



## BEHAVIOUR MANAGEMENT POLICY

### GUIDELINES FOR STAFF TO PRACTICE includes PROHIBITED PRACTICES

#### STAFF RESPONSIBILITY:

All staff members (full-time, part-time, supply, students and volunteers) who are responsible for the care of the children must fully understand and agree to practice and observe the Behaviour Management Policy of our Centre.

It is the responsibility of each staff member to report immediately to the Supervisor or Director any staff member observed using unacceptable disciplinary measures or behaviour that contravenes with our Behaviour Management Policy.

#### CONTRAVENTION OF BEHAVIOUR MANAGEMENT POLICY:

In the event that a staff member is observed using disciplinary measures that contravene the Behaviour Management Policy of our Centre, the following policies will be adhered to:

1. Should a staff member show anger or frustration through hitting, spanking or physically harming a child, the staff member will be dismissed immediately. The staff observing this behavior must immediately call and report it to the Children's Aid Society (CAS). Please refer to Harmony's "Reporting Child Abuse and Neglect" policy for more details. A Serious Occurrence Report will be filed with the Ministry of Education through CCLS. It is recommended that the staff member calling CAS inform the Supervisor/Director that the call was made so that the Supervisor/Director can take the necessary steps regarding the staff member involved in the incident.
2. Should it be observed that a staff member is using any form of sexual abuse toward a child, the staff member will be dismissed immediately. The staff observing this behavior must immediately call and report it to the Children's Aid Society (CAS). Please refer to Harmony's "Reporting Child Abuse and Neglect" policy for more details. A Serious Occurrence Report will be filed with the Ministry of Education through CCLS. It is recommended that the staff member calling CAS inform the Supervisor/Director that the call was made so that the Supervisor/Director can take the necessary steps regarding the staff member involved in the incident.
3. Any staff member observed using disciplinary measures that contravene our Behaviour Management Policy (aside from those listed in 1 & 2) shall be reported immediately to the Supervisor. The Supervisor will take immediate steps to investigate the alleged incident.
4. The Supervisor will speak privately to the staff member involved at which time the Supervisor will determine severity of the incident. The Supervisor will collect all the facts, report them and make sure that the incident is documented and a copy is placed in the staff file. A letter of warning will be sent to the staff member. The Board of Directors may be notified depending on the severity of the incident.
5. If a second incident is reported, and the Supervisor is certain the incident occurred, she will take the employee aside, discuss it briefly with her, and send her home. A meeting will be arranged for the next day with the employee and the Supervisor. Depending on the severity of the incident the Executive Committee on the Board of Directors will be consulted and/or involved in the decision making process.
6. The outcome of this meeting will be based on whether returning the staff member to her job would have negative effects for the children. If the employee continues on staff, a warning letter will be sent to her and a copy filed in the staff file.

7. Any further incidents would result in the termination of employment. This would be followed by a letter from the Board of Directors outlining previous incidents, discussions and reason for termination and/or any other supporting documentation.
8. If the Supervisor is observed using disciplinary measures that contravene our Behaviour Management Policy, the observer (whether parent or staff), will report the incident immediately to the Chairperson. The Chair will attempt to get clarification and meet with the Supervisor as quickly as possible in order to take the appropriate measures. Should more than one incident be reported, the Chair would follow the same procedures as stated above.
9. Documentation will be kept and filed at each step.

THE FOLLOWING FORMS OF DISCIPLINE / SUPERVISION SHALL NOT BE USED OR TOLERATED IN OUR CHILDCARE CENTRE UNDER ANY CIRCUMSTANCES:

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**PROHIBITED PRACTICES: *FORBIDDEN and/or UNACCEPTABLE STAFF BEHAVIOURS ARE...***

- Corporal punishment...hitting (directly or with an object) or spanking the child;
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purposes of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else, and is used only as a last resort and only until the risk of injury is no longer imminent;
- Locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required as part of emergency management policies and procedures;
- Use of harsh or degrading measures or threats or use of derogatory language directed at or used in the presence of a child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth;
- Depriving the child of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding; or
- Inflicting any bodily harm on children including making children eat or drink against their will.

***INSTEAD....ACCEPTABLE STAFF BEHAVIOURS ARE AND PROCEDURES FOR MANAGING BEHAVIOURS POSITIVELY ARE...***

- Focus on positive interactions and on the areas where the child's skills need developing. Assist children with social interaction, play, language development, problem-solving and self-control skills
- Model positive communication, focus on the positives and praise children for demonstrating the behaviours you want to see
- Use proximity. Your physical presence can assist children in calming down.
- Encourage the child to use "a quiet area" until they regain self-control – this would help to calm them while reading, doing a sensory activity, solitary cognitive activity, puzzles, etc.
- Focus on skill deficits rather than on the challenging behavior
- Capture a child's attention by either a gentle touch or eye contact (but never force eye contact) – they do not need to establish eye contact to be listening
- State your expectations in a neutral tone by telling the child what to do instead of what not to do
- Positively state what the acceptable behavior is, in a short clear sentence

- Reintroduce the child to the same activity and then praise the child for any success asap
- If a child continues to experience difficulty you can redirect to another activity and/or different set of children
- Follow through with expectations and ensure that there's consistency with all staff

### **OUR AIM IS TO....**

- Promote self-discipline
- Develop within each child an appreciation of others and their feelings
- Increase children's understanding of the consequences of their behavior on others / themselves
- Encourage the child's ability to socialize and get along with others
- Reinforce the positive and discourage the negative behaviour

### **GENERAL STATEMENT:**

Children should be encouraged to verbalize their aggression rather than resort to physical aggression or violence. The situation should be discussed with them so they may gain an understanding of the problem. If another child is involved, both children should be taken aside and the situation discussed with them. If a disruption or dispute has reached a point where discipline has to be taken, the child should be removed from the situation until he/she has calmed down and then discussion and resolution can take place.

### **THINGS TO REMEMBER:**

1. Never raise your voice, be calm but firm.
2. Be patient and calm in your behaviour, actions and responses.
3. Be consistent and set limits prior to activities and transitions.
4. Follow up when limits which are set have been broken.
5. Have a particular area in each classroom for "quiet time away". Time away should not be for more than five minutes, depending on the age of the child. You may have to stay with the child if he/she refuses to accept this.
6. Remember each child is different and at different stages in their development, so your approach or method of dealing with a child may vary (take into account the child's needs and the situation).
7. Encourage the children to verbalize their feelings, fears and anxieties.
8. Call another staff member if the situation or child gets too difficult to handle by yourself. Recognition of needing help is a strength, not a weakness.
9. Be alert to the development of potentially difficult situations or disputes between the children.
10. Arrange the environment so that children are guarded against dangerous situations.
11. Arrange each area of the program in a way that can help prevent disputes from arising – i.e. have enough stimulating and interesting activities set up for the number of children in the activity area.
12. In any situation, be involved with the children without disturbing / encroaching on their play.

### **GUIDELINES FOR A POLICY OF DISCIPLINE**

Proper discipline should not lead to the loss of a child's self-esteem or self-respect through shaming or labeling behaviour of children as good or bad. We will avoid trying to change behaviour by using these means.

**EXPECTATIONS...**Expectations for any child must be realistic. A child who has just begun a new project and then is expected or required to join a circle, for example, is an unrealistic expectation. Perhaps it would help to go through your

schedule for the day and establish what the expectations are in both the routine and play periods and make adjustments if necessary.

**SETTING LIMITS**...Limits should be clearly defined in order for the child to accept them and be able to test them. Avoid forcing or imposing limits. The child's testing shows independence and initiative which according to Erikson is an important developmental task in the pre-school years.

Resistance is healthy in a child, but accepting his need to resist does not mean permitting him to act on unacceptable behaviours or breaking limits. We are responsible for limiting the action by:

- a) adapting the limits to the individual child
- b) giving the child time to accept them
- c) respecting the child's feelings at all times
- d) allowing the child to test the limits but through guidance which is firm, understanding and clear -- by doing this the child moves from testing to acceptance

**CONSEQUENCES**...Consequences of behaviour should facilitate learning and must be relevant, understood by the child and within the needs of the individual. Most importantly, they should provide an incentive toward conformity and staff must be consistent when dealing with a particular child.

Consequences of behaviour can involve choices; however the child should only be given choices when you intend to leave the decision up to him/her.

A good plan of training where discipline facilitates learning requires effective re-direction, imagination, flexibility and ingenuity on the part of the staff and the environment which offers a variety of experiences that challenge the child in all areas of development. In a well planned stimulating environment behaviour problems will be rare.

A complete copy of this policy can be found and is made available to parents:

- In the Parent Information Binder in our Main Entrance
- On our website – [www.harmonychildcarecentre.ca](http://www.harmonychildcarecentre.ca)
- By requesting a copy from the Director (hard-copy, by email, fax...)
- To all new parents interested in enrolling their child at Harmony Childcare Centre