

ELK VALLEY CHILDCARE SOCIETY



Behaviour Guidance

Policy and Procedures

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Created by
Elk Valley Childcare Society

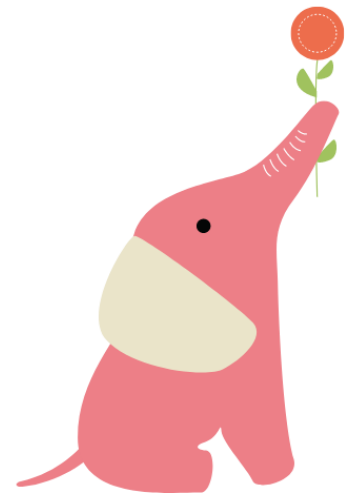


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Behaviour Guidance Policy

The Elk Valley Childcare Society applies the **Behaviour Guidance Policy provided by the Government of British Columbia originally developed in collaboration with the BC Day Care Action Coalition and the Early Childhood Educators of British Columbia.**

Children need adults to teach, guide, and support them as they grow and learn. The Elk Valley Childcare Society's providers play an important role in guiding children's behaviour in positive, supportive, and age-appropriate ways. The most appropriate ways to guide a behaviour may differ from child to child and will depend on the child's age, developmental abilities and needs. Positive and supportive guidance helps children as they learn self-regulation and find appropriate ways to express their wants, needs, views and feelings. Guiding children's behaviour is an ongoing process.

Guiding Children's Behaviour

Guidance provides children with appropriate and positive models of behaviour and helps them to develop respect, self-regulation, self-confidence and sensitivity as they learn and grow. Guidance is needed while appropriate behaviour is happening, as well as before, during, and after inappropriate behaviour is displayed. Emotional and behavioural self-regulation contributes to young children's growing independence. It is this growing ability to control their own feelings and behaviour that eventually allows a child to become more skilled in their relationships with children and adults, for example, when playing together or making decisions together. In the preschool years, children's self-regulation skills are still developing and can often go up and down. Being able to consistently regulate their own feelings and behaviours is a major task for a young child. By school age, children become more flexible and are better at regulating their own emotions and actions. When children learn to self-regulate, they have stronger friendships and relationships, are more able to pay attention and learn new things and deal with the normal stresses and disappointments of daily life.

The Elk Valley Childcare Society uses guidance, re-directing and emotional regulation to help children develop appropriate behaviors. Acceptable behaviour is noted and approved and we acknowledge this through words and gestures. A positive learning environment is the objective in all aspects of care and guidance towards the children of the Elk Valley Childcare Society's care center, including those times in which difficult situations require disciplinary measures. Corporal punishment and other prohibited disciplinary practices as defined below are absolutely prohibited in order to protect the emotional and physical well-being of the children in the care of the Elk Valley Childcare Society. Positive reinforcement helps children build self-confidence and encourages them to repeat desired behaviours.

The Elk Valley Childcare Society believes children have the right to quality care which is safe and healthy and provides learning opportunities that promote their growth and development. To ensure a child's safety and well-being and to foster social and emotional development, it is necessary at times to impose limits or set standards of acceptable behaviour. Educators should be guided by their knowledge and understanding of a child's growth and development, as well as an understanding of the individual child. In most instances, our team is encouraged to combine approaches or use several strategies as they respond to a child's behaviour. It is very important to remember that no one strategy will be effective in every situation, or with every child.

When a child's behaviour becomes challenging for the team and/or other children, an individual behaviour management plan may be required and, in this case, we would work with the parents and bring in the appropriate community resources to assist the family and educators in providing support and intervention for the child.

Permitted Guidance Strategies

The following strategies are prevention oriented. They "set the stage" for a positive atmosphere and maximize opportunities for desirable behaviour and will help ensure that guidance is supportive, rather than punitive.

Reminding of Natural and Logical Consequences:

Making the child aware of the results of their actions. Clarify and reinforce limits, simple reminders are helpful to young children. A statement of natural consequences simply clarifies the inevitable or unavoidable outcome of a behaviour. A statement of logical consequences clarifies the adult-arranged outcome of a behaviour.

Establishing Clear, Consistent and Simple Limits:

Educators develop boundaries for the children, either as a group or individually according to the situation to ensure children know what is expected. Limits should be clearly related to the safety and protection of self and others, and the environment.

Limiting the Use of Equipment:

Redirecting often goes hand in hand with removing a piece of equipment from a child's play options.

Modeling Problem-Solving Skills:

When children face discharging or frustrating situations, it is natural for them to lose control.

Some ways to help model problem-solving skills are:

- Providing coping skills to acknowledge the problem
- Pose helpful questions, e.g. "have you asked them?" "what happened?" etc.
- If further guidance is necessary, state a solution or physical demonstration.

When the situation has been resolved, it is helpful to summarize it so the child gets a clear understanding of what just happened.

Providing Choices:

Educators outline appropriate choices and children are encouraged to make decisions for themselves.

Anticipating:

Educators plan and prepare the environment in such a manner to avoid conflict.

Using Proximity & Touch:

Simply moving closer to the child, moving between two children, or even putting your arm around the child can serve as effective guidance and intervention.

Acknowledging Feelings Before Setting Limits:

In order for children to perceive our guidance as support, it is important for them to know that their feelings are recognized and understood.

Providing Opportunities for Children to Make Amends:

Rather than demanding a superficial apology, offer genuine opportunities for children to restore relationships after an incident of hurt or harm.

Redirecting:

Persistent refusal to abide by the rules of the safety for others and the environment may, on occasion, require that a child be removed from the situation. Time away can show children that being redirected from an overstimulated environment to a more calming area allows them to manage their own behaviours before inappropriate behaviour occurs or escalates.

Prohibited Disciplinary Practices

There shall be no: Corporal Punishment of a child.

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
Inflicting any bodily harm on children.