

Policy 12. Behaviour Management

12.1. Philosophy

- It is our belief that children need guidance, understanding, and positive direction to learn independence as well as appropriate and acceptable behavior.
- SCD recognizes families' primary role in behaviour management. We will work with families to plan a supportive approach when addressing each child's development.

12.2. Goals

- SCD will provide a supportive environment that:
 - o encourages positive interactions amongst adults and children
 - o creates realistic expectations of children's capabilities
 - o ensures consequences for their behavior are positive
 - o provides learning opportunities for healthy development.
- Our goal is to help children develop their own self control and to learn problem solving skills that are appropriate.

12.3. Actions

- Staff will model problem solving, understanding and then assist children with managing their own emotions and actions.
- Staff will be flexible in their practices using preventative and supporting approaches.
- Staff members use a variety of behavior management methods. These include, but are not limited to, the following:
 - o Praise
 - o Respectful Communication
 - o Establishing consistent expectations
 - o Positive Verbal Guidance
 - o Setting Appropriate limits
 - o Redirection of focus
 - o Children are encouraged to solve their differences by talking with one another under the guidance of an educator.
- Preventative and supportive approaches can include:
 - o Re-directing children in their play
 - o When appropriate, children are actively involved in solving their own conflicts and problems
 - o Engaging children in activities and programming that stimulate and challenge them
 - o Close supervision
 - o Explaining to children the behaviour that is acceptable and be sure the child understands.
 - o Comforting children who require help with controlling and expressing their emotions.
 - o Anticipating any difficulties children are having
 - o Planning transitions and routines that are consistent and regular
 - o Activities that teach social skills are part of the program, and caregiver model similar practices in their work.
 - o Setting reasonable limits
 - o Praising and encouraging children in their attempts
 - o Gentle Reminders
 - o Reflecting with children on incidents to help them understand the consequences to their words or actions

- Offering choice
- Ignoring negative behaviours where appropriate
- Redirecting negative energy
- Setting reasonable limits and guidelines

12.4. Behaviour Modification Protocol

Step 1

- Evaluate the environment
- Talk to the child about the incident or behaviour
- Try to identify what triggered the behaviour
- Engage child in problem solving conversation
- Provide alternate ways for the child to work through their problems
- Redirect the child to another activity and help them engage in another positive play activity

Step 2

- Discuss with the children again, about the incident or behaviour – try to find out what is happening for the child
- Either sit with child and work thru problem – offer encouragement and praise
- If a child needs to leave the situation, sit with the child to discuss these consequences
- Help child become actively involved in a positive play experience

Step 3

- If the behaviour continues, you may need to help the child find a different area of play, or remove the child from that activity
- Again a conversation with the child needs to occur and staff need to provide alternate ways in which a child can work through the problem

Step 4

- Some children need to be removed from an activity if safety is an issue to themselves or others. When doing so, ensure this child is kept in sight so that discussions can occur.
- Some children may need time to settle and regulate their emotions – allow time to do so.
- If behaviours continue, engage parents in discussions and problem solve together about appropriate ways to deal with this.