

## Child Guidance Policy

Our Child guidance policy is based on encouraging and ensuring positive self-esteem. Our focus is on positive behaviour rather than the negative behaviour. Our goal is to ensure that children develop a positive self-image, independence and caring nature towards others. Children are accepted for who they are. Families are consulted about their child's likes, dislikes, hopes, fears, beliefs, cultures and traditions so that a bridge between home and the program is established. Feelings of respect, trust, honesty and security are established and worked on a daily basis.

### Procedure

#### 1. Supervision

It is the responsibility of all staff to ensure that all children in their programs are supervised at all times.

- Staff are continually engaged in supervision and observation.
- Staff should always know how many children are in their care and should be completing head counts regularly.
- Staff are positioned so they can scan the entire play area while being involved with children in their immediate area.
- Staff should always be within range to easily communicate with children without the need to raise their voice.
- Volunteers and students are never to be left alone with children under any circumstances and they cannot be included in the ratio count as a teacher.
- If it is necessary for a child to be separated from a group, make arrangements with another staff to accompany the child.
- When children are using the washroom, staff is required to position themselves in close proximity without impeding the privacy of the child.
- When children are taken outside, it is important that staff position themselves in order to appropriately supervise the children at all times.

#### 2. Organization

It is the responsibility of the staff to plan for positive outcomes and to anticipate issues.

- Staff always plan experiences based on the interests of the children. Allow and encourage new play opportunities to be added at any given time. Always have a backup plan and remember that it is okay to change your plan in the middle...
- Plan developmentally appropriate activities and ensure that children experience success.
- Staff will have their equipment and materials prepared in advance to avoid unnecessary waiting.
- Staff will provide for small group experiences.
- Staff will offer choices and provide enough material for each child to participate. Choices should be realistic and support the child's personal safety and esteem.

Choices should be mutually accepted by the staff and the child. Include the child in determining choices when possible. *“Do you want to pick up the blocks or put the cars on the shelf?”*

- Children will be given time to finish an activity they are involved in.
- Staff will pay close attention to children who tend to require more guidance and intervene before situations arise.

### 3. Safe Environment

The staff provides a safe child centered environment that reflects developmentally appropriate practices and supports children’s natural curiosity.

- Play materials and opportunities match children’s age, abilities and interests.
- Plan interesting experiences based on the observed interests of children to keep them actively engaged.
- Children are provided with changes to their environment in response to their needs and interests.
- Plan for transitions. Transitions are opportunities to support children to make changes during the daily routine. Children are given adequate preparation time.
- Limits and expectations are established to keep children safe.
- Children are encouraged to make choices and age appropriate decisions.
- Children are supported to play alone or together by providing sufficient play materials.
- Staff sits with children during meals and snacks to allow staff time for discussion with children and to encourage social interaction.

### 4. Behaviour

Staff demonstrates appropriate behaviour in interactions with children, parents and fellow co-workers. Feelings of mutual respect, acceptance and caring among children and adults are enhanced.

- Staff projects a cheerful, professional attitude by laughing with the children, showing that they enjoy being with the children and appreciate the funny side of things.
- Staff will role model desired behaviours they want to see more of, especially pro-social skills. *“Thank you for sharing with \_\_\_\_.” “Thank you for mopping up the spilled water. Now we won’t slip and fall.”*
- Staff will treat every child as an individual by responding to each child differently because they are unique. The staff will spend time with each child and get to know them, and be sensitive to their cultural and religious needs.
- Staff will communicate using words and phrases the child will understand. They will make requests using clear, concise and simple terms such as *“Chairs are for sitting on.”*
- Staff will give genuine praise, compliments and encouragement by giving a smile, nod or pat on the shoulder or by telling children when they have done something well. *“I like it when you put all of the markers in the container.” Or “It seems to me that you look really proud of your work.”*
- Staff will recognize their own emotions and remove themselves from a situation when they are feeling angry or frustrated.

Logical consequences for inappropriate behaviour are set. Consequences must be immediate, natural, reasonable, respectful and related to the child's behaviour and individual needs.

- Staff communicates regularly with the child and with his family. Using information gained from the family, child and educational training, staff will use their professional judgment and will be required to make educated, informed and professional choices to guide each individual child's behaviour.

Children are encouraged to resolve conflicts with other children. Staff 'actively listen' to acknowledge children's feelings and to help them express their feelings and understand those of others.

- Staff promotes discussion for problem solving and conflict resolution. Let the children 'own' their problems. If there is a dispute, give the children room to work it out on their own. If necessary, intervene by facilitating a discussion. Help children learn to talk and listen to each other and generate solutions, or staff can offer solutions.
- Allow children personal space. If a child demonstrates the need for personal time to "cool off" or cry, allow him/her the opportunity to do so. Ensure you adhere to supervision expectations.
- A "time out" should never be used to direct children's behaviours. It is prohibited practice to exclude children from participation in activities. If they continue to behave in an unacceptable manner such as throwing blocks, then the staff should offer appropriate choices such as, *"I'm scared someone will be hurt when you throw blocks. You can use the blocks for building or you can choose another activity."*

#### **The following will not be used at our centre**

- Using any form of physical punishment or neglect.
- Making harsh, belittling, degrading statements or threats, or discussion of a child or their family during program time.
- Withdrawing or withholding a child's needs and comforts such as food, shelter, personal liberty (washroom use), or participation in activities.
- Removing or isolating the child from the group (time out) as punishment.
- Any form of restraint
- Leaving a child unattended or unsupervised
- Smoking on or within sight of participant and families
- Discussing personal and private activities while supervising children
- Locking exits for the purpose of confining a child
- The use or possession of inappropriate or pornographic material/websites
- The use of personal cell phones or text messaging for personal use while working

### Intervention Strategies

- Eye level, calm controlled voice, proximity & touch (moving close, in between children, putting arm around) helps to calm children
- Reminders – *“The sand stays in the sand box.”*
- Acknowledging feelings – *“It’s hard to wait for a turn.”*
- Settings limits – *“I can’t let you hurt \_\_\_\_\_.”*
- Logical consequences –
- Limiting use of equipment used as a last resort when kids are uncooperative about using it safely.

Canada Place Child Care Society  
Child Guidance Policy

I \_\_\_\_\_ have read the Child Guidance Policy and understand the policies. I am aware that failure to abide by these policies may result in my termination.

\_\_\_\_\_  
Staff Signature

\_\_\_\_\_  
Director

\_\_\_\_\_  
Date