



Policies and Procedures

Discipline & Guidance

At Head Start our goal is to provide a safe and caring atmosphere for the children to learn and grow. Discipline and guidance will always be presented in a respectful, fair and proactive way.

Goals on Discipline & Guidance:

To provide all children with positive reinforcement, when appropriate behaviour is demonstrated and guidance when behaviour is socially inappropriate. Teachers are expected to provide guidance and use role modeling to help the children through social interactions and create opportunities for the children to make appropriate choices throughout the daily transitions and activities.

Strategies and techniques we use to help guide children's behaviour:

Prevention:

- Provide clear, simple and consistent boundaries/limits.
- Always explain boundaries/limits in a positive manner.
- Acknowledge their frustration.
- State expectations.
- Give limited choices.
- Allow child time to respond.
- Be aware of surroundings.
- Anticipate and recognize social, behavioural or personality indicators of each child.

Intervention:

- Get down to the child's level.
- Speak in a respectful manner but use a firm tone to signal to child that their behaviour is unacceptable.
- Acknowledge feelings before setting limits.
- Model problem solving.
- Give reminders of expectations.
- Redirect and divert.
- Limit choices to 2.
- Use logical and natural consequences.
- Give opportunities for the children to make amends.
- Most important, be consistent and support each other.

Challenging Behaviour Intervention:

- Redirection.
- Time away to gather self control with the opportunity to rejoin the group when ready (to be determined by the child).



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Prohibited Discipline:

- Shoving, squeezing, shaking, spanking or any other form of corporal punishment.
- Harsh, belittling or degrading treatment, be it verbal, emotional or physical.
- Any discipline that would humiliate the child or undermine the child's self respect.
- Confined, physically restrained or kept without adult supervision apart from the children.
- Discussions with other staff, children or parents, regarding another child's behaviour, where it can be overheard.
- Threatening the child that their parents will be contacted.

Redirection of Behaviour:

- State the behaviour that is inappropriate and what the appropriate behaviour is.
- Use redirection.
- Be a role model.
- Initiate problem solving.

Escalating Behaviour:

- Stay a safe distance away to deal with the behaviour.
- Move other children to a safe distance.
- Talk softly and calmly to the child, focusing on the behaviour.
- Use "I" messages. Ex. "I see you are very angry." "I need you to calm down."
- Provide space for the child to calm down.
- Initiate problem solving when the child is ready.
- Integrate the child back in the group, when ready.
- Document the incident in the communication book; include the name of the child, the children and staff involved. How did the situation arise and how was it resolved?
- When appropriate, inform the parents before or at pick-up time. After speaking to parents, document in the communication book along with parents response.