand, for example, if you spill the milk, you clean it up; if you choose to jump in the puddle, you are going to be wet; if you run in the parking lot, you can get hurt, so I am going to hold your hand. It is important to tell the children what the consequence is, and how it is related to their behavior.
- **Follow through and consistency**- in order for guidance and discipline techniques to be effective, teachers work to be consistent and follow through with consequences for inappropriate behaviors. That is why it is important to ensure that when a child is given a choice or a consequence, it must be one that the adult can follow through on.
- **Time out**- we do not use time out at NBCC because we don't feel it works in the long term. We use the methods listed above so that guidance and discipline are learning experiences for the children. There may be times when a child needs to be away from a situation, in this instance, the teacher will work with the child on techniques to calm down and control their body.

Examples of language you may hear in a classroom-

- If a child hurts another child, we don't force children to say they are sorry, however we do work with them on how they can help a child who has been hurt or upset. They will be asked to check on the child's body, for example: "I see that Tommy is sad, it hurt when you hit him, please check on his body to see if you can help him".
- Teachers give children messages about expected behaviors, daily tasks, etc. "Next we are going to put our coats on to go outside". Children may also give each other messages. "I want to play with the car too, can I be next?"
- Teachers notice what the children say and do, for example "I see that you...", or "It's helpful when you...", "I hear Susie giving you a message about..."

Please Sign the bottom of the page and turn into the office.

Thank you!

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I understand and agree to abide by the NBCC Child Guidance Policy.

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Name

Date

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Signature