

## **GUIDANCE POLICY**

Park Place Montessori Daycare commits to positive guidance that is viewed as a learning opportunity and developmentally appropriate, meeting all regulatory requirements.

### **PROCEDURE**

Educators understand and practice guidance strategies that enhance a child's self-esteem, fosters growth, and is ethically responsible. As such educators will:

- Understand and review the Abuse handbook
- Understand and review the BC Child Care Licensing Regulations regarding guidance requirements (Below)
- Commit to upholding the ECEBC Code of Ethics (Below)
- Commit to upholding the age appropriate strategies outlined in the Guiding Children's Behaviour booklet (expanded on below)
- Demonstrate appropriate caring, respectful behaviour
- Provide an environment where children feel safe and respected
- Be with the children at all times (see continuous supervision policy)
- Encourage communication with children about guidance, listening, problem solving, and collaboration
- Individualize guidance (when necessary) recognizing each child is at a different developmental stage
- Encourage children's participation in the making, following, and review of rules
- Promote children's respect for self, others and property
- Promote children's confidence
- Teach emotional language that enables children to recognize, explore, and express a wide range of emotions and perspectives
- Help children to understand and engage in routines, recognizing how to minimize transition issues
- Support children to adapt to and embrace experiences of change
- Promote the development of a child care program that embraces diversity

As per the BC Provincial Child Care Licensing Regulations children of any age will not be confined, belittled, receive spanking or physical punishment, isolated, deprived, abused, etc. as detailed below under "Harmful Actions Not Permitted". In addition, children will never be deprived of toilet use/diaper changes in addition, children will never be deprived of toilet use/diaper changes or that "food and drink are not used as a form of reward or punishment for children. *CCLR Sec. 48(7) Nutrition*

### **Guidance Strategies Used**

Educators at Park Place Daycare use the following positive guidance strategies to take each opportunity as a learning moment:

- Commit to the **guidance considerations** in the Guiding Children's Behaviour, BC Health Planning booklet:
  - Each child is a unique individual
  - Children's behavior reflects their level of development
  - Children's experience in their family and culture influences their behavior patterns
  - Environment plays a significant role in guidance: materials, space, people and time/schedule

- Practice the **guidance strategies** as are outlined in the Guiding Children's Behaviour, BC Health Planning booklet: "the HOW":
  - Prevention: establishing clear consistent and simple limits
  - Offer straight forward explanations for limits
  - State limits in a positive way, rather than in a negative way
  - Focus on the behavior, rather than the child
  - State what is expected, rather than pose questions
  - Provide choices (empowers children!)
  - Allow time for children to respond to expectation
  - Reinforce appropriate behavior, with both words and gestures
  - Ignore minor incidents
  - Encourage children to use you as a resource
  - Be alert (anticipate)
  - Use of proximity (stay close when appropriate)
  
- Practice **guidance intervention strategies** as outlined in the Guiding Children's Behaviour, BC Health Planning booklet, that will ensure guidance is supportive rather than punitive: "the HOW":
  - Gain a child's attention in a respectful way
  - Use proximity and touch
  - Use of reminders
  - Acknowledge feelings before setting limits
  - Redirect or divert when appropriate
  - Model problem solving skills, and involve children in the process
  - Offer appropriate choices
  - Use natural and logical consequences
  - Limit the use of equipment
  - Provide opportunities for children to make amends/restore relationships
  
- Practice **intervention strategies during challenging behaviours** below, such as emotional melt downs, hitting, kicking, etc., as outlined in the Guiding Children's Behaviour, BC Health Planning booklet: "the HOW"
  - Redirection (appropriate for all ages)
  - Holding \*ONLY to be used for safety reasons AND a behavioural plan needs to be in place\*
  - Time away: always in view of the group, never isolated, a strategy to foster self-regulation and a positive calm space, child led determination of awareness and readiness to join the group again. Spaces may be:
    - A pillow corner with books/stuffies/music head sets
    - An area with a container filled with foam chips, books, gentle nature sounds, etc.

For Infants and toddlers specifically: in addition to all applicable age appropriate strategies above, the following positive guidance strategies used (with discretion based on child development) are:

- Space: ensure the environment is safe, sufficient, organized, variety of quiet vs. active areas accessible, and well-spaced out to minimize harm and conflict
- Materials: ensure duplicate materials

- People: educators model the behaviour they wish the children to learn
- Time: specific consideration for IT regarding schedules, flexibility, consistency, safety/trust
- Meeting children's needs: throughout the day requires that time be appropriately balanced between active and restful periods, and individual group activities.
- Distract
- Gentle redirection
- Care and comfort
- Model language
- Use of proximity
- Prevention
- Appropriate choices
- Simple phrases ("walking feet")
- Encouragement and appropriate praise
- Educators are mindful and aware of their practice

Note: As per the CCLR, BC Ministry of Health, Regulations infants and toddlers will not be confined, belittled, receive spanking or physical punishment, isolated, deprived, abused, etc. as detailed below under "Harmful Actions Not Permitted". In addition, children will never be deprived of toilet use/diaper changes or that "food and drink are not used as a form of reward or punishment for children". *Sec. 48(7) Nutrition*

Note: Management and educators will ensure an appropriate care plan is developed for children requiring extra support. Care plans will be completed in collaboration with their parent /guardian. With authorization from parent/guardian, Supported Child Care Consultants and/or para- professionals (E.g. Doctors, Speech and Language Pathologists, Occupational Therapist, Physiotherapists etc.) may be contacted and assist when creating a care plan that is specific to a child's needs.

The following **ECEBC Code of Ethics** will be upheld in guidance situations with children: [http://www.ecebc.ca/resources/pdf/ecebc\\_codeofethics\\_web.pdf](http://www.ecebc.ca/resources/pdf/ecebc_codeofethics_web.pdf)

- ECEs promote the health and well-being of all children
- ECEs use developmentally appropriate practices when working with all children
- ECEs demonstrate caring for children in all aspects of their practice
- ECEs work in ways that enhance human dignity

**As set out in the BC Provincial Child Care Regulations:**

[http://www.bclaws.ca/Recon/document/ID/freeside/332\\_2007#section51](http://www.bclaws.ca/Recon/document/ID/freeside/332_2007#section51)

**Division 2 — Guidance and Treatment of Children**

**Behavioural guidance**

**51** (1)A licensee must

(a)ensure that behavioural guidance is appropriate to the age and development of the child who is receiving the guidance, and  
 (b)provide to employees and parents a written statement of the licensee's policy on behavioural guidance.

(2)If the child has a care plan that includes instructions respecting behavioural guidance, the licensee must ensure that

(a)any behavioural guidance given to the child is consistent with those instructions, and

(b)if the behavioural guidance includes the use of restraints, that the restraints are administered only by a person who is trained in the use of, and alternatives to the use of, restraints.

**Harmful actions not permitted**

**52** (1)A licensee must ensure that a child, while under the care or supervision of the licensee, is not subjected to any of the following:

(a)shoving, hitting or shaking by an employee or another child, or confinement or physical restraint by another child;

(b)confinement or physical restraint by an employee, except as authorized in a child care's plan if the care plan includes instructions respecting behavioural guidance;

(c)harsh, belittling or degrading treatment by an employee or another child, whether verbal, emotional or physical, that could humiliate the child or undermine the child's self-respect;

(d)spanking or any other form of corporal punishment;

(e)separation, without supervision by a responsible adult, from other children;

(f)as a form of punishment, deprivation of meals, snacks, rest or necessary use of a toilet.

(2)A licensee must ensure that a child is not, while under the care or supervision of the licensee, subjected to emotional abuse, physical abuse, sexual abuse or neglect as those terms are defined in Schedule H.

**Resource:**

**Guiding Children's Behaviour, BC government**

[https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/guiding\\_childrens\\_behaviour\\_april\\_2017.pdf](https://www2.gov.bc.ca/assets/gov/health/about-bc-s-health-care-system/child-day-care/guiding_childrens_behaviour_april_2017.pdf)

**BC Handbook for Action on Child Abuse and Neglect**

[https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook\\_serviceprovider.pdf](https://www2.gov.bc.ca/assets/gov/public-safety-and-emergency-services/public-safety/protecting-children/childabusepreventionhandbook_serviceprovider.pdf)