



Wellington Early Learning Centres Inc.

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Policies and Procedures Manual	Section 5 Program	Page 1 of 2
Behaviour Guidance Behaviour Guidance Policy	Policy # 5.1.1	Date: January 1997
		Review/Revise Date: August 2016

Wellington Early Learning Centre follows the guidelines set out in the Child Care and Early Years act 2014 section 48 Prohibited practices

The fundamental focus of behaviour guidance is to teach children the skills they need to manage their own behaviour, especially in trying and stressful situations. Equipping children with skills that develop resiliency means helping children in the following ways;

- **Showing** children how to calm themselves when they become upset and express themselves in a way that they will be successful with others.
- **Helping** children to think before they act, and be able to wait for what they want.
- **Teaching** children to problem solve and think clearly about what needs to happen next.
- **Helping** children to understand that other people have feelings, and they need to be acknowledged just like theirs do.
- **Helping** children to be positive and look at the "big picture"
- **Teaching** children that they can do it!
- **Helping** children gain the confidence they need to try new things.

PRACTICES FOR MANAGING UNDESIREABLE BEHAVIOUR WILL BE IMPLEMENTED:

- in a positive, consistent and caring manner
- as soon as possible after the behaviour has occurred
- as a way to assist the child to learn appropriate behaviours
- to ensure the safety of the children and teachers
- to protect the rights of others
- to protect building and equipment

EDUCATORS MUST CONSIDER:

- the developmental level of the child
- matching behaviour and consequences
- using natural and logical consequences when possible

PROCEDURES TO REINFORCE DESIREABLE BEHAVIOUR

- Clearly model expected behaviour.
- Involve children in problem solving, providing guidance.
- Allow children to solve the problem, on their own, whenever possible.
- Follow up problem solving by again clearly modelling the behaviour that is expected.
- Use logical consequences whenever possible, i.e. if a child refuses to wear mittens, allow the child to experience getting cold hands, the child will usually decide to put the mittens on.
- Allow children to make mistakes and learn from them; always being aware of the safety of the situation
- Provide ample opportunity for success. A child should be able to try again without being judged until the child is able to get it right.
- Celebrate success!!
- When children are upset, redirect and wait for the teachable moment to problem solve.
- Only when a child is out of control or hurting others should they be separated from the group. This should be done as unobtrusively as possible and without judgement. Once the child is able to gain control, begin again with modelling. Any type of physical control or redirection should only be used as a last resort, be gentle, calm and reassuring in your approach, giving the child time to calm away from the situation.
- Remember some children need to learn positive behaviour, help them through it with clear direction about body management, i.e. relax your body; breathe deeply; and slow down. Provide space alone to play when needed.

Direct a child to activities that will help him/her gain control; such as drawing a picture of what makes them angry, water play or playdough.

- Staff must depend on each other to provide backup and relief. Be consistent in your methods; support each other's decisions when children try to play one off against the other. Don't hesitate to ask for relief if you are getting close to your own emotional edge.
 - **MODEL - PROBLEM SOLVE - MODEL -**
 - **REDIRECT -ONE ON ONE - START AGAIN**

THE FOLLOWING FORMS OF DISCIPLINE SHALL NOT BE USED:

- corporal punishment, physical punishment or other forms of aggressive contact
- Inflicting any bodily harm on children including making children eat or drink against their will.
- 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
- 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
- deprivation of child's of basic needs including food, drink, shelter, sleep, toilet use, clothing or bedding
- locking the exits of the child care centre or home child care premises 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 the licensee's emergency management policies and procedures

POLICIES AND PROCEDURES ARE FOLLOWED:

The Child Care and Early Years act 2014, section 48:

"Every operator shall ensure that policies and procedures with respect to the contravention of any matters arising from any type of abuse are developed and maintained and reviewed with each employee upon commencement of employment and annually thereafter. "

All staff are evaluated for behaviour management skills through classroom observations, and a written report at least once per year.

Should a staff member contravene the behaviour policy the following steps will be taken:

- 1. In cases where an allegation has been made that a staff member has abused a child the staff member is immediately suspended pending an investigation by Family and Children's Services. If the allegation is substantiated by an investigation done by Family and Children's Services (that a staff member has abused the child as defined by the Ministry of Children and Youth Guidelines) the staff member will be dismissed immediately.**
- 2. In cases where the Behaviour Guidance Policy was not followed but the offence is less serious (but still damaging) a staff member will be suspended for 1 to 3 days to review the policy, consider their own philosophy and state of fitness, and whether their choice of career is still appropriate.**
- 3. In the least serious cases where a staff member has not followed the policy the staff member will review the policy again with the Supervisor and present a plan in writing which will facilitate future behaviour guidance prior to a deadline as agreed upon with the supervisor. Further to this, the staff member will be monitored dosely over the next month (at a minimum) and an additional behaviour monitoring form will be filled out.**
- 4. The incident will be reported to the College of ECE's as mandated by the college; there may be follow up and posting to the CECE's website, as is the protocol for Registered Early Childhood Educators.**
- 5. Any incident involving employees from outside agencies, students or volunteers will also be reported to their immediate supervisor or employer for follow up.**

AS PER THE BEHAVIOUR MONITORING POLICY, IN ALL CASES, THIS INFORMATION BECOMES PART OF THE STAFF'S FILE AS A MATTER OF RECORD

Staff /Student/volunteer:

Date:

Reviewer:

Date: