

Adopted: Jan 2009

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Unacceptable Behaviors

Policy: To provide to the best of our abilities and resources a nurturing environment where children will be respected as individuals when they have shown unacceptable behaviors that has brought harm to others.

Definition:

- Unacceptable Behavior – Biting, excessive tantrums, fighting with others, (educators and/or children) that involve hitting and kicking, inappropriate sexual behavior (verbal and physical)
- 2 Types of offenders– Verbal and Non-Verbal
- Shadowing – Being with-in arms- length to the child, interacting and helping the child with appropriate behavior.

Guidelines:

- Review each case individually to determine what the underlying issue(s) may be.
- Take into consideration the age and level of self-control of the child.
- Build empathy so the child engaging in the unacceptable behavior feels remorse and wants to comfort the other child.
- Plan for prevention of these types of behaviors during transitions with the ASAP coordinator and discuss at ASAP meetings.
- Document to identify the triggers and write incident reports for parents.
- Communicate with the parents as soon as possible after the first incident. (Not in front of the child, set up a time by phone or an area down the hall at the desk)
This may be handled by the Lead Educator or the ASAP coordinator. Ask parents questions about changes that may be occurring outside the Centre that could be influencing the child's behavior.
- If a second incident occurs, provide families with information strategies with the assistance of your ASAP coordinator and this policy.
- Observe the child to identify possible causes or triggers of the unacceptable behavior(s). Examples may include is the child hungry, tired, teething, or frustration with not being able to communicate their needs/desires.

- Focus on prevention, as these incidents are 98% preventable.
<https://gritasap.ca/>
- Be vigilant, prepared (armed with preventive techniques) and involve the children and parents in finding solutions to the problem. Your ASAP coordinator is available to support during high stress situations.
- Look at the situation from both sides and build empathy for all persons involved including educator/staff, children and families of the room.

Procedures

- First Incident - Always talk to the child at their level. Be respectful of the children's feelings, listen. Validate them. Present consequence. Ensure play environment is safe for all other children in the room.
 - Verbal Child – Educator/staff must stay with the child until he/she recovers self-control.
 - Non-verbal Child – Educator/staff will move the child to a safe area where he/she cannot harm again. Educator/staff is to engage in interaction at all times until the child has calmed down.
- Second Incident – A educator/staff of the room will be required to shadow the child, use your ASAP coordinator at this time if you do not have the third educator or need extra support. The room educator/staff will prepare a plan as to how the behavior will be stopped or prevented from occurring again. This information must be shared with all persons involved, including the child's parents.
 - Educator/staff will use an *Issue / Inappropriate Behavior / Concern Form* and reporting documents to present & record:
 - Issue and Strategies/consequences
 - Timelines of incident reports
 - Number of children involved
 - What was happening in the play environment at the time of the behavior
 - Where and what educator/staff were doing
 - Is there a known pattern (child is hungry/tired etc.)
 - Any known external factors to the Centre that could be impacting behavior.
- Program for weekly plans that give opportunities for the child to show appropriate behaviors so that the child can be praised.
- Discuss with parent and co-educator the consequences of the child's actions, where will the child be put and with whom for a time away from the play, to

reflect, so that you may provide a safe environment for the rest of the class. During this time the child will not be left alone. (you may need the support of your ASAP coordinator at this time) Include in your discussion with parent(s) the possibility of dismissal from the program. (Program Director should be involved in these discussions).

- If behavior discontinues for a period of 4 weeks, shadowing may be discontinued after room educator/staff have evaluated the situation. Continued observation and support of the child to prevent reoccurrence will be required.
- The dismissal of children will be evaluated on an individual basis and determined by one of the Directors. It may be presented to the Centre's Board for evaluation and decision, depending on the situation or sensitivities involved.

Outcomes

- **Your interactions, planning, diligence and preparedness have given the child self-worth self-awareness and self-control. *This is the desired outcome.***
- Dismissal of the child with the unacceptable behavior
- Dismissal of educator/staff for the negligence of implementing the procedures of this policy.

Parents are informed of the guidance policy in the parent handbook and verbally by educator/staff when asked. Children are made aware, through conversation and with clear behaviour expectations (developmentally appropriate). Educator/staff are provided with policies (educator/staff binder) of the Centre and sign off that they have read and understand the policies of the Centre. Clarification can be requested and reviews are done periodically during educator/staff meeting.

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