



Behavior Guidance Plan

TLC is not a coincidental acronym. **T**he **L**earning **C**ottage is committed to “*Tender Loving Care.*” Teachers and staff give respect, care, and compassion to all children, creating a learning environment where children feel safe, loved, and welcomed. By treating children with kindness, patience, and courtesy, we act as positive role models and lead by example.

Our primary goal as early childhood educators is to guide children in their social and emotional development. We want to help them make good choices, to learn to identify and appropriately express their feelings, and to demonstrate self-control. Ultimately, we want them to have a positive self-image and to engage in successful interactions with friends, family, and within school.

We strive to meet these objectives through positive guidance, encouragement and praise, close supervision, and a carefully designed learning environment. Our classroom setting is structured to allow children to make age-appropriate choices within clearly defined boundaries, following consistent and predictable routines. While children play, learn, and interact in this environment, they are taught how to verbally express their feelings (“use their words”), take turns, share, and work together. As children practice these social skills, they begin to understand the value of friendship and the importance of showing respect for the rights and feeling of others.

Our “TLC” approach to behavior guidance facilitates cooperation between teachers, children, and parents in a respectful, caring, and safe manner. In this atmosphere, we hope to prevent most behavioral issues. However, we understand that conflicts and potential hazards will inevitably occur, so we have carefully developed **Behavioral Expectations, Rules, and Guidance Techniques.** These guidelines, as well as those for repeated, inappropriate behavior are defined in our parent handbook.