

PINARD'S POLICY ON POSITIVE GUIDANCE

Our philosophy emphasizes the importance of positive guidance, which aims for children to see themselves as worthy and capable members of the classroom, to express strong emotions in acceptable ways, to understand the viewpoints of others, and to work cooperatively with their peers.

The teacher guides children's behavior by establishing predictable routines, setting clear guidelines, and modeling kindness and respect. The teacher helps children understand the consequences of their actions throughout the day, not only when they engage in unsafe or unacceptable behavior. The teacher aims to maintain a balance between the needs of each developing child in the classroom and the rights of a caring community with mutual appreciation among its members.

The Teacher Utilizes Positive Guidance by:

- Actively teaching children to use words to express their feelings
- Building an encouraging classroom that eliminates singling out of one child or small groups of children
- Paying attention to moments when children are being excluded or stigmatized and find ways to include the child as an equal participant. The teacher should spend extra time with these children to decrease conflicts and negative behaviors and provide them and their families with support
- Modeling the behavior that they are encouraging in the children
- Helping children to learn social, communication, and emotional regulation skills that they can utilize instead of unsafe or inappropriate behaviors

The Teacher Handles conflict between children in the following ways:

- The teacher attempts to understand each child's perspective
- Helps each child to understand the other's perspective
- Guides the children towards problem-solving strategies and encourages them to solve problems cooperatively and creatively

Ways in Which Teachers Handle Inappropriate Behaviors in the Classroom:

- Utilize redirection to get the child's attention and introduce another activity if a child is being uncooperative or not following directions
- Utilize logical consequences and help the child to see how his/her behavior and consequence are directly related
 - Examples
 - If a child damages something, he/she should help in fixing it.

- If a child makes another child cry, he/she should apologize and help with making the child feel better
- A child can be provided with “cooling down time” in order to calm down so that a conflict can be resolved. A child can also be removed from an area if they are placing him/herself or other children in danger.
- - The child is not ostracized from peers
 - The time away from peers should not exceed one minute for each year of the child’s age
 - This cannot be done without the teacher helping the child to understand the reason for the logical consequence and the behaviors that are expected of him/her
 - The situation is handled in a prompt, rational, and non-explosive manner with knowledge and consideration of the child’s temperament and developmental level

We do not engage in the following:

- The use of physical discipline including but not limited to spanking, shaking, jerking or squeezing
- Labeling a child, instead of labeling a child’s behavior (Do not use “bad girl/bad boy”)
- Public criticism, shaming of a child, or any form of verbal abuse
- The teacher will never threaten the child’s place in the classroom, except in rare situations involving parents or other professionals
- Withholding food or special events as punishment
- Retaliating or doing to a child what he/she did to another child
- Discipline of children for soiling or wetting themselves nor not using the toilet