Positive Guidance Policy

Children are creative and emotional beings that are developing rapidly. We want to acknowledge and appreciate these changes as they grow and meet them with patience and understanding. Behaviour is communication, and that’s why at Growing Pines our motto is “connection before correction”. We believe that when children respond with behaviours, as educators we need to respond by listening. Listening to the “whole child”. Children are encouraged, guided and directed in a positive way during those difficult moments when they need support the most. We intend to promote feelings (positive or negative) and expression to create learning opportunities and help your child understand acceptable behaviour by:

* Modeling desired behaviour.
* Re-direction.
* Creating a designated area for children when they need space.
* Offering choices.
* If necessary, creating a care-plan.
* Practicing mindfulness, and co-regulation to promote self-regulation.
* Encouraging them to come forward regarding their frustration and allow opportunity for problem-solving and discussion.

**Modeling desired behaviour**

When a child misbehaves or their actions are not desired, educators will verbally explain why they are interrupting play, and to show the positive behaviour using their own bodies. This will encourage positive patterns that children are likely to begin exhibiting through positive behaviours.

**Re-direction**

At times, children will require re-direction from their large expressive movements and expressive behaviours. For example, a child is upset and beginning to hit throw their toys, which may pose a safety concern to children around them. An educator will approach that child and encourage they throw said object at a target, such as a basket or in a box. This is done to ensure the child is expressing themselves in a safe and positive way, that allows them to de-escalate naturally, while ensuring everyone’s safety.

**Creating a designated area for children when they need space**

To fulfill our commitment of encouraging a world with mindful communities and children, we must first learn and practice regulation. This can be done by allowing children to naturally de-escalate their emotions. They may also require support through co-regulation. We encourage this by offering children a designated “safe space” where they can comfortably go to when they feel dysregulated or upset. This area will reflect a calm manner, with dim lighting, books, colouring and other options for relaxing the body. If we are outside, there will be spaces available under trees and in areas that promote regulation and peace.

**Offering choices**

When children are showing difficulty during a transition or completing a task, firstly, the educator will ask the child why they are having trouble. At times, children’s problems can require simple solutions. However, if that is not the case, educators will present two or more options. All of which are desirable to the current task. By offering choices, children are likely to collaborate. This is because they feel respected, and that they have a choice in the situation that is concerning them.

**If necessary, create a care-plan**

If your child requires further consistency and support, care-plans are created to ensure your child’s needs are adequately being met through everyone in their environment. Care-plans are an efficient way to ensure your child is being supported in the best possible manner. Care-plans include information about routines, positive strategies, and other important information pertaining to the child and the programs expectations, and the goals they aspire to support and achieve. The centre will collaborate with the child’s family and any immediate supports to ensure clarity and care.

**Practicing mindfulness and co-regulation to support self-regulation**

Mindfulness is to live in the present moment and is very important in our practice. This description may sound awfully silly in terms of young children; however, the projected result has outstanding benefits that ultimately will lead to a successful and happy future. We practice this through simple activities that work on breath, like bubble blowing and songs. We also develop on these skills by finger-plays and body-movement activities. The educators are fluid in their passion for holisticness and through meaningful connections, we can successfully create a collaborative learning environment that teaches co-regulation.

**Encouraging them to come forward regarding their frustration and allow opportunity for problem-solving and comfort**

We will always provide a safe and reliable environment for children to express themselves and help guide them through the matter. We encourage children to ask for help when they need to, and to share their stories and feelings.

**Note:**

 ✓ We do not practice corporal punishment at any time; this includes hitting, spanking, pushing, shaking, pinching, biting, grabbing, or slapping.

✓ We do not humiliate, confine, shame, or deprive children from snacks, liquids or toilet use as a form of discipline.

✓ The center will document major incidents involving your child on a Reportable Incident Form provided by Interior Health.