



## **Behaviour Guidance Policy-Care Provider Staff**

### **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 Daycare Agency Staff, Care Providers, Substitutes, Parents and Volunteers

### **Procedures:**

The following guidance techniques will be used:

- Guidance statements will be expressed positively whenever possible.
- Children will be praised for behaving positively.
- Staff will demonstrate positive behaviours for the children.

### **Prevention:**

The best method of guidance in a childcare setting is preventing challenging behaviours before they happen.

Methods used to prevent challenging behaviour 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, care providers, substitutes, parents, and volunteers will provide the children opportunities to make choices and to help with routines. Staff, care providers, substitutes, parents, and volunteers set reasonable expectations and guide the children to discover the link between their behaviour and the 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. If 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, staff, care providers, substitutes, parents, and volunteers 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.
- Provide limits that are clear and concise and provide periodic reminders:

The rules for Family Matters Family Home Daycare Agency:

- We use walking feet and indoor voices
- We use kind actions and words
- We play safely

- o We sit while we eat
- o 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 feeling, get the children’s attention, and stay close by them offering appropriate physical closeness and touch.

Some methods of intervention include:

- **Reminders:** Children need to be reminded of which behaviours are positive. For example, “use your walking feet” and “hands are for helping”
- **Redirection:** Assisting a child to replace challenging behaviour with a positive 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 okay to throw like beanbags in a target and some that are not okay to throw because we could hurt our friends. Staff, care providers, substitutes, parents, and volunteers who are observing consistent challenging behaviours should document details on the behaviours to ensure that other factors are not encouraging the challenging behaviour (i.e.: environment, program, and medical/physical)
- **Communication:** The staff, care provider, substitute, parents, and volunteers explain why challenging behaviour is not acceptable. Guidance statements are expressed in a way that is positive and guides the child as to what is acceptable and positive. For example, “Hands are for helping. We want to keep our friends safe.”
- **Assist with Problem Solving:** Often staff, care providers, substitutes, parents and volunteers 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, care provider, substitute, parents, and volunteers 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 other children (i.e. hitting, biting, etc.) or themselves at risk. This will consist of the staff, care provider, substitute, parent, and volunteer removing the child from the situation, while still trying to keep the child in close physical proximity to the staff, care provider, substitute, parent or volunteer. When the child has regained control of their behaviour, they will be transitioned back into their chosen activity.

**Techniques that are not acceptable in a childcare setting include Time Out and 123 Magic.**

**No operator shell 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 Settings:

- (i) Staff, volunteers, and care providers do not offer food to reinforce positive behaviours.
- (ii) Staff, volunteers, and care providers do not withhold good as a consequence for inappropriate behaviours.
- (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).

**Definitions:**

**Redirection** – This is the most developmentally appropriate and effective guidance technique for young children. Redirection is replacing a challenging behaviour with an appropriate one. For example, if a child is throwing sand from the sand box, the staff, care provider, substitutes, parents, and volunteers will help him or her find another, more positive way to play with the sand.

**Time Away** – the child is asked to leave the activity or area where he or she is exhibiting challenging behaviour. The child can choose something else to play with.

Care Provider Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Care Provider Staff Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Family Home Childcare Consultant: \_\_\_\_\_ Date: \_\_\_\_\_