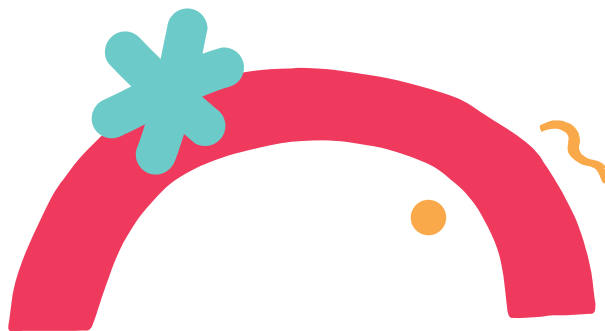


Kids @ home

Pinelands



Disciplinary Policy

Their Future. Our Passion.

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LEARNER DISCIPLINARY POLICY OVERVIEW

Our Commitment

In line with the Basic Education Laws Amendment (BELA) Act and the Children's Act 38 of 2005, we uphold every learner's right to dignity, protection, and positive guidance. Corporal punishment and any form of degrading discipline are strictly prohibited.

Guiding Philosophy

We believe that discipline means guiding learners toward making better choices through understanding, not fear. We teach social and emotional skills using respectful, nurturing, and age-appropriate methods.

Purpose

To establish a safe, respectful, and supportive learning environment for children aged 3 months to 6 years by applying age-appropriate, non-violent, and developmentally informed discipline practices.

Legal and Ethical Framework

Our disciplinary policy complies with:

- The BELA Act (2024), which prohibits corporal punishment and any form of humiliation in educational settings.
- The children's Act (No. 38 of 2005), which affirms the rights of children to dignity, care, and protection.
- International conventions on learner rights (e.g., UNCRC).

Guiding Principles

- **Zero Tolerance for Corporal Punishment and Degrading Discipline:** All discipline must be non-violent and respectful of a learner's dignity. Any form of physical punishment, verbal abuse, or shaming is strictly prohibited.
- **Respect for Dignity and Equality:** Learners shall be treated with respect, empathy, and fairness at all times. Discipline should not discriminate based on race, disability, language, religion, or background, and must consider the developmental level and context of the learner.
- **Cultural Sensitivity, Inclusivity, and Parental Involvement:** The learner's background, culture, and religious beliefs will be respected in the application of this policy. A collaborative approach should be adopted to address behavioral concerns by involving parents or caregivers.
- **Developmentally Appropriate and Supportive Practices:** Discipline strategies must consider the learner's age, emotional maturity, and cognitive development. Schools are encouraged to use positive behavioral support, not punishment, for developmental behaviors (e.g., tantrums, impulsivity).
- **Positive Behaviour Support:** Focus on teaching and reinforcing good behavior rather than punishing undesirable behavior.

The goal is to teach learners self-regulation, empathy, and acceptable behaviour.



AGE-SPECIFIC APPROACHES

We foster Positive Behaviour Guidance. Our teachers teach the learners through simple rules, which are taught and reinforced daily. E.g. "We use kind words," "We keep hands to ourselves".

We promote cooperation (discipline) through praise, consistency, and routine. Conflict resolution and emotional awareness are taught through stories, role-play, and calm discussions. E.g. through the use of time out, we calmly discuss the learners actions and why it was seen as unacceptable

0 – 12 Months (Infants)

Discipline is not punitive but supportive: crying, biting, or throwing items are viewed as communication or developmental behaviour. Teachers use:

- Gentle redirection, soothing, and consistent routines to reduce frustration and overstimulation.
- Emotion Coaching and Redirection: Learners at this age are learning limits and need emotional support. We label and acknowledge emotions ("You're feeling upset"), then redirect behaviour. Unsafe or disruptive actions are gently guided toward safe choices.
- Calm voices, clear boundaries, and age-appropriate language.

1 – 3 years (Toddlers)

Teachers use:

- Distraction, redirection, and modelling of appropriate behaviour.
- Support self-regulation through predictable routines and calm environments.
- Clear, simple explanations: e.g., "We don't hit. Hitting hurts."
- "Time-in" rather than "time-out": learner sits with a caregiver to calm down and process emotions.

3 – 6 year old learners

Teachers use:

- Use of positive reinforcement, clear expectations, and visual behaviour charts.
- Opportunities to make amends (e.g., help clean up after a mess).
- Logical consequences: if toys are thrown, they are removed temporarily—not as punishment but as natural outcomes.
- Verbal reflection: encourage learner to discuss what happened and what can be done differently next time.

Prohibited Disciplinary Methods

- Any form of corporal punishment, including spanking, slapping, or pinching.
- Verbal abuse, shouting, or name-calling.
- Isolation (placing learner alone as punishment).
- Deprivation of food, rest, or toileting opportunities.
- Shaming or humiliation, including sarcastic remarks or public scolding.



STAKEHOLDER INVOLVEMENT & DISCIPLINARY PROCESS

Role of Staff and Caregivers

- All staff must be trained in:
 - Positive discipline techniques
 - Learner development and trauma-informed care
 - Conflict resolution and emotional regulation support
- Staff must document repeated behavioural concerns and communicate regularly with parents or guardians.

Parental Involvement

- Parents will be informed of the disciplinary policy upon enrolment.
- Behaviour management plans will be co-developed with parents for learner with persistent challenges.
- Open channels for feedback and dialogue between caregivers and families will be maintained.

Monitoring and Review

- This policy will be reviewed annually to remain aligned with the BELA Act and emerging best practices.
- Regular audits and feedback from staff and parents will inform adjustments.

Positive Discipline steps followed at Kids@Home:

1. **Remind:** We gently remind the learner of expected behaviour.
2. **Redirect:** We offer a different activity or guide them to a more appropriate choice.
3. **Support Calm:** We use a quiet area (not time-out) to help learners calm their bodies and minds.
4. **Talk It Through:** Once calm, we help the learner reflect on choices and learn alternatives.
5. **Collaborate:** We work with families when behaviour challenges continue to ensure consistent support at home and school.

