



Jost Mission Day Care Society: Behavior Prevention and Intervention Policy and Procedure

Related Policies & Procedures:

JMDS: Respectful Workplace Procedure

JMDS: Staff Code of Ethics

JMDS: Inclusion Policy

Edward Jost staff will use the following behaviour and prevention techniques to positively guide children in learning appropriate behaviours:

This policy covers, Staff, Management, Children, Family members, third party professionals and community members with whom the Jost Mission Day Care Society interacts.

The Jost Mission Day Care Society is committed to providing a safe, respectful, positive environment for all programming participants.

Prevention is the key to all behavior guidance and management and requires the active participation of all members of the JMDCS community: Parents, Children, Staff, Management and Third Party professionals.

Components to Prevention in Behavior Guidance and Management:

Interactions:

- Interact with children: There should be continuous adult/ child interaction. This is a proactive strategy; staff can monitor appropriate behaviour and defuse potentially difficult conflict situations.
 - Attitude: Staff adopt a positive attitude towards all children, which includes enjoyment and respect for the children as individuals. Focus on each child's strengths.
 - Use positive guidance techniques Focus on do's instead of do not's (i.e.: say 'please walk' instead of 'don't run')
 - Teach by modeling appropriate behaviors (i.e.: say 'please' and 'thank you' if you would like children to use these words)
 - Focus on the behavior, not the child (i.e.: 'when you knocked over her tower it made her sad', rather than, 'you should not ruin other people's things'.)
 - Ignore minor incidents: if no harm is being done to oneself or others, we can ignore negative behavior since its goal is often attention seeking.
 - Strive to build relationships between staff/parents, staff/children and children/children.
-

Expectations:

Staff will set ground rules and establish positive, clear, consistent and simple limits and boundaries.

- Respect for individuals
- Respect for environment
- Respect for others

Environment:

- Provide a healthy, safe, and nurturing environment.
- Arrange furniture and other materials to encourage active learning and independence.
- Provide a sufficient variety of developmentally appropriate equipment for all children to be purposefully always engaged.

Daily Routine:

- Provide a program where children learn through active exploration in a developmentally appropriate play-based model.
- Provide a flexible but consistent routine so that children know what to expect and will be able to follow along.
- Provide opportunities for children to make choices.
- Prepare children for and reduce the number of transitions.

Parent Involvement:

Consult with families and guardians to ensure we are using similar strategies at home and day care.

Components to Intervention in Behavior Guidance and Management:

Staff will use and teach children to use the 6-step approach to resolving conflicts:

- STEP 1.** Approach calmly, stopping any hurtful actions or behaviors.
 - STEP 2.** Acknowledge feelings.
 - STEP 3.** Gather Information.
 - STEP 4.** Restate the problem.
 - STEP 5.** Ask for ideas and solutions and choose one together.
 - STEP 6.** Give follow up as needed.
-

Using natural consequences, staff will redirect children away from negative actions: Staff will engage in discussion and follow up with the child regarding inappropriate behavior and steer the child towards an acceptable substitute activity.

Positive Behaviour Support Plan

When a child is displaying severe challenging behaviours, including but not limited to, ongoing hitting with physical objects or hands, biting, kicking, breaking property, the following plan will be used to help support the child.

- Once the behaviours described are noticed, the Educators will communicate with the office their difficulties by requesting to start doing Behavior Reports for the child displaying the behaviors, while continuing to do the Accident Reports for the child/staff injured. This will ensure the parents are informed of the actions taking place in the classrooms for both parties involved. These discussions will be out of the child's sight.
- Once starting the detailed Behaviour Reports for the parents to sign, the Educators will continue to document the behaviours in a logbook kept in the classroom, as well ABC Charts (Antecedent/Behaviour/Consequence). The ABC Charts can show patterns to hopefully prevent the behaviours for future situations. If the behaviours are ongoing, the Educators may request a communication book to discuss the full day with the parents, without having to speak in front of the child every day.
- If the behaviours continue, the Educator will request a meeting with the Director and Inclusion Coordinator to discuss how they can support the room. The Director and/or Inclusion Coordinator (IC) will begin to support the classroom by doing observations while being in the classroom participating with the Educators, as well as keep a record of the Incidents coming to the office.
- Once information has been compiled, the Director and/or IC will arrange a team meeting with the parents to discuss a support plan. The Director and/or IC may ask if the child is being supported by any pediatric support teams from the community and may be added to the meeting if needed. During this meeting, the centre and the parents will work together to make an Individualized Plan to support the child and classroom. If the child has third-party professionals working with them, they may have input on the plan as well.
- Following the meeting, a phone call will be made to the Early Childhood Development Consultant (ECDC), letting them know of these challenges and the plans in place.

- If needed and requested, the ECDC will visit the classroom, whether that's one or several visits to gather information, by taking notes and having discussions with the educators. The ECDC will then collaborate with the childcare centre and ECEs to intentionally adjust some classroom routines to help support the child and/or family.
 - If after trying the Individualized Plan for four weeks, with the support of the ECDC, and the behaviours have no positive change, there will be another meeting requested with the family, Director and/or IC, ECEs, and the ECDC to discuss further supports, including third-party professionals.
 - At this meeting, all concerns related to the child will be discussed. It will be noted that if the child's behaviours and needs exceed what our centre is able to accommodate with the Individualized Plan in place, by receiving 2 Serious Incidents for excessive harm to other children/staff, and/or damage to property, the centre will respectfully withdraw the child from the centre and encourage alternate care elsewhere. If the plan supports a positive change with no Accident Reports within six weeks, we will re-start the plan.
-

This section has been copied directly from the Day Care Regulations Act (section 6C)

The following forms of discipline are not permitted:

- Corporal punishment of any kind including but not limited to: Striking a child directly or with any physical object, shaking, shoving, spanking, or other forms of aggressive physical conduct.
- Requiring or forcing a child to repeat physical movements.
- Using harsh, humiliating, belittling, or degrading responses of any form, including verbal, emotional or physical.
- Confining or isolating a child.
- Depriving a child of basic needs including food, shelter, clothing, or bedding. (EJCC - The staff will not use food as a punishment or reward for behavior at any time.)

All EJCC staff have an obligation to each other: if a staff is interacting with or handling a child in a manner that is disrespectful or harmful to the child, including but not limited to the above disciplinary permit, it is their duty to bring it to the notice of the management team. Failure to do so will result in the form of a written warning.

I have read, understand, and agree to abide by the requirements of the Behavior Prevention and Intervention policy.

Community Member Signature: _____ Date: _____

Director Signature: _____ Date: _____