



Guidance Policy

Our goal is to provide a safe and healthy learning environment in which each child can feel secure. Children will be encouraged and supported to develop positive relationships and social skills.

We consider time, space, materials and participation when we consider our guidance practices. We value the socio-cultural perspectives of families and believe in creating responsive environments where children thrive.

We consider the following: Does the child need more time to calm and problem solve? Could we use timers, visuals, adjust the environment, involve families or set reasonable boundaries? In most cases, we will use timers, visual schedules and self regulation strategies to problem solve with the children and set predictable boundaries. We believe that this approach builds problem solving capacity and executive function skills in children which is essential to their success later in life.

Children are gently guided through their conflicts alongside a staff member and redirected as needed. Any disciplinary action will be age appropriate and reasonable to the behaviour and the individual circumstance.

Section 3 (1),(2) Early Learning and Childcare Regulation

Bowmont Community Preschool will not inflict or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation. Any child guidance provided must be reasonable in the circumstances.

Staff members at Bowmont Community Preschool do not engage in the following methods of child guidance:

1. Any form of physical restraint, confinement or isolation
2. Deny or threaten to deny any basic necessity
3. Embarrassing or humiliating any child.
4. Any form of physical punishment, verbal or physical degradation or emotional deprivation.

Response to aggression for the safety of others:

In the event of a child becoming aggressive, the staff will remove them from all children ensuring that they are far enough away to keep themselves and other classmates out of harm's way. The child is given ample opportunity to discuss their anger with staff members and invited back as soon as possible. Educators co-research with families to ensure that supports are in place for the child.