

## **Behaviour Guidance Policy:Parent Package**

### **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 behaviour:** For example, if you see a child has trouble walking and you catch the child walking say "way to go, you remembered your walking feet"
- **Give Children opportunities for choice:** Staff, care providers and volunteers will provide the children opportunities to make choices and to help with routines. Staff, care providers and volunteers set reasonable expectations and guide the children to discover the link between their behaviour and the end result.
- **Ignore minor incidents and allow 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 efforts.
- **Environmental:** The environment communicates many things to the child and can greatly influence the child's behaviour. In considering the behaviour, staff and 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 child is constantly arguing over a 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.

- **Provide limits that are clear and concise and provide periodic reminders:** The rules for Family Matters include:
  - We use walking feet and indoor voices
  - We use kind actions and words
  - We play safely
  - We sit while we eat
  - We use our hands for helping not hitting

### Intervention:

In some cases children need intervention from adults to show them how to handle a situation or to keep everyone in care safe. It is important to remember to speak in a calm, controlled voice, acknowledge the children's feelings, get the children's attention and stay close to them offering appropriate physical closeness and touch.

### **Some methods of Invention include:**

- Reminders: Children need to be reminded of which behaviours are appropriate. For example "use your walking feet" and "hands are for helping"
- Redirection: Assisting a child to replace inappropriate with appropriate behaviour demonstrates respect for the child and teaches the child the expectations of them. For example if a child is throwing toys, explain to them that there are some toys that are ok to throw like bean bags in a target and some that are not ok to throw because we could hurt our friends. Staff or care providers who are observing consistent inappropriate behaviours should document details on the behaviours to ensure that other factors not encouraging the undesired behaviour (ie: environment, program, and medical/physical)
- Communication: Of why the behaviour is not acceptable. The staff or care provider explains why inappropriate behaviour is not acceptable. Discipline statements are expressed in a way that is positive and guides the child as to what is acceptable and appropriate. For example "Hands are for helping. We want to keep our friends safe."
- Assist with Problem Solving: Oftentimes staff or care providers act as a mediator between children, it is our goal to have children able to solve problems on their own. Encourage children to listen to each other's point of view and then help them to brainstorm how to solve the problem.
- Supported Consequences: In extreme cases, where all other guidance techniques are ineffective, the staff or care provider may need to use supported consequences. This may consist of limiting or removing materials. This should only be done after a clear, calm and consistent explanation of the appropriate use of materials has been offered to the child and is ineffective. 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 the other children (i.e. hitting, biting) or themselves at risk. This will consist of the staff or care provider removing the child from the situation, while still

trying to keep the child in close physical proximity to the staff or 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:

- Corporal punishment, including but not limited to the following:
  - Striking a child directly or with any physical object
  - Shaking , shoving, spanking, or other forms of aggressive physical contact and requiring or forcing a child to repeat physical movements.
  - 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.
  - Confinement of, or isolation of a child or children.
  - 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 Setting:

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

#### Definitions:

Redirection- This is the most developmentally appropriate and effective guidance technique for young children. Redirection is replacing an inappropriate behaviour with an appropriate one. For example, if a child is throwing sand from the sandbox, the staff or care provider will help or her find another, more appropriate way to play with the sand.

Time away- The child is asked to leave the activity or area where he or she is exhibiting inappropriate behaviour. The child is able to choose something else to play with.

Parent Package Signature

**Care Provider's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

**Parent Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_