

Behaviour Management Policy

Lunenburg Daycare Centre and Bye the Sea Nursery School

A. PREVENTION

1. Environment:

Teachers need to assess their programming regularly (6-8 weeks) to make sure the children are having their individual needs met.

The room arrangement should be appropriate for the age group. The number of children in the room should be appropriate to the age level and floor space.

2. Interaction:

There should be continuous adult/child interaction. Staff should be prepared for their day. Adult/adult interaction should be limited. Position yourself with your back to the wall.

Visually scan the room while you are interacting with children. Move through the room and be available to help children clarify

3. Schedules/Routine:

Classroom routines need to be flexible but consistent, so the children know what to expect and can follow along. Transition times can be difficult for children. Make sure you provide plenty of warning, prior to the end of one activity and the beginning of another.

Ensure your schedule reflects a good balance of active and quiet activities.

Be sensitive to the fact that children will react to staff changes.

4. Expectations:

Know the children's abilities and limitations and plan your program so that all children can succeed. Do not be afraid to stop an activity that is not going well. Children need to be actively involved in the learning process. They need to exercise their bodies and senses as well as their mind.

5. Prevention Strategies:

-Establish clear, consistent limits and provide an explanation for limits.

-State limits in a positive way, and periodically remind the children.

-Provide opportunities for children to make choices throughout the day.

-Focus on the behaviour.

-Ignore minor incidents.

-Model and encourage appropriate behaviour.

Name: _____ Date: _____

B. INTERVENTION:

1. Remind and Redirect:

Remind children of the classroom rules and redirecting when necessary. Redirection can include choices of appropriate behaviour or use of an object.

2. Physical Closeness and Touch:

To help children re-gain self control an adult can encourage appropriate behaviour by physically getting closer to the child, by gently touching them, or holding them on their lap.

3. Get Child's Attention:

Intervene in a respectful way, by walking over to the child, getting down to their level, establish eye contact and use a calm, controlled voice tone.

4. Acknowledge Feelings:

Acknowledge the feelings of all the children involved in a situation. If the children have difficulty expressing their feelings you may help them out.

5. Assist Children in Problem Solving the Situation:

Help the children find solutions. Your job is to facilitate, clarify information verbally and to ensure that no physical contact occurs. This is a teachable moment where valuable negotiation skills can be learned by the children.

6. Removal of a Privilege:

In extreme situations, when all other strategies have proven ineffective, it may be necessary to limit or remove materials or equipment or to remove a child from the particular situation. Ensure the child understands the reason for the removal and try to keep the child with you. When the child is able to return to the situation, go with the child to assist with the transition and his/her success.

7. Helpful Hints for Teachers:

- Keep your emotions under control. Keep a calm voice tone and body language.
- Do not be judgmental.
- Get to know children's families and communicate behaviour issues.
- Do not hold a grudge.
- If you feel frustrated, ask to have a colleague take over.
- Be clear and describe behaviours.

8. Daily Observations and Recording:

We should write daily about a child's day, both good and bad. State the facts clearly. This information is confidential and should be kept in a locked cupboard. All entries should be dated and signed by the teachers present. See behaviour recording sheet.

9. The following forms of punishment are not permitted under any circumstances:

- Corporal punishment including but not limited to the following: striking a child directly or with any physical object; shaking, shoving, spanking or other forms of aggressive physical contact; and requiring or forcing a child to repeat physical movements.
- Harsh, humiliating, belittling, or degrading responses of any form including verbal, emotional or physical.
- Confinement or isolation of a child or children.
- Deprivation of basic needs including food, shelter, clothing or bedding.
- Food is not used to reinforce positive behaviours.
- Food is not withheld as a consequence for inappropriate behaviours.
- Food is not used as a reward for completing a task or finishing a meal.

Name: _____ Date: _____