



**MUNICIPALITY
of
RED LAKE**

**CENTRES
of
EARLY LEARNING
&
CHILD CARE**

Municipality of Red Lake Child Care Centres

Red Lake Day Care Centre	201 Howey Street	727-2411
Golden Child Care Centre	Mine Road	735- 2411
St. John's Municipal Child Care Centre	54 Discovery Road	727-2991

Philosophy

Children: We believe that each child is unique with individual needs and abilities. Our program is planned to ensure quality care by providing a curriculum, based on the developmental needs of the children. The teaching staff is committed to working towards achieving the following goals for children:

- to provide the children with many opportunities for autonomy
- to promote the development of an internal sense of control and respect for self, others and property.
- To provide a diverse program that will enhance each child's physical, emotional, social, creative and intellectual self.
- To enhance the child's self esteem by providing a trusting relationship between children, staff and parents.
- To provide numerous opportunities for play as we believe a child gains a better understanding of their world and the people around them through play.

Parents: We believe parents have the primary responsibility for the care and education of their children. Our program is designed to work with the parents in a partnership towards a common goal. You as parents know your child best and we encourage and welcome your involvement and personal insight into your child's unique individuality.

We feel good, solid communication between parents and staff is key to providing the best quality care for your child.

Staff: Staff members have chosen this field because of their belief in the importance of the task and suitability of their skills and education as well as a strong commitment to the development of children. This career choice reflects the inner values and passions of the individuals with the ultimate goal being the healthy development of the children. Staff is entitled to open and unbiased communication, performance reviews, and opportunities to further upgrade their skills. Staff is also provided with the opportunity to bring individual input and resources as well as express ideas on the implementation of the program.

Statement of Purpose

The Municipality of Red Lake Child Care Centers are dedicated to providing a play-oriented inclusive program with a positive early learning curriculum , where all children will begin to master the skills necessary for healthy, happy and productive lives.

Objectives

The Individual Child

1. To assist each child, according to his or her ability, in achieving his or her maximum potential.
2. To help each child discover the joys of companionship with others and to develop empathy towards the needs and rights of others.
3. To help each child develop self-control and a sense of responsibility in order to cope effectively with risks and consequences.

The Environment

1. To provide an environment that will nurture a child's self-respect, self-esteem, and sense of personal worth and self-confidence.
2. To provide an environment that recognizes the individuality of children and does not limit a child's self-expression by imposing preconceived standards.
3. To provide an environment that fosters development through appropriate physical, mental and social experiences.

The Program

1. To provide a play-oriented program that challenges children according to their ability to learn through active play experiences.
2. To provide a program that recognizes the connection between a child's physical, social, emotional, creative and intellectual growth.
3. To provide an individualized program for each child based on the child's strengths and needs.

The Staff:

1. To ensure that Child Care Staff receive the support and training necessary to provide children with a positive learning environment.

Program Development

Programs are evaluated regularly to reflect changes within the Day Nurseries Act and beliefs on early childhood education. Professional development opportunities are available to staff throughout the year so that they may become familiar with changes and trends in child development. Regular staff meetings are held to increase awareness among staff members of upcoming events and to review any pertinent information.

Program Choices

Full Day Program	-children may attend between centre opening and closing hours.
Half Day Program	-children may attend mornings between the hours of centre opening and 12:00 p.m.(a late fee will be applied if the child remains at the centre after 12:00 p.m.).
Latch Key Program	-before and/or after school. P.D. days

Centre Capacity

The **Golden Child Care Centre** has the facilities to accommodate the following children:

Children with Special Needs	4	-included in the following age groups
Toddlers	15	-18 months of age, up to and including 30 months of age (Within this group we are able to accommodate 2 children aged 12-18 months)
Preschoolers	22	-30 months of age up to and including 5 years of age
School Age	15	-6 to 9 years of age

The **Red Lake Early Learning Centre** has the facilities to accommodate the following children:

Children with Special Needs	4	-included in the following 2 age groups
Toddlers	10	-18 months of age, up to and including 30 months of age (Within this 10 we are able to accommodate 2 children aged 12 – 18 months)
Preschoolers	20	- 30 months of age, up to and including 5 years of age

The **St. John's Early Learning Centre** has the facilities to accommodate the following children:

Children with Special Needs	2	- included in the following age group
Preschoolers	18	- 30 months of age up to and including 5 years of age
School Age	15	- 6 to 9 years of age

Days and Hours of Operation

Red Lake Day Care Centre opens at 7:30 am and closes at 5:30 pm, Monday through Friday.

Golden Child Care Centre opens at 6:45 am and closes at 5:15 pm, Monday through Friday.

St. John's Municipal Child Care Centre opens at 7:30 am and closes at 5:15 pm Monday through Friday.

Municipality of Red Lake Child Care Centres are closed on all Statutory Holidays. The 11 recognized holidays are as follows:

New Year's Day	Canada Day
Family Day	Civic Holiday (August)
Good Friday	Labour Day
Easter Monday	Thanksgiving Day
Victoria Day	Christmas Day
	Boxing Day
½ day Christmas Eve (open until noon)	½ day New Year's Eve

Note: If the holiday falls on Saturday or Sunday, the stat holiday will be taken on the Monday following.

The Municipality of Red Lake Child Care Centres have a closure between Christmas and New Years. The centres will close at noon on Christmas Eve and reopen on the day following the New Year's Day statutory holiday.

Admission & Discharge Policy

An interview will be arranged to familiarize you and your child with the surroundings, answer questions, and complete the admission forms prior to enrollment. Parents are encouraged to stay with their child at the beginning of the day in order to reassure him/her and minimize fears until he/she becomes more comfortable in the centre.

Children with Special Needs and Ontario Works/Subsidy families will take precedence on the Child Care waiting list.

It is preferred two weeks written notice is given prior to a child's discharge. The Child Care Centre in accordance with the Ministry of Community and Social Services guidelines will retain the child's files. In the event that the child moves from the community, the Child Care Centre will release information contained in the file to another program or agency if a written request accompanied by the parents consent is receive.

Payments

Parents and/or guardians are responsible for fees as set out in the Agreement of individual contracts. **All accounts shall be paid in full within 30 days of the invoice date. Any accounts in arrears shall result in suspension of child care privileges.**

Payments can be made at the Municipal Office in Balmertown or at any bank. No monies will be accepted at the centre.

Subsidy Eligibility

Full and partial subsidies are available to those individuals who require it. Income Test Applications are available from the centre Supervisor or designate.

Supervision of Children

1. Children are supervised at all times.
2. When there are 6 or more children, 2 staff members must be on the premises.
3. During outdoor play mandated ratios must be maintained
4. The staff/child ratio for toddlers is 1 to 5.
5. The staff/child ratio for preschool children is 1 to 8.

Confidentiality

All staff is advised of the importance of maintaining confidentiality. Every staff member is required to read and sign a Statement Respecting Confidentiality in the Child Care Department. This statement indicates the individual understands of his/her obligation to protect the privacy of the children and their families.

Attendance

Policy relating to attendance is as set out in individual contracts selected to best meet the needs of each family.

Arrival & Departure

1. Parents are encouraged to establish regular times to drop off and pick up their children. A regular routine ensures the child's sense of security.
2. We request that all children arrive at the centre no later than 9:30 a.m. so that your child can benefit from the many opportunities for early learning.
3. Parents must notify Child Care Personnel when a different person is picking up their child. **No child will be released to an unauthorized person.**
4. Alternate pick up individuals may be asked by Child Care Personnel to produce a valid piece of identification, prior to the child being released to them.
5. Children under the age of 12 years will not be permitted to drop off or pick up children.
6. The time of arrival and departure of each child is documented in the attendance book.

Field Trips

Throughout the year, field trips are made to special places of interest. A note will be sent home in advance of the excursion to inform you of the destination, time and date. Parents are always welcome to accompany us.

Parental Involvement

Reporting to parents, both formally and informally, is an important aspect of the Child Care Program.

Good communication links between educators and parents are vital in fostering a supportive partnership to encourage the optimum growth and development of your child. Informal contacts between parents and educators are encouraged during arrival and departure times. The Supervisor will also arrange visits with parents at the Centre as needed. These visits, together with written reports, are meant to keep parents as informed as possible of their child's success in the program.

Parents are encouraged to participate in the program and visit the centre.

Clothing & Possessions

Your child should be dressed in clothing appropriate for physical activity, the weather and the season. A second set of clothing should be kept at the centre in case of accidents. All children should have indoor footwear at the centre and appropriate outdoor footwear.

Also, all clothing and toys should be labeled with your child's name or initials.

Sunscreen Policy

All children will be sun screened before going outside when exposure to the sun is deemed hazardous. The centre will provide sunscreen to all children in the program. Permission forms will be included in the admission package and will remain active until the child is withdrawn.

Insect Repellant Policy

Insect repellant that is approved for use on children, and current, can be applied to your child before going outside. This repellant must be provided by the parent or guardian and a permission form completed. This form will be updated annually.

Nutrition

The centre provides a nutritional morning snack, lunch and afternoon snack. The weekly menu plan is based upon the Canada's Food Guide and the Day Nurseries Act's requirements. The weekly menu plans are posted for the current and following week on the parent board.

Food from Home

We require that children refrain from bringing in food or snacks from home. With the amount of allergies within the centres we must be able to control what is available for consumption.

Special consideration will be given in cases of cultural/religious beliefs and/or anaphylactic allergies. Should your child's diet require a number of changes; you may be required to provide the centre with his/her lunch and/or snacks.

Daily and Monthly Inspections

In order to promote a safe environment educators perform monthly fire Drills as well as Health and Safety inspections of the interior and exterior play areas. Inspections of the exterior play areas are conducted daily.

Safe Water & Flushing Policy

In accordance with Ontario Regulation 173/03 all cold water taps must be run each day for no less than **five** minutes. Flushing **must** be completed before the facility opens for the day. A record will be kept of the date and time of every required flushing and the full name of the person who performed the flushing. These records will be kept for a period of 6 years. Copies of reports by the laboratory will be kept on file as well.

Testing for lead is conducted annually, results are kept on file and available to the public. For Centres located in schools, the testing may be the responsibility of the school, who in turn will notify the child care centre of any concerns. The school will forward a copy of the testing results to the centre who will keep this copy on file.

If at any time lead readings are above provincial standards, bottled water will be used in the centres for drinking. As our centres are catered it will not affect daily cooking procedures.

Smoke Free Policy

Ontario's Smoke-Free Ontario Act came into effect May 31, 2006 prohibiting smoking in enclosed workplaces and enclosed public places in Ontario.

Under the Day Nurseries Act, smoking is prohibited in a day nursery including the playground area whether or not children are present. No person shall smoke or hold lighted tobacco, or use smokeless products such as snuff or chewing tobacco.

No smoking signs are posted at all entrances, exits, public and children's washrooms and/or other appropriate locations.

This policy applies to all employees, volunteers, members of the public and elected officials. If individuals wish to smoke they must leave the property. Failure to comply will result in disciplinary action.

Health Practices

The centre's program involves an active schedule. A child's health must allow them to participate in both indoor and outdoor activities.

To ensure the safety of everyone's health, the following practices are followed:

1. Children are required to have up to date immunization prior to admission.
2. Parents are required to keep their children's immunization up to date.
3. Child Care Personnel must have a medical and up to date immunization before commencement of employment including a T.B. Skin Test.
4. Child Care Personnel are required to keep their immunization up to date.
5. Weather conditions are observed – In cold weather months the children will remain indoors if the temperature is -25C or if the wind-chill is in excess of 1600.

Management of Infectious Communicable Disease & Exclusion of Sick Children

1. Parents are required to pick their children up when they show signs of ill health:
 - a) Elevated Temperature
 - b) An acute cold with nasal discharge or coughing.
 - c) Vomiting or diarrhea
 - d) Red or discharging eyes or ears.
 - e) Undiagnosed skin rashes or infections.

In cases where a child is sent home due to the possibility of a communicable disease, a Doctor's note may be required prior to the child's return to the Child Care Centre.

2. The Child Care Centre will follow recommendations outlined in the Canadian Paediatric Society's Well Beings Publication.
3. Parents are requested to inform Child Care Personnel if their child contracts a communicable disease. Children who have been exposed to a communicable disease during the incubation period will be observed for symptoms and the parents notified
4. The Early Learning & Child Care Centre supervisor or designate will report to the North Western Health Unit/Medical Officer of Health as soon as possible in the event an enrolled child has or may have a reportable disease or is or may be infected with a communicable disease.
5. In the event an unusual number of children exhibit similar symptoms of ill health the Supervisor or Designate will report such to the Medical Officer of Health through the Northwestern Health Unit.
6. Children and staff who exhibit symptoms of ill health will be excluded from the group and should be symptom free for 24 hours before returning to the facility.

Medication Procedure

1. A doctor must prescribe any medication administered by the Child Care Personnel.
2. Medication must be in its' original container, labeled with the child's name, the name of the medication, the dosage, date purchased, and instructions for administration and storage.
3. Parents must complete a medication form-the signature of the parent and the staff member receiving the medication from the parent must not be the same person.
4. Designated staff members will administer medication. Best practice; medication will be administered in the presence of another staff member. Persons in attendance will sign the medication form. The individual administering the medication will fill in the dosage and the time. A designated staff member will administer medication creams and will sign the medication form following administration.
5. Medication will be stored in a locked medicine cabinet or refrigerated in a locked container. Medication creams do not have to be stored in a locked container, but will need to be out of the reach of the children.
6. Any accidental administration of medication will be recorded and reported to the Supervisor. The parent of the child will be notified immediately.
7. If accidental administration of medication occurs a call will be placed to the Poison Control Centre at 1-800-286-9017.
8. Should any changes be required on the medication form, both the parent and staff member must sign and date the changes.
9. When medication is being administered, a graduated instrument will be used at all times. In no instances will household spoons be used to administer medication.
10. During the cold season (i.e. winter months) the Child Care Staff, at their monthly meetings will receive a review of the medication procedure.

Children with Allergies

Any families enrolling children into the centres with known allergies will be asked to complete an Individual Plan & Emergency Procedures form. This plan will outline specific allergies, reaction the child(ren) may have and specific instruction for staff on how to deal with these reactions.

In cases where a child has an anaphylactic allergy the Anaphylactic Policy will be reviewed with the parent or guardian prior to enrollment of the child. Children with Anaphylactic allergies must have an Epi-Pen for every 15 min interval from Emergency Medical Services and a supply of prescribed Benadryl at the centre at all times. All documents and procedures must be completed and in compliance as per the policy before the child's admission to the program.

Mixed Age Group Considerations

This Child Care Centre is licensed for a mixed age group and /or a school age program.

Rest Procedure

1. School aged children may be required to rest for a short period of time. Since they are too large for the cots they will need to use mats. Parents will be informed of this procedure upon enrolment of the child.
2. These mats will be arranged in a draft free, carpeted area and covered with a sheet.
3. Sheets will be laundered routinely or more often as needed. Mats will be disinfected with a solution of 1492 in concurrence with every bedding change.

School Aged children will not be required to remain on their beds for the full duration of the rest period. Whenever possible a separate area for quiet activities will be made available.

Every attempt will be made to provide special, age appropriate activities to provide the children with a sense of belonging within the group. A brief age appropriate program plan will be posted outlining the activities planned. At times they will be encouraged to assist with younger children and daily routines within their capabilities.

Inclusion Policy

Guiding Principles

- We believe that each child is unique with individual needs and abilities.
- Our program is planned to ensure quality care by providing a curriculum based on the developmental needs of the child.
- The teaching staff is committed to providing a diverse program that will enhance each child's physical, emotional, creative and intellectual self.
- Children will be free to explore an environment which focuses on their individuality, encouraging the love of learning.
- We welcome the involvement of parents.

Statement of Purpose

1. The Municipality of Red Lake Early Learning Programs are dedicated to providing a play-oriented *inclusive* program with positive early learning curriculum where all children will begin to master the skills necessary for healthy, happy and productive lives.
2. Licensed child care programs of The Municipality of Red Lake are committed to providing an inclusive, nurturing, play-based early learning environment that supports the needs of children and their families.

Definitions

Resource Teacher/Early Interventionist: Staff that support licensed child care programs for the purpose of providing consultation, training, referral, case coordination, transitional support, advocacy and specialized support for children.

Special needs: children who are at risk of not maximizing their potential due to emotional, familial, physical, behavioural, developmental, cognitive, communication or emotional factors and would benefit from additional support and assistance. To have special needs does not require a formal diagnosis.

Inclusion: every child is welcome to participate in the programs offered at the Early Learning Centres. No child will be refused attendance based on his/her special needs.

The Early Learning Centres will make every attempt to implement adaptations and modifications to the activities and environment to support the inclusion of all children. In instances where these are beyond the scope of The Municipality of Red Lake's Early Learning Department, family may be required to provide the necessary supports eg. one-to-one workers. In such a case attendance will be dependant on the availability of such supports to ensure the safety of everyone.

Program Planning for Children with Special Needs

Using observations, information from parents, and formal/informal assessment, the Resource Teacher will prepare an Individual Program Plan (IPP). The IPP outlines the child's strengths and needs. It indicates long term goals for the child.

The Resource Teacher will develop an Individual Teaching Plan (ITP) focusing on one aspect of the IPP. One or several ITPs may be written, depending on the child's developmental needs. Each ITP sets out specific activities for staff to follow as they work with the child.

When the IPPs and ITPs have been prepared, the plans will be reviewed with the Program Teacher. The Resource staff will arrange a team meeting with the child's parent or guardian and any other outside agency or individual to discuss the program that has been planned. These program plans are then discussed with all teaching staff.

Review of Program Plans

The time period for the review of program plans will depend on what is appropriate for each child. However, in general, the Resource Teacher and Program Teacher working most directly with the child will review IPPs and ITPs as required or at minimum annually. The Resource Teacher will then revise the program plans.

Obtaining Special Services

If a child in the program could benefit from specialized assistance, e.g. an assessment and or programming in a developmental area such as language, the Resource Teacher or Supervisor will approach the parent about requesting the service. The parent will be asked to sign a Consent to Specialized Services form and a referral to the appropriate service will be made.

From time to time, the Resource Teacher and/or the Program Teacher may wish to convene a case conference to discuss a child's progress with professionals from other agencies. This possibility will be discussed with the parent prior to arranging such meeting.

Intoxication Policy

1. If a staff member suspects that a parent or guardian is intoxicated and he/she will be driving the following procedure will be followed:

The staff member will approach the parent or guardian and offer to contact a family member, friend or taxi service to assist the parent/guardian to their destination. If the parent or guardian refuses the assistance the Early Learning & Child Care Centre will release the child and inform the parent/guardian that the police will be contacted.

2. If a staff member suspects that a parent or guardian is intoxicated and the child will not be safe the following procedure will be followed:

The staff member will call Family Futures at 727-2165 to inform the agency of the concern.

Note: If ever unsure of a child's safety it is the Child Care Centre's obligation to report it to Family Futures immediately.

Intoxication of a Child Care Staff Member

1. If the Supervisor or designate suspects that a staff member is intoxicated he/she will not be permitted to work with the children.
2. The Supervisor will follow the procedures outlined in the Municipal Policy & Procedures Manual.

Child Abuse Reporting Procedures

1. Suspected child abuse by any staff member, volunteer, or student is to be reported to the supervisor.
2. An internal inquiry will occur along with the appropriate documentation. Proper protocol will be followed determining the outcome of the investigation.
3. Suspected child abuse by a Child Care Centre staff, volunteer or student must also be reported to the Ministry of Community and Social Services following the Serious Occurrence Report.
4. If a staff member suspects child abuse from a parent or guardian they must inform the Supervisor and then the staff member shall report the abuse to Family Futures by telephone. The number is 727-2165.
5. The staff member along with the supervisor will forward copies of the written report and pertinent observation records to Family futures.
6. Should the staff member not report the suspected child abuse, they will be in contravention of the Child and Family Services Act.

Criminal Reference Checks Policy

Criminal Reference Checks including Pardoned Sexual Offender Database will be required of all new staff, volunteers and students who are in contact with children.

Behaviour Management Policies and Procedures

The purpose of these policies and procedures is to provide staff, students, volunteers and participating parents (caregivers) with recommended practices for guidance and discipline which are based on a positive approach. **The goal is not to punish children but to assist children in developing self-control, self-confidence and ultimately self-discipline and sensitivity in their interactions with others.**

The word “discipline” describes the teaching/learning process by which children develop socially acceptable and appropriate behaviour as they grow to maturity. Discipline is something that adults do with and for children, rather than to children to stop them from behaving in undesirable ways. Its intention is to help children become self-disciplined as they learn appropriate and acceptable behaviour patterns. Discipline involves a continuous process of guiding behaviour and is offered while acceptable behaviour is occurring, as well as before, during and after unacceptable behaviour is displayed.

There are some issues and considerations that must be taken into account which influence children’s behaviour such as their overall development, their environment and the adults who care for them as described below:

A. Child Development

1. Each child is a Unique Individual

By nature children differ in terms of their activity level, distractibility and sensitivity. Care givers who accept and understand these differences in children’s styles will be in a better position to offer effective and appropriate guidance for them.

2. Children’s Behaviour Reflects Their Level of Development

When adults recognize that growth entails making mistakes and that difficulties are a normal, expected part of children’s development they tend to be more tolerant and patient with misbehaviour. Care givers who take the time to offer verbal explanations and guidance help children gain confidence, competence and social problem-solving skills.

3. Children’s Experience in Their Family and Culture Influences Their Behaviour Patterns

Expectations for behaviour vary greatly from family to family and from culture to culture. While some value compliance, dependence; knowledge about a child’s background and respect for different value systems will help caregivers respond sensitively to varying child-rearing approaches.

In summary caregivers who appreciate these principles of child development will develop attitudes and practices which are based on realistic expectations of children's needs and abilities.

1. People – (Adults and Children)

Adults who are committed to nurturing and guiding young children create an atmosphere which fosters trust, security and comfort. Their communication skills are critical in modeling the kinds of behaviour they wish children to learn. When children are in an environment that encourages caring and cooperative relationships they learn to relate with each other in positive ways.

2. Space

The way in which space is used can either encourage or discourage desired behaviour. Where space is sufficient children can play and work in a relaxed setting. Where areas are specifically designed for adults or children and/or for individuals or groups, conflict is minimized. In short space which is aesthetically pleasing, ordered and organization contributes to an environment which promotes good mental health and diminishes potential for problems.

3. Time

Schedules, routines and transitions serve as a framework from which children gain trust, security and order. While these can be flexible to some degree, they must provide children with clear guidelines about what is expected. Meeting children's needs throughout the day requires that time be appropriately balanced between active and restful periods, individual and group activities and child initiated/adult initiated content.

4. Things

When toys and materials are in good supply, familiar and age-appropriate children are encouraged to focus and become involved in productive learning experiences. Caregivers who are knowledgeable about the ways in which environments influence behaviour can plan their settings accordingly.

C. Guidance Strategies: Prevention

The following strategies are prevention oriented. They "set the stage" for a positive atmosphere and maximize opportunities for desirable behaviours.

1. Establish Clear, Consistent and Simple Limits

Limits are statements of what behaviour will be accepted. They ensure order and prevent children from having to guess about what is expected. Limits should be clearly related to

the safety and protection of self, others and the environment. They should be few in number, consistently enforced and within the child's ability to understand.

For example:

“Inside we walk”

“Chairs are for sitting on”

“Hands need to be washed before we eat”

Limits that have been established for the centres are reviewed on a regular basis during staff meetings to ensure everyone has a clear understanding of the program's expectations and limits.

2. Offer Straightforward Explanations for Limits

When children understand the reasons or rational for limits; they are more likely to comply and abide by them. Furthermore teaching children the “why” of a limit helps them internalize and learn the rules of social living. For example:

“The sand needs to stay down low so that it doesn't get into people's eyes.”

“When you put the toys back on the shelf people can find them easily when they want them.”

3. State Limits in a Positive Way, Rather Than in a Negative Way

Phrasing limits positively focuses on what to do, rather than what not to do. When caregivers offer these positive statements they reinforce for children what is appropriate and serve as desirable models of communication for children to imitate and decrease the likelihood for children to respond with defensiveness or resistance. For example:

“It's time to put the blocks away.”

Rather than:

“Don't leave the blocks on the floor.”

“Turn the pages gently.”

Rather than:

“Don't be rough with that book.”

4. Focus on the Behaviour, Rather Than on the Child

Messages which focus on “You always...” or “You never...” are perceived by a child as attacking and critical. They tend to produce feelings of guilt and shame and ultimately result in lowering a child's self-esteem. When caregivers focus on a child's behaviour; rather than on a child's character, they preserve a child's integrity and offer positive guidance for learning. For example:

“When you grab the truck, it makes Sam angry.”

Rather than:

“You should be ashamed of yourself for grabbing the truck.”

“I feel worried when you climb up that high because you might hurt yourself.”

Rather than:

“You are a naughty boy.”

5. State What is Expected, Rather Than Pose Questions

In matters of routine, limits and expected behaviours it is important to state rather than to ask. Posing questions implies that the child has a choice. While there are many opportunities for children to make choices offer these options only when they are appropriate. When there is not a choice make a clear statement of what is expected. For example:

“It’s time to tidy up now.”

Rather than:

“Do you want to tidy up?”

“Your mommy is here. It’s time to go home.”

Rather than:

“Do you want to go home now?”

6. Allow Time for Children to Respond to Expectations

Children react more favorably when they are offered cues and warnings. This decreases their anxiety and helps them to anticipate or prepare for change. Instead of demanding immediate results caregivers should be prepared to give children time to respond. For example:

“In five minutes it will be time to clean up.”

Rather than:

“Get that cleaned up now.”

“When everyone is sitting quietly, then I will begin the story.”

Rather than:

“If you don’t sit down there won’t be a story.”

7. Reinforce Appropriate Behaviour, With Both Words and Gestures

When children are doing well, it is important to acknowledge this through words and/or gestures. Positive reinforcement helps children build self-confidence and encourages them to repeat desired behaviours. In using this strategy, adults should again take care to focus on the behaviour rather than on the child. For example:

“It was really kind of you to share that with Kathy.”

Rather than:

“You are a good girl.”

“When you tidy up so well it makes our room look beautiful.”

Rather than:

“You’re my best helper.”

8. Ignore Minor Incidents

Adults who work with young children need to develop tolerance for a certain amount of noise, clutter and attention-seeking behaviour. As long as the children’s activities are not infringing on the rights of others, it is often best to “take a breath’ rather than to speak.

9. Encourage Children to Use you as a Resource

Children feel a greater sense of comfort and trust when they know that the caregiver is there to protect, guide and help them. When children learn that the adult is willing to listen and respond in a fair and supportive manner their security and control increases. For example:

“If you’re not sure what to do, ask, and I’ll help you.”

Rather than:

“Don’t be silly, talk to Carlos yourself.”

10. Scan

When caregivers observe children in their activities, they are in a better position to anticipate potential difficulties and step in to prevent problems. Circulating often enables the adult to gain total awareness of what is happening and to foresee troubles.

D. Guidance Strategies: Intervention

While the preceding strategies will help create a positive climate and minimize behaviour problems there will be inevitable occurrences of unacceptable behaviour. At these times caregivers will need to step in or intervene. The following intervention strategies will ensure that guidance is supportive rather than punitive.

1. Gain a Child’s Attention in a Respectful Way

Apart from situations where physical danger is eminent caregivers should approach children individually, state their name, establish eye contact and use a calm, controlled voice.

2. Use Proximity and Touch

In situations where children may be losing self-control the closeness of an adult can often help them re-establish it. Simply moving close to a child putting an arm around a child or holding a child on the caregiver's lap can serve as effective guidance and intervention. This is a particularly helpful strategy when dealing with biting, hitting, pinching, kicking or thrashing.

3. Remind

To clarify and reinforce limits, simple reminders are helpful to young children. Because preschoolers have short memories and become distracted easily, caregivers must be prepared to remind often. For example:

“Remember the bikes need to stay on the bike path.”

“Remember what happened yesterday when people were running in the room.”

4. Acknowledge Feelings Before Setting Limits

In order for children to perceive adult guidance as supportive it is important for them to know that their feelings are recognized and understood. When limits are preceded by an acknowledgement of feelings, children will be less likely to respond in a negative way. For example:

“I know you're really angry but I cannot let you hurt Scott.”

“It's hard to wait for your turn but the rule is that we line up for the slide.”

5. Distract or Divert When Appropriate

This can be an effective strategy with children whose attention span and verbal abilities are limited. With upset toddlers or very young preschoolers offering a substitute toy or engaging them in some other activity may quickly resolve behaviour problems. As children mature, however, this strategy is less desirable since it “sidesteps” children's involvement in problem-solving and does not help them learn alternative approaches to situations.

6. Model Problem-solving Skills

When children face discouraging or frustrating situations it is natural for them to lose control. As caregivers anticipate this they can offer verbal and/or physical assistance which models problem solving.

a) A starting point in providing coping skills is to acknowledge the problem. For example”

“I can see there is a problem. Tim has the bike and you want it.”

“It’s frustrating when the blocks won’t balance.”

b) Following a statement of the problem, it may be appropriate to pose helpful questions. For example:

“Have you asked Tim to give you the bike when he’s finished?”

“What would happen if you put the big block on the bottom?”

c) I further guidance is necessary state the solution or physically demonstrate. For example:

“Tell Tim that you would like to use the bike when his turn is over.”

“Put the biggest block on the bottom, like this.”

d) When a situation has been resolved it is helpful to summarize. For example:

“Next time you can try to remember how we solved the problem.”

“You thought you couldn’t do it but now you’ve learned that you can.”

The intent of modeling a problem-solving approach is to provide resources for overcoming obstacles to success. Whether the problem relates to working with materials or interacting with others following the steps of problem-solving, helps children learn the process involved. As children become more familiar and experienced with this process, they can be encouraged to generate suggestions or alternatives of their own.

7. Offer Appropriate Choices

When clarifying expectations or reinforcing limits, caregivers can offer children a simple choice. The choice should be posed in a non-threatening and non-punitive way. For example:

“You can sit quietly at the circle or you can sit over there. You decide.”

“Do you want to wait here for your turn or do you want to find something else to do?”

8. Use Natural and Logical Consequences

A statement of natural consequences simply clarifies the inevitable or unavoidable outcome of a behaviour. For example:

“When you forget to put your picture on the shelf we can’t find it when it is time to go home.”

A statement of logical consequence clarifies an adult-arranged outcome of a behaviour. For example:

“When you cannot remember the rules about playing with the water you need to find something else to do.”

“Yes I can see that the paint spilled. Here is a sponge for wiping it up.”

9. Redirect

This strategy involves changing the circumstances which are causing unwanted behaviour. When adults redirect children’s activities they assume responsibility for solving a problem which children have been unable to resolve through other guidance strategies. As much as possible children should be redirected to activities which are in line with their needs. For example:

“I can see you really need to be outside, lets get our coats.”

10. Limit the Use of Equipment

Redirecting often goes hand in hand with removing a piece of equipment from a child’s play options. This strategy should be used sparingly and only when other strategies have proven unsuccessful. For example:

“Since you are having trouble remembering the rules for using the piano, I’m going to close it now.”

“The climbing frame is ‘off limits’ now because the climbers are not listening to the safety rules.”

11. Time Out

Persistent refusal to abide by the rules of safety for self, others and the environment may on occasion require that a child be removed from the situation. In using the strategy the attitude of the caregiver must ensure a positive learning experience. To ensure that time out results in a positive learning experience the following ‘rules of thumb’ are important.

- a) Prior to any use of time out explain what it means and what it involves.
- b) Locate the time out place with the play space but far enough removed from general activity so that the child will not provoke others or be provoked. Avoid using corners or facing children toward the wall.
- c) Make use of a visual clock to assist the child in viewing the concrete passing of time. Alternately, allow the child to determine when he or she is ready to re-enter play.
- d) Plan for no more than one minute of time out per year age of child. In a preschool setting this time should never exceed five minutes.
- e) Refrain from discussing, nagging, arguing or moralizing.
- f) When time is finished positively remind the child of the expected behaviour using a clear and concise statement.
- g) Positively reinforce the first appropriate or acceptable behaviour of the child.

The complex nature of this strategy and the potential for its misuse or abuse requires that time out be used cautiously and only when all other strategies have proven ineffective.

12. Provide Opportunities for Children to Make Amends

Rather than demand a superficial apology caregivers should offer genuine opportunities for children to restore relationships after an incident of hurt or harm. While children may not be immediately ready to 'take' these opportunities they should be suggested nonetheless. Ultimately the goal of this strategy is to help children learn that making amends requires time and good will rather than revenge. For example:

“Sharon doesn't feel ready to play with you yet because she's still upset. Let's give her a while.”

“Maybe you could help by getting Michael a Kleenex while I get a band-aid. No? Okay maybe you just feel like being alone for a while.”

13. Combination of Strategies

In most instances of guidance and discipline adults are encouraged to combine approaches or use several strategies as they respond to children's behaviour. For example if a child seems reluctant to eat, the adult might say:

“I know you're not very hungry but I want you to try a little bit.”

(Acknowledge feelings before setting limits)

If the child continues to resist the adult might say:

“You can eat half of your sandwich or half of your yogurt. You decide.”

(Offer appropriate choices)

If the child refuses to eat at this point the adult might say;

“I can see you're not interested in your lunch maybe you'll feel hungry at snack time. You can tidy up now and get ready for rest.”

(Use logical consequences and redirect)

It is important to remember that no one strategy will be effective in every situation or with every child. However, the more options for guidance and discipline caregivers have to choose from, the more successful they will be in meeting the challenge of living and working with young children.

Should some children require additional support they will have access to services from the Resource Teacher on staff with parental consent. The Resource Teacher will develop an individual program plan to assist the children with reaching their goals with respect to

guidance and discipline, i.e., self-control, self-confidence and sensitivity toward others etc.

(Guidance & Discipline with Young Children, BC Ministry of Health)

14. Early Learning & Child Care staff/volunteers shall not use the following methods of handling children, as stated in the Day Nurseries Act:

- 1) No Operator shall permit:
 - a) Corporal punishment of a child by an employee of the operator, by a person in charge of a location where private-home day care is provided by the operator, or by another child or group of children.
 - b) Deliberate, harsh, or degrading measures to be used on a child that will humiliate a child or undermine a child's self respect.
 - c) Deprivation of a child of basic needs including food, shelter, clothing or bedding.

- 2) No Operator shall:
 - a) Lock or permit to be locked for the purpose of confining a child, the exits of a day care nursery operated by the operator or location where private-home day care is provided or by the operator: or
 - b) Use locked or lockable room structure to confine a child who has been withdrawn from other children.

Monitoring of Behaviour Management Practices

Upon commencement of employment, all employees and volunteers must complete the following:

Review the Behaviour Management Policy

The above will be reviewed at least once a year by all employees and volunteers under the direction of the Supervisor. A record of these reviews will be kept and signed off by the supervisor and employee/volunteer/student. These records will be kept for at least two years

If staff observe another staff, student or volunteer in contravention of the Behaviour Management Policy they are required to report it to the Supervisor.

Failure to comply with the Behaviour Management practices and procedure, as set out in the Policy manual, will result in disciplinary action up to and including discharge.

If employees, students or volunteers of The Municipality of Red Lake Child Care Department are in contravention of this policy, their actions warrant implementation of disciplinary measures according to The Municipality of Red Lake – Employment Policy Section 3.32 Rules of Discipline.

Children Learn What They Live

If a child lives with criticism,
He learns to condemn.

If a child lives with hostility,
He learns to fight.

If a child lives with ridicule,
He learns to be shy.

If a child lives with shame,
He learns to feel guilty.

If a child lives with tolerance,
He learns to be patient.

If a child lives with encouragement,
He learns confidence.

If a child lives with praise,
He learns to appreciate.

If a child lives with fairness,
He learns justice.

If a child lives with security,
He learns to have faith.

If a child lives with approval,
He learns to like himself.

If a child lives with acceptance and friendship,
He learns to find love in the world.