

**Play and Grow Child Care Centre**  
**227 Drewry Avenue Toronto Ontario M2M 1E3**

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**Behaviour Guidance and Procedures Policy**

Play and Grow Child Care Centre staff, students, duty parents, and volunteers are guided by the Behaviour Guidance Policy, which they are required to review and sign each year. The following are Prohibited Practices:

1. Corporal punishment of a child including physical, verbal, or sexual abuse; and
2. Deliberate harsh or degrading measures that humiliate a child or undermine the child's self-respect; and
3. Deprivation of basic needs including food, shelter, clothing, or bedding; and
4. Lock – or permit to be locked – for the purpose of confining a child, the exits of the childcare center; and
5. Use a locked or lockable room or structure to confine a child.

Any adult who observes the mistreatment of any child must contact the Executive Director of the centre immediately. In the case of the Program Supervisor, the Personnel Chair of the Board of Directors. This is a legal responsibility.

The Program Supervisor will observe staff, volunteers, and students' behaviour guidance practices regularly and a written report will be conducted a minimum of once per year and as needed. A written record of the observations will be kept on file.

Failure to comply with the Behaviour Guidance Policy will result in disciplinary action up to and including termination.

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## **Child Guidance Procedures Policy**

### **CHILD GUIDANCE GUIDELINES - GENERAL**

- 1. When Giving Directions:**
  - a) Be sure you have the child's attention
  - b) Give positive directions that leave the child no choice of interpretation
  - c) Give a choice of two things when possible
  - d) Warn ahead of time before changing an activity
  - e) Never plead with or threaten a child
  - f) Use a quiet voice as much as possible
  - g) Ensure you are physically and intellectually at the child's level when talking with them
2. Remain alert to the total situation in your area. Attempt to foresee and prevent trouble. Re-direct uncooperative child to another activity.
3. Re-direct an entire activity in a more wholesome direction, if necessary.
4. Allow children of comparable behaviour, size, and ability to deal with their own problems, as much as possible. Encourage the quiet, submissive child to assert their rights. Encourage the aggressive child to express their feelings verbally. Suggest words they may use.
5. Ensure that the child is aware of their limits. Explain the rules in a calm, firm manner and ensure that the child understands. Have the child explain the rules back to you to ensure understanding.
6. Respect the child's wish and need to be alone. Speak briefly with the child and reassure them that you are available.
7. Avoid repetition. Ensure that you have the child's attention, and then say what you have to say once.
8. Follow through on any ultimatum given ensuring that it has both a practical and appropriate expectation of the child.

9. Implement consequences as soon as possible after troublesome behaviour.
10. Do not allow a child to strike you. Say to the child, "I don't like to be hit." and/or "I will not let you hit me."
11. Remain calm when dealing with any situation. Enlist help from other staff members. If you have become upset, you may have difficulty remaining objective.
12. Encourage self-confidence by reinforcing positive behaviour. Try to notice and reinforce desired behaviour. It is important that each child receive more attention for behaving appropriately than for behaving inappropriately. Phrase instructions positively, for example, "You can go outside when you have picked up your toys" instead of "You are not going anywhere until you have cleaned up your mess."
13. Be sensitive to improvements in the child's behaviour. Do not wait for perfection before rewarding. Be specific about what you are praising.
14. When dealing with a problem, remember it is the action of the child that is unacceptable, not the child.
15. Always follow through on your instructions and be consistent.
16. Allow the child to make as many decisions as possible, within limits.
17. Use modeling techniques. Give attention to one child who is performing as expected so that others can hear you.
18. Serve as a good role model by using a positive cheerful, calm approach when dealing with the children, other staff members, parents, and any visitors to the Child Care Centre.
19. Do not discuss a child, adult, parent, or other staff members when other children, parents, or adults are present or within hearing range. (Please refer to Play and Grow Child Care Centre Confidentiality Policy).

## **CHILD GUIDANCE GUIDELINES - SPECIFIC**

### **PRESCHOOL AND KINDERGARTEN CHILDREN**

- ❖ Encourage involvement with their teachers and peers
- ❖ After 3 warnings, quietly redirect the child from the group to another activity
- ❖ Allow the child to return to the group when they indicate that they are ready
- ❖ Praise the child as soon as they co-operate
- ❖ If the child's behaviour remains inappropriate, inform the child that they will return to the group when the teacher decides.

## SWEARING

- ❖ Ignore occasional swearing.
- ❖ If swearing happens repeatedly, explain to the child that the words being used are not acceptable.
- ❖ Suggest alternate words.

## TANTRUMS

- ❖ Remove the child from the group to an open area.
- ❖ Ensure that the child is safe and let the tantrum run its course.
- ❖ If the child is experiencing a violent tantrum, remove them from the room if possible, ensuring that your group is being adequately supervised and continue to supervise the child.
- ❖ Be always available to the child.
- ❖ Comfort the child. Be sympathetic when the tantrum is over.

## BITING

### **If a child bites another child:**

- ❖ Immediately comfort the victim.
- ❖ Bring the biter face to face with the victim.
- ❖ Use a voice that conveys anger without yelling and emphasize to the biter that they have hurt the other child. For example, "Biting hurts! Lisa is crying because you hurt her very much. It's not okay to bite."
- ❖ If possible, get the victim to verbalize how they feel.
- ❖ Remove the biter to activity on their own and ask him/her to sit and do something on their own for a few minutes until they can play without hurting people.
- ❖ Ignore the biter as much as possible - if he/she gets your attention, even negative attention, it may reinforce the behaviour.
- ❖ Let the child rejoin the group after a reasonable time - no longer than five minutes.

- ❖ Involve the child in something different - a soothing activity such as play-dough or sand play if possible.
- ❖ Explain to the child that if they are angry, they need to express their anger in words. Give an example of what they might say. Remind the child that you as a teacher are there to help. If he/she is having problems with a playmate, you will assist him/her. All he/she needs to do is ask for your help.
- ❖ Once hurt child is comfortable have him /her express to the child that did the biting how his/her actions made him/her feel. This will give the child that did the biting the opportunity to apologize. Do not force a child to apologize! (Sometimes children apologize when they really are not sorry and at times, they also feel it's okay to bite because they said sorry).
- ❖ If the skin is broken, contact the parent and public health department.

### **SPITTING**

If a child is spitting, explain that spitting is unhygienic, that it can pass germs onto other people and could make them ill. Encourage the child to spit in the toilet if they have something in their mouth, they wish to get rid of.

### **HITTING**

#### **If a child hits another child:**

Follow the procedure used for biting, and have large pillows readily accessible for a child, if he/she feels the need to hit to release anger.

### **KICKING**

Follow the procedure for hitting and have balls readily accessible for kicking.

### **TOILET ACCIDENTS**

#### **If a child wets or soils their pants:**

- ❖ Treat toilet accidents casually. Do not reprimand through voice or action.
- ❖ Ask the child to go to the washroom and remove their wet clothing while you get a clean change of clothing from their cubby.

- ❖ Assist in undressing and cleaning the child.
- ❖ Place soiled clothes in a plastic bag. Tie the bag and place it in the child's cubby.
- ❖ Ensure that the toilet area is disinfected and that the hands of both staff and child have been washed thoroughly before continuing with other activities.
- ❖ Reinforce that it was an accident, and the child has done nothing wrong.

### **SCHOOL-AGE CHILDREN**

- ❖ Show or tell children what they have done wrong.
- ❖ Give them ownership of the problem.
- ❖ Help them find ways of solving the problem.
- ❖ Leave their dignity intact.

### **SWEARING**

- ❖ Tell the child that swearing is not acceptable and will not be tolerated. The child and teacher will discuss consequences should future situations arise. These consequences will include loss of privileges.
- ❖ If swearing occurs on a repeated basis, the child and teacher are to discuss the plan of action to eliminate the use of profanities, which will include the implementation of consequences previously discussed.
- ❖ Should swearing continue, parental involvement will occur to resolve the situation? At this time, the Parent Contract will be reviewed with respect to parental responsibilities under the policies and procedures of the Play and Grow Child Care Centre.

### **PHYSICALLY AGGRESSIVE BEHAVIOUR**

#### **Specifically: hitting, kicking, and biting**

- ❖ Immediately comfort the victim.
- ❖ Inform the child that the inappropriate behaviour is not acceptable and will not be tolerated. The child and teacher will discuss consequences that will be implemented should future situations arise. These consequences will include loss of privileges. The child and teacher will also develop a problem-solving plan to define ownership of the problem as the child's and to assist them in determining problem-solving solutions.
- ❖ Should the undesirable behaviour continue to be demonstrated, parental involvement will occur to resolve the situation. At this time, the Parent Contract

will be reviewed with respect to parental responsibilities under the policies and procedures of the Play and Grow Child Care Centre.

### **DE-ESCALATING VOLATILE SITUATIONS GUIDELINES**

In extreme situations (wherein a child is endangering his/herself or others) staff may find themselves having to respond to a crisis using physical guidance as a method to defuse and or de-escalate a volatile situation. **Restraint is not an ongoing Child Guidance strategy it is only used in an emergency/crisis.** Any of such instances will be treated as an emergency and a Serious Occurrence will be filed.

If any of the Play and grow Child Care Centre staff finds that they must use physical guidance, the following steps must be taken:

- ❖ If possible, there will always be two staff members present in the same room as the child. One uses the physical guidance and the second staff as an observer and/or relief.
- ❖ If possible, all other children will be removed from the situation. Children may move briefly to the hall or another room, always remaining supervised.
- ❖ Once the child has de-escalated the situation, he/she will be supportively reintroduced into the program. Staff will remain with the child until he/she is settled into an activity or task.
- ❖ Once the situation has been resolved, the staff that used the physical guidance will document the incident, sign the document, and submit it to the Executive Director or designate.
- ❖ Executive Director or designate will contact Toronto's Children's Services Serious Occurrence line at 416-397-7359 to report the incident. In discussion with Children's Service Consultant, the situation will be reported either as an incident or a serious occurrence depending on the circumstances.
- ❖ If it is deemed to be a Serious Occurrence or designate will file a report on the Ministry of Education's Child Care Licensing System (CCLS) [www.one-key.gov.on.ca](http://www.one-key.gov.on.ca)

### **STAFF BEHAVIOUR EXPECTATIONS**

**It is important for each staff member to serve as a role model for the children. The following behaviours will be prohibited during working hours and on the premises:**

- ❖ No swearing

- ❖ No smoking
- ❖ No hitting or shaking
- ❖ No shouting or use of harsh tone of voice
- ❖ No drinking of alcohol or consumption of non-medicinal drugs
- ❖ No child shall be left unsupervised
- ❖ Personal phone calls shall be made during break periods
- ❖ No cell phone use in the classroom
- ❖ Adherence to the confidentiality agreement and all other policies of the Centre

## **TERMINATION**

**The Board of Directors reserves the right to terminate an employee at any time for cause including but not limited to cases in which he/she:**

- ❖ Is ineffective in the program or has difficulty working harmoniously with other adults.
- ❖ Is dishonest on the application form or while performing duties. Is convicted of a criminal offense.
- ❖ Is late or absent without excuse acceptable to the Program Supervisor or Executive Director.
- ❖ Is negligent in the supervision of children to the detriment of their safety and well-being as determined by the Program supervisor.
- ❖ Fails to follow Play and Grow Child Care Centre policies and procedures.

The final decision to terminate is made by the recommendation of the Program Supervisor and the Personnel Committee. The Program Supervisor, copied to the President of the Board and the Personnel Chairperson, gives termination notice in writing. Termination can be with or without notice at the discretion of the Program Supervisor.

## **CONTRAVENTION AND MONITORING THE CHILD GUIDANCE PROCEDURES**

- ❖ Each staff member, prior to employment, shall be made aware of the Child Care Behaviour Guidance Policies, Procedures, and Guidelines. A written contract will be signed before employment, which states that the employee agrees with and will follow the Behaviour Guidance Policies, Procedures and Guidelines set out by Play and Grow Child Care Centre. Staff members will be aware that failure to comply will result in disciplinary action up to and including termination.
- ❖ Each staff, student, volunteer, and duty parent will be monitored through informal and formal observations and or evaluations. These will be performed at least once a

year by the Program Supervisor and as needed. The Board of Directors will perform monitoring on the Program Supervisor.

- ❖ The Program Supervisor will observe and ensure that any non-compliance with the Child Care Policies and Procedures is dealt with appropriately. Any staff member having concerns about another staff member's conduct should report to the Program Supervisor.
- ❖ Appropriate action is at the discretion of the Program Supervisor, considering the staff member, the situation, and the severity of the complaint.
- ❖ Any new Policies, Procedures, and Guidelines will be brought to the Board of Directors for approval and the staff will be expected to sign and comply.

**In the case of an occurrence, they will use the following guidelines and will either deal with the staff member directly or direct the Program Supervisor to do so:**

1. A meeting will take place to discuss the incident.
2. The Executive Director or Program Supervisor will document the incident and the staff member, Program Supervisor, will sign and date the documentation and a copy will be placed in the staff's confidential file.
3. If the inappropriate handling of any situation takes place again, then each incident must be documented as described above.
4. In the event of further non-compliance, the Executive Director will arrange a meeting with the Personnel Chairperson to discuss the situation and decide on appropriate action. If the incident is of a serious nature, the Executive Director has the right to temporarily suspend the staff member with pay until a meeting with the Personnel Chairperson can be arranged.
5. The Program Supervisor will inform the staff member of the decision and take appropriate action according to the situation.

### **CHILD GUIDANCE PLAN**

The following procedure applies to situations that each staff person must expect to encounter on a regular basis throughout the course of a day. Appropriate behaviours must be LEARNED, and negative behaviour is normal at certain stages of development. However, when negative behaviour is becoming a problem, then further steps must be taken to help staff members and parents deal with the situation appropriately.

### **CHILD GUIDANCE PLANNING STEPS**

1. Identify the problem. The best approach is to write down what you observe

Who

What - including the following information

Where - will often determine the why

When

This will give a specific description of the behaviour.

For example, Alan (who) runs up and down (what) hall (where) and hides (what) during outdoor dressing time (when)

Why? - open space, unstructured time, teachers busy.

2. Write down, in POSITIVE behaviour terms, the precise behaviour you desire. For example, Alan must get dressed when it is time to do so. Alan must remain with the other children.
3. The teacher responsible for the child will arrange for a meeting with the parents. Inform parents what you are observing. Is the behaviour occurring at home? Do the parents have any suggestions as to the cause or a solution to the behaviour problem?
4. Investigate all the possible causes:
  - ❖ physical environment
  - ❖ program planning
  - ❖ home life
  - ❖ child
5. Clearly establish what you want to do. Plan strategy, step by step.  
Look At:
  - ❖ What situations increase the likelihood that some form or portion of the desired behaviour will occur?
  - ❖ How may you increase the desired behavior by immediately giving a positive reinforcement following the behaviour?
  - ❖ In what situations will the behaviour be allowed to occur?
6. Communicate plans to other staff to ensure continuity.
7. Discuss the plan and maintain open lines of communication with parents.
8. Set a reasonable time frame re: expectations and plan evaluation. For example: Is behavior change required immediately or can it be changed over a period? (Biting vs. thumb sucking)
9. After a set time, evaluate. Has desired behaviour increased, decreased, or stayed the same?
10. Decide on the next step. Continue or try an alternative method.
11. Persevere. Many behaviours require weeks to change, especially if they have been going on for a long time.
12. If further assistance is necessary, the Program Supervisor will investigate suitable organizations for the referral.

13. Program Supervisor will follow up with the parent/guardian to ensure that they have investigated their options and decided on a mutually suitable course of action.
14. If **the** child remains repeatedly uncooperative despite all attempts to rectify the behavior/situation, Play and Grow Child Care Centre may suspend or terminate care as outlined in the Parent Contract. (Please refer to Parent Contract).

**Reviewed by Play and Grow Child Care Centre Board of Directors on: April 21, 2022**