

SSCC Behavioural Policy

Expectations for guiding children's behaviour outside and inside of the centre:

Guidance provides children with appropriate and positive models of behaviour and helps them to develop respect, self-regulation, self-confidence and sensitivity as they learn and grow. Guidance is needed while appropriate behaviour is happening, as well as before, during, and after inappropriate behaviour is displayed.

Biting:

Incidents of biting will be handled on an individualized basis. Parents will be consulted with each episode, as part of **Small Steps** policies, teachers will not disclose specific information about the other children involved in the biting incident.

Biting is a normal stage of development for most children. It is a natural phenomenon and not something to always blame on children. Biting may occur for many reasons such as oral exploration, teething, hunger, fatigue, lack of awareness that it can hurt, frustration, anxiety, etc. **In all cases of biting, our response will be to care for the child who was bitten and to help the child who bit to learn a different behaviour to use.** As a centre, our focus will not be on punishment but rather on effective techniques that address the specific reason for biting. We encourage parents to talk to their child about biting.

The child who was bit will receive first aid right after the incident occurs. The bite mark is cleaned with soap and water. If the skin is broken the bite will be covered with a bandaid. We will also apply ice to the bite to prevent swelling and bruising. Staff will notify parents right after the bite is taken care of through a phone call. Staff will also make a record of the incident in our communication book.

Physical Altercations

(Kicking, Hitting, Hair Pulling, Scratching, Hitting with an Object, and Pushing):

Sometimes children can find it extremely hard to communicate their feelings or needs. Physical behaviors are one way they may choose to get their point across. The cause of physical behaviors can be anything such as self-defence, extreme frustration or anger, inadequate speech development, over-stimulation, etc.

Small Steps encourages children to find their voice when they feel like acting out. By explaining and then practicing using their words, we help them to trade off aggressive physical behavior in favor of more socially acceptable behavior. We always welcome the children to come and speak to us privately if needed. Our staff encourage children to use, *"stop this is a safe school"* along with the physical ASL sign for 'stop' when they feel unsafe with another child's behaviour.

If the child who used aggressive physical behaviours hurts another child to the point of leaving a mark, first aid will be used right away. If they broke skin we will wash it out with soap and water, add a bandaid if needed then, apply ice to prevent any swelling or bruising. The staff will assess the situation and determine if the child needs to find a safe space. We will help that child to self regulate if needed and talk it out with them. The staff who witnessed the incident will record it in our communication book. The staff will also notify parents about the incident that occurred.

Spitting:

There can be a ton of reasons as to why children spit. They may think it is fun, want attention, acting out of anger, self-defense, etc. Sometimes children spit to get a reaction out of someone. They may not be able to communicate so they may choose spitting instead of another behaviour. The staff will always stay calm, use their words to express that spitting is not acceptable, redirect them to a more positive behaviour and focus on reinforcing their good behaviour.

Inappropriate Language:

Small Steps urges to improve the way our students relate to each other. Specifically that means the words they use, and the tone with which they speak to each other. There are a number of reasons why a child may use inappropriate language. Sometimes a child uses a word by accident; they may be repeating what they heard without knowing that the words are inappropriate or what the words really mean; they may swear because they want to imitate friends or family; they may use potty talk to get attention or a reaction; or they may use hurtful language when they upset.

When a child uses inappropriate language, we address it directly and immediately. The staff will always stay calm, keep a straight face, and say, "That's a word we don't use here." If the child asks why, explain in a simple manner why not. For example: "That can hurt someone's feelings" or "Most people do not like those words."

If this becomes a recurrence talk with the child's family and let them know what the child has said and under what circumstances. Be careful not to blame or put down a child's parents or family. The child may have heard the words from others or may not have used the words at home. Work with the family to find a common way to respond to the child when they use inappropriate language, and be consistent.

Bodies and Boundaries:

Children have a natural curiosity with regards to their bodies. When situations arise where we have to speak to children about body parts we use the anatomically correct terms. We also teach children that every person has boundaries and that our bodies are private and should be respected. Parents will be notified if situations occur in the classroom that directly affects their children.

Guns and War Toys:

Small Steps Childcare Centre strives to provide an atmosphere of respect and cooperation by teaching children the value of caring for one another. Accordingly, no item of a violent or aggressive nature will be allowed in the center.

This includes, but is not limited to:

- Clothing depicting aggressive or violent characters
- Clothing representative of war or war activities
- Weapons, including all types of toy guns (including squirt/water guns), knives, slingshots, swords, etc.
- Pictures of violent or aggressive acts

When engaged in Superhero play on the playground, children are asked to take care of each other and to be sure no one gets hurt. Physical contact and pile ups are not acceptable play. Plans will vary according to the age, developmental level and needs of the particular child.

Conclusion

The following steps will be taken regarding children who display an increase in frequency, severity, or intensity that leads to disrupting the emotional or physical well being of another child or an adult:

1. Initial Consultation:
 - **Small Steps Childcare** may request that the parent/guardian meet for a conference. The incident that occurred will be defined on paper in our communication book. The consultation will consist of strategies that can be used to prevent the behaviours from happening again. The best solution(s) will be agreed upon by everyone.
2. Second Consultation:
 - This consultation will occur if the first plan requires adjustment. Another attempt will be made to identify the situation and establish a new revised approach for the child. This is also when we may offer to involve supported childcare.
3. Disenrolled:
 - This is when the previous attempts have been followed and little to no progress has been made. At this point, **Small Steps** may terminate the child from the centre.

Anytime a child hurts another child resulting in a mark, we reserve the right to send that child home for the day. If there is an increase in frequency, severity, or intensity this can be grounds for termination. We will do everything possible to work with the parents to change the unwanted behaviour and we will also get supported childcare involved to help with ideas and strategies.

While it is our goal to meet the individual and varied needs of each child in the Centre, to the best of our ability, we cannot allow one child to continually disrupt the care and education for the other children in a class. In addition, while working with children to develop appropriate

academic and social behaviors is a goal of the center we cannot allow a child to continually behave disrespectfully or exhibit physical force towards teachers and others.

Parent Code of Conduct

Small Steps Childcare Centre requires that parents or guardians of enrolled children shall at all times behave in a manner consistent with courtesy and respect. One of the goals of the centre is to provide an appropriate environment in which a child can grow, learn and develop. Achieving this ideal environment is not only the responsibility of **Small Steps Childcare Centre** employees but is also the responsibility of each and every parent or adult who enters the centre. Parents who violate the Parent Code of Conduct will have their services terminated immediately and will not be permitted on centre property thereafter.

No parent or adult is permitted to curse or use other inappropriate language on centre property at any time, whether in the presence of a child or not. Such language is considered offensive by many people and will not be tolerated

At no time shall inappropriate language be directed toward members of the staff. Threats of any kind will not be tolerated and shall be reported to the appropriate authorities. While apologies for such behaviour are appreciated, the centre will not assume the risk of a second chance. Parents must be responsible for and in control of their behaviour at all times.