



Adopted: Jan 2009

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Next review date: August 2024

## **Unacceptable Behavior Policy**

**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 have brought harm to others.

### **Definitions:**

- **Unacceptable Behavior** – Biting, excessive tantrums, fighting with others, (educators and/or children) that involve hitting and kicking, inappropriate sexual behavior (verbal and physical), destroying the program's property, using toys and equipment to inflict injury on children and/or educators, using language that is not appropriate, statements and words that affect another child's self-esteem.
- **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 and a relationship so the child engaging in unacceptable behavior feels remorse and wants to comfort the other child.
- Be proactive and plan for prevention of these types of behaviors during transitions with your team, directors, ASQ coordinator.
- 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 Director*) Ask parents questions about changes that may be occurring outside the program that could be influencing the child's behavior.

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- If a second incident occurs, provide families with information and strategies with the assistance of your team lead, ASQ coordinator and/or Director.
- Observe the child to identify possible causes or triggers of unacceptable behavior(s). Examples may include the child is hungry, tired, teething, or frustrated with not being able to communicate their needs or wants.
- Focus on prevention, as these incidents are 98% preventable. Seek resources from the ASQ coordinator. Ask one of the Directors to seek resources from Supports to Early Learning or Inclusive. Be vigilant, prepared and armed with preventive techniques. Involve the children and parents in finding solutions to the problem.
  - Provide a book that the educators and families can both write in to journal their child's activities to help identify what may cause the behaviors (ie lack of sleep or lack of nutrition)
- Look at the situation from both sides and build empathy for all persons involved including educators, 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 consequences. Redirect and be consistent. Ensure the play environment is safe for all other children in the room. Inform the parents in an incident form. Communicate consistently with the parents through the story park app.
  - *Verbal Child* – An Educator must stay with the child until he/she recovers self-control. If this puts you out of ratio seek assistance from a support educator or ASQ coordinator.
  - *Non-verbal Child* – Educator will move the child to a safe area where he/she cannot harm others. The educator is to always engage in interaction until the child has calmed down.
- **Second Incident** – An educator of the room will be required to shadow the child, if you do not have a third educator or need extra support, speak with the Director and ASQ coordinator to get this support. The lead educator will prepare a plan as to how the behavior will be stopped or prevented from occurring again.

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- **Third Incident-** Document what you are observing, what is the issue or concern? Use a notebook to do this. What are things are happening or triggers observed to lead up the behavior? (responsibility of all the educators) Use the ABC Behavior tracking form. If necessary, have the Director reach out to Inclusive for support. This information must be shared with all people involved, including the child's parents, during a meeting which now should be scheduled.

**Documentation Reporting:** Use a notebook to present & record the following:

- Issues 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 educators were doing
  - Is there a known pattern (child is hungry/tired etc.)
  - Any known external factors to the Centre that could be impacting behavior.
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- Ensure your programming includes experiences to support the child under Flight. During reflective meetings discuss ways to support the child. In turn, give opportunities for the child to show appropriate behaviors so that the child can be praised. Utilize resources from ASQ, ask the ASQ coordinator to be involved.
  - 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 director or ASQ Coordinator at this time)
  - After the 3<sup>rd</sup> incident a meeting will be set up with the parents, to discuss the next steps which includes early pick up when safety of all the children and educators are at risk, or the educators are exhausted from managing the behaviors. A child may be sent home if no support educators can provide the one-on-one support that the child requires, which would leave the educators out of ratio. Include in your discussion with parent(s) the possibility of dismissal from the program. (Executive and Program Director should be involved in these discussions).

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- If behavior discontinues for a period of time, shadowing may be discontinued after the room educator has 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 Society'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 for the negligence of implementing the procedures of this policy.

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

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