BEHAVIOUR GUIDANCE

Policy

This policy applies to all Staff, Providers, Students and Volunteers hereafter called adults working in direct care and contact with children at Kawartha Child Care Services.

Kawartha Child Care Services offers programs that enhance the development of the whole child. We consider and respect each child’s unique individual needs and rights. We value children and the spirit of childhood.

We understand that behaviour serves a function for the child and the primary influence on behaviour is the current environment.

We believe that:
- a comprehensive curriculum that challenges and fosters children’s abilities will promote trusting and respectful relationships
- building relationships and fostering social – emotional development will equip children with the necessary skills to be successful.

Policy Guidelines

1. Behaviour guidance techniques reflect best practices. Best practices include:
   - Planning the environment to meet the needs and rights of all children
   - Understanding the present level of their skills
   - Teaching and scaffolding new skills
   - Using “authentic” language to reinforce appropriate behaviour
   - Encouraging and understanding the learning process as children make gains toward a new skill

2. We do this when we:
   a. Value children as capable and competent individuals who can communicate their ideas, concerns and feelings. We respond by dialoguing, respecting and listening to children and to each other.
   b. Observe, document and understand children’s present level of skills for the purpose of setting and supporting social – emotional development goals.
   c. Provide opportunities for children to practice social skills in a safe supportive learning environment.
   d. Establish and maintain resource rich environments (see Authentic Playrooms Inventory) that provide space, toys and equipment for social play.
   e. See behaviour situations as learning opportunities. We engage children through conversations to:
      1) confirm feelings
      2) respect diversity
      3) collaborate with one another in order to find possible solutions
f. Establish and maintain a predictable, consistent daily routine with a balance of adult directed and self-selected activities. (These choices provide children with a sense of control over their chosen play). We plan, anticipate and communicate transitions for children.

g. Discuss and decide as a team (children and educators) the expectations that we will live by in our play space. These expectations ensure that all individuals are safe, respected and heard.

h. Respect family diversity and collaborate with families to establish and support their child’s emotional-social development.

i. Respect children’s personal space and when we coach and model with a “hands off” approach.

3. **When dangerous or unsafe behaviour occurs, the adult will remain calm and follow the steps outlined in “Challenging Behaviour Protocol”**.

4. The following practices are not permitted:

   a. Corporal punishment by adults, or by a child or group of children.
   
   b. Deliberately harsh or degrading measures that would humiliate the child or undermine her/his self-respect.
   
   c. Deprivation of a child’s basic needs including, but not limited to, food, shelter, clothing or bedding.
   
   d. Locking for the purpose of confining a child, the exits of a private home day care or child care centre.
   
   e. Use of a locked room or structure to confine a child.

**Procedure for Monitoring Behaviour Guidance**

1. The Supervisor and Home Visitor will review the Behaviour Guidance Policy upon hiring/contracting and annually with Staff, Providers, Students and Volunteers. Centre staff will engage in further behaviour training as part of the orientation Professional Development requirements. Providers will review the Behaviour Guidance Policy with spouses, boarders, or any person who maybe in regular contact with the children in their care. All Staff, Providers, Students and Volunteers will sign to verify that they have read, understood and will follow the Behaviour Guidance Policy.

2. The Supervisor or Home Visitor will include a discussion of Behaviour Guidance in all regular staff meetings and home visits. This dialogue will be noted in staff minutes and home visit reports.

3. Behaviour Guidance techniques and guidelines will form a part of all performance reviews conducted with Staff, Providers, students and volunteers.

4. Supervisors and Home Visitors will observe interactions between Staff or Providers and children. Designates, Site Supervisors or Assistant Supervisors will observe the Supervisor’s interaction with children. A biannually written report will be prepared and maintained in the Staff or Provider’s file. The Team Leader will receive the report on the Supervisor and include in the performance appraisal.

5. The Supervisor or Home Visitor will document any questions or conversations regarding behaviour guidance between biannual observations.

6. Records of the annual and biannual reviews will be kept on file for a minimum of two years.
Procedure for Contravention of Behaviour Guidance

1. Any contravention of the Behaviour Guidance Policies or procedures will be reported to the appropriate supervisor.

2. Where a Staff, Provider, Student, or Volunteer is deemed by the Executive Director to have violated the Behaviour Guidance Policy, the following actions at a minimum will be taken depending on the severity of the offence:

<table>
<thead>
<tr>
<th>Unacceptable Behaviour</th>
<th>First Offence</th>
<th>Second Offence</th>
<th>Third Offence</th>
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</thead>
<tbody>
<tr>
<td>Sarcasm, ridicule and verbal abuse</td>
<td>Verbal reprimand/warning</td>
<td>Written reprimand on file</td>
<td>Termination of contract or dismissal (staff)</td>
</tr>
<tr>
<td>Forcing food, isolation in room</td>
<td>Written reprimand on file and/or suspension or dismissal</td>
<td>Termination of contract or dismissal (staff)</td>
<td></td>
</tr>
<tr>
<td>Hitting, spanking, slapping or other harsh physical contact</td>
<td>Termination of contract or dismissal (staff)</td>
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3. Contravention of the Behaviour Guidance Policy is a serious offence and may be reported to the Ministry of Education as a serious occurrence by the Supervisor and/or to the Children’s Aid Society if the contravention constitutes suspected child abuse as outlined in the Reporting Child Abuse Policy 4.325.

4. Adults who have contravened the Behaviour Guidance policy will have a plan of remediation developed if returning to caring for children.