



Behavior Guidance & Discipline Policy

All children are unique individuals who must be treated with kindness, respect, and consideration in all situations. Developmental discipline gives children the freedom to explore and discover the world around them within safe and secure boundaries. Discipline is the teaching and learning process by which each child develops socially acceptable behaviors as they mature. It helps them to develop self control, self confidence, regulate behaviors, problem solve and ultimately resolve their conflicts. Discipline involves a continuous process of guiding behaviors and is offered while acceptable behaviors are occurring, as well as before, during and after unacceptable behaviors are displayed. Educators must use the following preventative and intervention strategies listed below when guiding the children's behavior.

Prevention Techniques

- Establishing clear, consistent and simple limits and/or expectations. This can be done with the children in a group, to give them ownership of their space and choices, and examples provided such as walking feet, taking a turn and using their words.
- Affirm the limits and expectations using straightforward step by step instructions and referring to the limits and expectations that the children helped create.
- Encourage the child to ask educators to assist them in problem solving.
- Talk about feelings in the room regularly, such as asking how friends may feel. Posters and tools for helping with emotions may be displayed throughout the program, to aid in reflection.
- Role model appropriate ways to express feelings.
- Reinforce appropriate behaviors (praising children when seeing desirable behaviors such as sharing, being kind, etc.
- Offer appropriate choices, to avoid power struggles offering two choices helps the child feel a sense of control over their choice.



Intervention Techniques

- Respectfully gain the child's attention by using proximity and gentle touch.
- Use active listening. This means to prepare to listen, observe what verbal and non-verbal messages are being sent and providing feedback for the sake of showing attentiveness to the message being presented. Active listening is listening to understand.
- Acknowledge the child's feelings before setting limits. Providing words or other means of expression emotions and responding in a nonjudgmental, open manner that allows for the expression of feelings and the opportunity to resolve problems.
- Role model problem solving skills.
- Remind the children of the expectations and limits.
- Use logical and natural consequences.
- Offer appropriate choices, to avoid power struggles offering two choices helps the child feel a sense of control over their choice.
- Distract or redirect when appropriate.
- Have the child do an activity away from the majority of the group with an educator, one other peer or if the child prefers, alone. This will give them an opportunity to calm a reset.

Redirection

Redirection consists of reasonable method in the circumstances such as picking the child up and moving them or taking the child's hand and walking to a new play area or calm corner. The purpose is to allow the child to settle down and regain control. The time away will depend on how long the child requires to settle and regain control of the behavior or emotions; once this has happened the child may return to play. Educators must be positive and acknowledge their accomplishments when the child rejoins the others. Comments such as "I am so happy you are back to play with us" can be made to support positive affirmation.



Inappropriate Methods

Educators are not permitted to use the following discipline methods:

- Inflict or cause to be inflicted, any form of physical or verbal punishment. This includes but is not limited to yelling, belittling, hitting, slapping, biting, pushing, shoving, punching, pulling, abusive language, etc.
- Depriving or threatening to deprive a child of any basic need such as love, water, food and/or rest. If any of these forms of discipline are used toward a child, the educator will be terminated immediately.

Incident/Accident

Incident Reports are to be completed after incidents/accidents occur. Educators will discuss with the parent that picks up the child, and this person will be asked to sign the incident/accident form. These forms will be kept in the child's file.