

# Behaviour Guidance Policy

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Our program goals include encouraging independence by helping the children develop self-control and self-confidence so that he/she will have the ability to act appropriately in any situation. It is our job to teach children how to behave appropriately in every situation; the ones they put themselves in through play (independently and with peers,) and the ones we put them in (throughout the daily program.) It is NOT our job to teach consequences other than a simple explanation of why their choice or action was unsuitable at the time. We will redirect inappropriate behaviour at all times with the child's individual motivators and offer praise when the child makes appropriate choices, especially when they typically do not.

The following are some methods we will use:

1. **Positive Modeling and Direction** – Staff will model appropriate behaviour by using calm voices and positive manners towards the children. They will
2. I praise freely, be flexible and be accepting of ***all*** children. They will use positive statements for expected behaviours ('please walk' instead of 'don't run.')
3. **Transitions** – We will give children advance warning of transition times.
4. **Positive Reinforcement** – We will help to develop appropriate behaviours by consistently praising positive actions, manners and choices.
5. **Motivators** – Use the child's individual motivator to get the desired behaviour (do not misconstrued as bribery) it is a tool to reinforce positive behaviour. Do not use the motivator as a consequence or reward. Set the children up to succeed.
6. **Developmental Levels** – We set age appropriate limits for each group of children and will periodically remind them of these limits.
7. **Redirect Children** - We will redirect a child away from a problem or conflict and show him/her a more constructive activity in order to reduce or avoid conflict.
8. **Alternatives** - We will offer children alternatives for unacceptable behaviour and give explanations as to why the behaviour is not appropriate, focusing on the behaviour, not the child ("When you throw sand at Jonny, it hurts his eyes. Please keep the sand in the box.")
9. **Choices** - We will give children choices so to avoid negative answers like 'no' and promote positive actions ("Would you like to clean up the play dough or put away the Lego?")
10. **Safety of All** - We will set clear limits and these will be enforced fairly and consistently. Children will not be permitted to:
  - Hurt themselves
  - Hurt others

- Damage property or the environment

11. **Persistent Unacceptable Behaviour** – Unacceptable behaviours will be communicated to parents in a *behaviour report*; this will alert parents of noted changes or persistent unacceptable behaviour within the classroom. When staff feel that the behaviour has become relentless and/or of concern for the safety and wellbeing of others, a meeting will be requested with parents to design and implement a '*behaviour management plan*' for use at the centre and at home.

12. **Prohibited Actions** - The following actions are prohibited by any staff member as per this policy and section:

11.1 of the Standards 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 food as a consequence for inappropriate behaviours.
- (iii) Food is not used as a reward for completing a task or finishing a meal (ie. dessert will not be withheld if the child refuses to finish the main meal.)

19(1) of the Day Care Act and Regulations:

Each licensee, facility director, agency director, family home consultant, care provider, staff member and volunteer of a licensee must behave in a manner that does not harm any child who is attending the day care program, and in particular must not do or permit any of the following,

- (a) use corporal punishment, including
  - (i) striking a child directly or with any physical object, and
  - (ii) shaking, shoving, spanking and other forms of aggressive physical conduct;
- (b) require or force a child to repeat physical movements;
- (c) use harsh, humiliating, belittling or degrading responses of any form, whether verbal, emotional or physical;
- (d) confine or isolate a child;
- (e) deprive a child of basic needs, including food, shelter, clothing and bedding.

I have read and been trained on the expectations of the above policy and will abide by it in its entirety:

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Staff / Student / Volunteer  
Signature

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Date