



Child Guidance Policy

Our program will promote and maintain a safe environment, creating opportunities for children to develop and grow in a positive manner to reach their fullest potential.

Through positive role modeling, children will develop respect and dignity for themselves and others. Children will learn to be responsible and accountable for their own actions by understanding and using self-discipline, problem solving, and conflict resolution.

All staff, parents, guardians and aides must read and sign the Child Guidance Agreement before having access to the classrooms.

Prevention: Prevention of improper behavior is the best option when developing a child guidance policy. Mommy's Kids Childcare Centre strives to guide the children's behavior by setting up basic classroom ground rules for the staff that give the children a loving and predictable environment as well designing the space for the children in a manner that encourages positive behavior.

Staff and volunteers will reinforce respect for each other and the environment, as well as will provide a model for positive behavior through the following 8 classroom ground rules:

1. The magic of positive encouragement – acknowledging positive behavior within 5 seconds is the most effective way of decreasing inappropriate behavior. The behavior that gets the most attention is the one most likely to be repeated.
2. State rules or expectations in a clear and concrete way - the use of clear consistent language and establishment and maintenance of routines. Children do better when they know what is expected of them. Behavioral phrases are posted on every classroom wall including:
 - A. Walking feet
 - B. Indoor voices
 - C. Hands & Feet kept to ourselves (unless in kindness)
 - D. Parent or teachers only open/close doors
3. Check and acknowledge feelings
4. State requests positively
5. Prepare for what's coming – always give advance notice of when you want them to do something.
6. Give choices whenever possible
7. Follow Through – make requests that are enforceable, and be sure that you can and will follow through if the child does not do what is asked



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8. Under no circumstance will the Centre tolerate infliction or cause to be inflicted any form of physical punishment, verbal or physical degradation or emotional deprivation. Will not deny or threaten to deny any basic necessity, or use or permit the use of any form of physical restraint, confinement or isolation. Any parent or staff member found to doing any of these items on the premises will be subject to immediate suspension of service or employment upon investigation and may need to be reported to both the local police authority and licensing board.

These basic classroom rules will allow the children to develop their skills through sharing, learning co-operating strategies, and dealing with frustration in appropriate ways, taking responsibility, using words rather than physical contact to resolve disputes and joining the group during large group activities such as story time.

DESIGN OF SPACE

The set up and design of the floor space in each playroom will encourage both the children's self-discipline and allow the staff to monitor effectively the children's behavior. Encouraging the children's self-discipline is done by creating child-friendly spaces in the room, providing adequate materials that are rotated that interest and motivates them and ensuring equitable time for each child within the centers occurs. The design of open clean spaces also allows the staff to monitor the play environment redirecting, reassuring and distracting as needed.

Set up of toys and activities should have clear division between spaces that do not require a child to walk through a centre to get to another activity therefore disturbing the other children.

Quiet activities such as fine manipulative, homework, reading areas should be away from louder dramatic play, dress up and block areas.

Appropriate tables, pillows, and chairs should be available within each centre to allow for the activity.

Placement of shelving and toys must allow for supervision and regular engagement of staff. Toys must be ready and available for use so as to allow for extended play times.

Intervention: Written Discipline Policy

In any case where intervention is required the following progressive steps will apply:

Universal Policy – All Children:

Disciplinary measures will be carried out in such a way as to help children develop self-control and develop responsibility for their actions. Children causing harm to themselves or others will be redirected immediately into more positive activity and



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behavior. Aggressive behavior will not be tolerated and may result in removal from the program.

All other Infractions of the rules will be handled by staff with a progression of interventions including:

Warning & advice of appropriate behavior - The staff will attempt to give the child the chance to change their behavior into a positive behavior by advising the child of the appropriate behavior. This will be done by using clear language; clearly communicated classroom ground rules, frequent reminders as well as role modeling.

Redirection - If the improper behavior continues then it will be addressed by redirecting the child's behavior or removal of the object causing the behavior. The staff will discuss with the child why this behavior was unacceptable and encourage the child to share his/her feelings regarding the situation. Staff will do this while giving the child time to calm down. Staff will reassure the child both verbally (using encouragement and gentle coaching) and physically (such as a hug). Staff may utilize this time to have a private discussion with the child regarding feelings and respect. The staff will encourage the child to resolve their own conflicts and assist when required. Staff will ensure that the child knows they are cared for regardless of their behavior.

Explanation of Consequences (For children 36 months or older) - the consequences of the child's action will be clearly discussed with the child prior to redirecting them into a more appropriate direction. An example of this would be if two children are fighting over a toy and encouragement of sharing is not working then the staff will verbally discuss the class rules with the older children and will explain to them that if they cannot reach a sharing agreement the item will be taken away and neither child will be allowed to play with it. Attention will be paid to the child's self-esteem while correcting the behavior. Any consequences or disciplinary action taken must be reasonable given the circumstances and age of child.

Parental involvement - Parent involvement is of primary importance and will occur in a timely manner, using a discipline report. Parents will be required to sign a discipline report acknowledging that their child either cannot or will not control their own behavior after warnings and redirection with consequences. The third occurrence of such behavior will result in the child being suspended for 1 attendance day and the parent will need to have someone pick them up right away. After one suspension day the child may return if a parent/teacher or parent/teacher/child conference has occurred. Immediate repetition of the behavior will result in suspension.

I _____ Teacher/ the legal parent / guardian of _____ have read and understand all parts of the Mommy's Kids Childcare Centre Discipline policy and agree to adhere to the above guidelines.

Parent/Teacher Signature _____ Date: _____