

HURON PLAYSCHOOL CO-OPERATIVE INC.
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BEHAVIOUR MANAGEMENT POLICY

The Behaviour Management Policy sets out guidelines for members and staff to work effectively with children. Our objective in doing so is to help the children gain self-control, learn to behave in a safe manner, and to socialize effectively with others.

The parents and teaching staff at Huron Playschool deal with conflict situations in a calm and supportive manner. We get down to the child's level and speak to them in a calm and supportive manner. We encourage discussion to help the children resolve the conflict themselves. We give the children firm and clear explanations, using language and concepts suitable to the child's level of comprehension.

A professional attitude must be maintained at all times. Staff and parents must never discuss one child's behaviour when another child is present or within that child's hearing. Confidentiality is very important, and we must never discuss a child's behaviour with anyone other than the parents/guardians.

Re-direction is a positive behaviour management method. Help the child to realize his/her options and to choose accordingly. For example, help a crying child choose an alternative activity or to simply wait for his/her turn. Encourage an over-excited child to find a quieter activity. If a child is not willing or able to make a choice, then the adult must separate the child from the situation and give them a chance to calm down by engaging in solitary activity until they are ready to rejoin the activity. Children need adult support and supervision to rejoin the group. Examples of solitary activity are puzzles, drawing, being read to by an adult or sitting quietly.

Ideas to Remember When Working With Children

1. **Allow the child a chance to solve conflicts:** If you are not sure how the conflict began, ask an open-ended question: "I can see you are both angry. What happened?" The goal is to teach children how to communicate, express feelings, problem solve and reach a resolution or compromise.
 - a. State the situation and appropriate feelings: "You both want the ball. You're feeling angry."
 - b. Give vocabulary and encourage discussion: "Tell Joan you're not finished."

- c. Help children discover resolution: “Can Joan have it when you’re finished?” or “Let’s all find a ball for Joan.”
 - d. Praise both children.
2. **Pointing out natural or logical consequences:** Allow children to learn through natural consequences of their own actions. “If you hit Paul, he won’t want to play with you.”
3. **Don’t be afraid to reconsider:** Reconsidering a decision is difficult for adults. We feel that once we have set a rule, we will lose face if we admit we were wrong or too harsh and change our minds in front of the child. Remember, no decision is final and reconsidering can save the day.
4. **Is first really first?** To a child sometimes first means that twenty minutes ago he had it first or he had it when he first came to school. To discover who really had it first I suggest asking “Winnie, how did you get the ball?” or “Where was the ball when you started playing?” If you are unable to resolve the conflict in this manner, state to the children you really don’t know who had it and they will have to solve the problem themselves. Stay with them sitting quietly until the children decide. It is important to remember not to grab the toy from the “taker” while saying “Johnny was using it.” Take an extra few minutes. Comfort the crying child, continue talking and follow through by having the “taker” return the toy.
5. **Set clear rules and precise limits:** A wholesome learning environment is one in which there is a set of explicit, understandable limits and rules for personal and group conduct.
 - a. State exactly what you want to communicate.
 - b. Be realistic: rules should have logically founded concerns for health, safety and care of property.
 - c. When choosing language, consider developmental capabilities: choose words that have meaning.
 - d. Be positive: “Walk” instead of “Don’t run.”
 - e. When safety is a factor, don’t worry about the right way to say something.
6. **Offer choice when possible:** Give the child options when possible: “Do you want the blue ball or do you want to wait for the red one?” Only offer a choice when there is one.

7. **Vulgar Language:** Ignore it at first. If the words don't elicit shock the behaviour will not be reinforced. If it continues, remind the child that we don't use those words at school. Speak quietly to the child without an audience.

8. **Disruptive/Aggressive Behaviour:** In spite of the limits that we set children will, on occasion, exhibit aggressive and disruptive behaviours (such as hitting, kicking, biting, throwing things, defying or running away). Their behaviour may be caused by any of the following: fatigue, fear, anger, curiosity, insecurity, hunger, jealousy, confusion, boredom, shyness, illness, loneliness, hyperactivity, over-stimulation, embarrassment). They may also be trying out negative behaviour because the need to fight control is normal at certain ages of development. Remember at all times that a child is vulnerable. Another child, the adults in his/her life, or the Playschool may all or separately be just too overwhelming. The child needs above all, our love, patience, understanding.

Handling Difficult Situations

Call another adult if the situation becomes too difficult to handle on your own. Recognition of needing help is a strength, not a weakness.

- a. The child will be told firmly to stop the behaviour.

- b. If the behaviour continues, the child will be redirected from the area towards another area or activity. An adult will help the child reintegrate back into the group.

In situations where aggressive or disruptive behaviour is recurring, the teacher will talk with the family to discuss strategies and outside resources may be called as an extension of support for the family and Playschool. If the teacher determines that one-on-one supervision is required for a child, the family must be prepared to arrange for an additional caregiver to attend school with the child at all times. If the child cannot be accommodated, the child will be asked to withdraw from the Playschool.

NO OPERATOR SHALL PERMIT:

- Corporal punishment of a child by an adult, another child, or a group of children.

- Deliberate, harsh or degrading measures to be used on a child that would humiliate a child or undermine a child's self-respect.

- Deprivation of a child's basic needs including food, shelter, clothing or bedding.

- The use of a locked or lockable room or structure to confine a child who has been withdrawn from the other children.

- The use of vulgar language or hurting words.

- A child to endanger him or herself or others, for example by running in the Playschool.
- Shouting or yelling in the playroom causing unnecessary stress to others.
- Aggressive or threatening actions towards others, for example, gun play.