



GARDE SCOLAIRE L'ANSE-AU-SABLE  
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## Behavioural Guidance

***The staff at Garde scolaire l'Anse-au-sable understands that the policy set out below may be subject to last minute change in order to comply with the health and safety regulations of the Province.***

### ***Guidelines***

At *Garde scolaire l'Anse-au-sable*, we value and respect each child as a unique individual. For the staff at *Garde scolaire l'Anse-au-sable*, discipline describes the teaching/learning process by which children develop socially, develop appropriate behaviours, and grow to maturity. Our goal is to assist children with age appropriate strategies in developing self-control, self-confidence, and ultimately self-regulation and sensitivity to their interactions with others. Underlying our approach is the recognition that each child is a unique individual and that the child's experience, environment, developmental level, and culture influence his/her behaviour. Our goals also include minimizing inappropriate or challenging behaviours in our children (ie. behaviours that interfere with the child's or other children's ability to learn, or behaviours that harm the child or others) by being proactive and preventing challenging behaviours rather than reacting after the fact.

Families will be provided with a written copy of *Garde scolaire l'Anse-au-sable* behavioural guidance policy. Parents/guardians are encouraged to discuss questions or concerns regarding any aspect of the program with the educator. If a conflict arises, the goal is to resolve differences of opinion and find solutions that everyone can accept. We are committed to providing a caring and supportive environment for our children and families. If there continues to be a problem, a meeting can be arranged between families, staff and manager to:

- Define the issues
- State points of view
- Identify solutions when possible

### ***Guidance Strategies: Prevention and Intervention***

The goal of prevention strategies is to minimize the risks of an intervention from an adult being needed. For staff at *Garde scolaire l'Anse-au-sable*, providing the tools for children to foresee possible sources of conflict or frustration and to be able to prevent the situation from deteriorating is key.

The program's schedule and routine will provide a framework to guide the child's behaviour through the day. Limits and expectations will be communicated to the children with an emphasis on positive behaviour. Role play and social stories will be used as a way to help children make sense of need for rules in a group setting and understand the limits and expectations. The socio-emotional skills development program Brindami will also help children develop appropriate behaviours, which will be positively reinforced by words and gestures focusing on the children's specific actions. Staff will model positive behaviour. Expectations from staff will be appropriate to each child's development.

When there are occurrences of undesirable behaviours, the caregivers will provide supportive guidance so that the children can correct their actions. The caregivers will intervene in the following order:

- 1- Give time for the child to calm down either by providing a calm space or using breathing strategies alone or with the support of an adult.
- 2- The adults will have a discussion regarding the child's emotions to encourage him/her/them to express how they feel. The adult will share how this action made them and the group feel as well.
- 3- Together they will find ways to better the situation and/or find solutions to correct the act.
- 4- Simple choices can also be offered to correct behaviours in non-punitive ways. Redirection of the child's behaviour will also be attempted.
- 5- Time away can be used to allow a child to rest from an over-stimulating environment before inappropriate behaviours escalate.

Additional prevention strategies include :

- Establishing clear, consistent and simple limits ;
- Focus on behaviour, rather than the child ;
- State what is expected, rather than pose questions ;
- Allow time for children to respond to expectations ;
- Ignore minor incidents ;
- Encourage children to use the adults around him as a resource ;
- Be alert ;
- Be close to children during play times.

Additional intervention strategies include :

- Gain a child's attention in a respectful way ;
- Use proximity and touch (in compliance with health and safety rules) ;
- Remind in a positive way ;

- Acknowledge feelings before setting limits
- Model problem-solving skills ;
- Use natural and logical consequences ;
- Provide an opportunity for children to make amends.

### ***Guidance Strategies: Challenging Behaviours Intervention***

In some situations, a child might feel frustrated or overwhelmed and demonstrate challenging behaviours as a way to express how he feels. When those situations arise, it is imperative that the staff remain calm and relies upon strategies that will aim at limiting the escalation in the child's behaviour or frustration and, eventually calming the child.

The following techniques and strategies should be used when a child is showing signs of a high degree of frustration or demonstrating appropriate behaviour :

1 – Withholding attention or ignoring: using only in response to behaviours that are “attention seeking”.

2 – Redirect (to appropriate activity): change circumstances or environment which cause unwanted behaviour, offer choice when appropriate.

3 – Natural and logical consequences: Natural consequences result “naturally” from inappropriate behaviour choices. Adult does not intervene. SAFETY must be taken into account in this circumstance. Children must be protected from decisions that would have dangerous or overly serious consequences. Logical consequences are related to, or are somehow fitting for the particular behaviour. Logical consequences are imposed by the adult (ie. A child who is pushing other children off a climbing toy is not allowed to play on it for X minutes). Once the child has experienced the consequence, the staff do not lecture or sympathize.

4 – Empathetic listening: when a child is showing signs of distress or being upset, the adult in charge will show empathy to help the child express his feelings and needs in an appropriate way and collaborate to find a solution.

5 – Problem-solving: teach children problem-solving and conflict resolution skills and encourage them to use those skills with their peers.

6- Holding: this strategy should only be used for safety reasons and a behaviour plan needs to be in place. Holding might be used exceptionally when a child's loss of control or ability to reason causes him to become a safety hazard to himself or others. The intent of this strategy is to soothe the child and to keep them and others safe until self-control is regained. The adult always warns the child that in order to keep him/her safe, they have

to hold them to bring them to a safe place. A calm and controlled attitude of the adult is critical in ensuring that this strategy is supportive, rather than punitive.

7- Time away: the intent of time away is to provide children with opportunities to develop self-direction and self-regulation and to become aware of when they are becoming anxious or agitated. Children will learn self-control when they feel they belong and they feel valued. It is therefore crucial to involve the child in determining when they have regained control over their emotions and are ready to participate in the group's activities again.

The teacher will communicate with the parents at the end of the day if she notes unusual or inappropriate behaviours arising.

In case of repeated inappropriate behaviours, the teacher will notify the parents at each step of the following process.

- ECE or teacher shall report any unacceptable behaviour in a notebook. If the inappropriate behaviours are frequent, the ECE or teacher will note her concerns in the notebook.
- The teacher shall advise the manager and a formal meeting with the parents is organized by the teacher.
- If no improvement has been noted after the meeting with the parents, a new meeting with parents, the teacher and manager will be set up, in which the manager may suggest the intervention of a specialist.
- If the situation persists, School District Support Services will be called in to help find best solution that could include a modified schedule, added support services, consultation with behaviour specialist, etc.

In the case of children who have a care plan that includes instructions relating to behavioural guidance, *Garde scolaire l'Anse-au-sable* staff will ensure that any behavioural guidance given to the child is consistent with those instructions, and if the behavioural guidance includes the use of restraints, that the restraints are administered only by a person who is trained in the use of, and alternatives to the use of, restraints.