

# Behaviour Guidance Policy

## Statement:

Behaviour guidance is teaching and guiding children towards self-control and solving their own conflicts. Appropriate expectations are set for the development level of the children, and expectations are stated to the children in a simple and clear manner.

## Scope:

Family Home Child Care Agency Staff, Care Providers and Volunteers

## Procedures:

The following guidance techniques will be used:

- Discipline statements will be expressed positively whenever possible.
- Children will be praised for behaving appropriately.
- Staff will demonstrate acceptable behaviours for the children.

## Prevention:

The best method of discipline in a child care setting is preventing negative behaviours before they happen.

Methods used to prevent negative behaviours include:

- Praising children's positive behaviours: for example, if a child has trouble walking and you catch him/her walking say "way to go, you remembered your walking feet"
- Give children opportunities for choice: Staff will provide the children opportunities to make choices and to help with routines. Staff set reasonable expectations and guide the children to discover the link between their behaviour and the end result.
- Ignore minor incidents and allowing children to problem-solve on their own: for example if two children are arguing over a toy, wait to see how they solve the problem on their own. As long as the children are safe, allow them the opportunity to work it out on their own, encouraging them to "use their words" and praise their efforts.
- Environmental: The environment communicates many things to the child and can greatly influence the child's behaviour. In considering the behaviour, the Care Provider should examine the environmental factors and what they communicate to the child. Such factors to be considered (but not exclusive to) are: materials provided, space and layout, and the program. For example; if the children are constantly arguing over the one plasma car in the room think of ways to solve this, i.e. provide more than one plasma car or use a timer to encourage turn taking. The other supported consequence that may be used is a removal of the child from the situation. This is only to be used in extreme cases where a child is putting the safety of other children (i.e. hitting, biting)

or themselves at risk. This will consist of the Care Provider removing the child from the situation, while still trying to keep the child in close physical proximity to the Care Provider. When the child has regained control of their behaviour, they will be transitioned back to their chosen activity.

Techniques that are not acceptable in a child care setting include Time Out and Magic 123

No operator shall permit:

1. Corporal punishment, including but not limited to the following:
  - striking a child directly or with any physical object
  - requiring or forcing a child to repeat physical movements.
  - shaking, shoving, spanking, or other forms of aggressive physical contact; and
  
2. Harsh, humiliating, belittling or degrading responses of any form, including verbal, emotional or physical. i.e. saying "You don't know how to listen", putting a child in the corner.
  
3. Confinement of, or isolation of a child or children.
  
4. Deprivation of a child of basic needs including food, shelter, clothing or bedding. i.e. Withholding meals, snacks, or desserts, taking a child's blanket away at nap time.

In Accordance with Section 11.1 in the Manual for Food and Nutrition in Regulated Child Care Settings:

- 1 . (i) Staff, volunteers and care providers do not offer food to reinforce positive behaviors.
- 2 . (ii) Staff, volunteers and care providers do not withhold food as a consequence for inappropriate behaviors.
- 3 . (iii) Food is not used as a reward for completing a task or finishing a meal (e.g. dessert will not be withheld if the child does not finish the main meal).

Staff will provide the children opportunities to make choices and to help with routines. Staff set reasonable expectations and guide the children to discover the link between their behaviour and the end result.