



16538 59A Street Edmonton, AB T5Y0B2

## **CHILD GUIDANCE POLICY**

Child guidance, behavior management or discipline is the process by which children are guided and encouraged to act in appropriate ways. Guiding children's behavior is an important part of our primary staff member's role and one that takes place continually throughout the day.

Appropriate behavior management methods serve to guide children's behavior while protecting and enhancing their self-esteem and self-discipline

In guiding children's behavior two types of methods are used:

### **Preventative Methods**

1. Set a good example by modeling appropriate behavior and problem-solving techniques. When staff is polite and considerate to children and other staff, they set the atmosphere for everyone.
2. Recognize each child as unique individuals in terms of age, level of development, temperament, experience, family background and culture.
3. Respect each child's individual needs and interest to encourage the development of self-esteem.
4. Plan a program of varied and developmentally appropriate activities that maintain children's interest and allow them opportunities to choose among sufficient activities.
5. Know the group and plan for difficulties to prevent problems from reoccurring.
6. Plan transition between activities so that the children know what is coming, have sufficient time to finish what they are doing and switch gears for the new activity.
7. Organize the indoor play space into distinct activity centers. Allow for large muscle activities indoors and out.
8. Guiding Behavior and Setting Limits: Help children develop self-discipline by allowing the children the opportunity to solve their own conflicts by teaching them to problem solving technique.
9. Encourage behavior that we want to continue. Complement children for being good.
10. Establish clear limits that are understandable to children and be consistent in applying these limits.
11. Use simple straight forward statements of expectations when setting limits.
12. Focus on what to do rather than what not to do.
13. Explain the natural or inevitable consequence of actions.
14. Explain the logical or adult constructed consequence of actions.



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15. Give children a choice only when they really do have a choice and be prepared to follow through on their decisions.
16. Give children time to respond to expectations.
17. Ignore minor incidence. Allow them to be solved by the children.
18. Deal with the incident that just occurred and do not dwell on the past problems or incidence.
19. Let children know that they could come to us for further directions if they needed too.

### **Intervention Methods**

1. Gain the child's attention by stating their names, kneel down to their level, establishing eye contact and speaking in calm and controlled voice.
2. Acknowledge the child's feelings and remind them of the limits in a straightforward language
3. Focus on the behavior as unacceptable not the child or the child's character.
4. Reassure the child that they are valued and cared about in spite of their behavior.
5. Offer a choice of appropriate, alternate activities.
6. Ask the child to take a cool down break when they have lost control.

### **Corporal Punishment**

Corporal punishment of children, including hitting and spanking is not an appropriate method of guiding children's behavior. Regardless of the technique used by the parent in the house, corporal punishment must never be used. Other discipline methods that are not acceptable include a harsh or degrading measure that humiliates or undermines a child's self-respect, isolating a child



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## **CHILD – STAFF INTERACTIONS POLICY AND PROCEDURES**

### **POLICY**

At Kinder Kollege Daycare & OSC interaction refers to the ways in which Staff (adults who are in the Out of school care and work with the children daily, for a substantial portion of the day) relates to the children. These interactions will be expressed in a positive and warm manner through physical contact and other non-verbal communication, such as gestures, the kinds of touch Staff use when holding or meeting the children's needs, the focus of attention, or facial expressions. Positive interactions will also be expressed through verbal communication that occurs between Staff and children.

Kinder Kollege Daycare & OSC care has neither a directive nor an “anything-goes” atmosphere. Instead, Kinder Kollege Daycare & OSC promotes a supportive climate in which adults and children are partners throughout the day. This is important as it carries the message of being happy, content, relaxed, patient, respectful, and interested, helping the children feel more valuable, competent, appreciated and loved.

### **RATIONALS**

**Importance of adult-child interaction.** Research indicates that the way adults interact with children plays a very important role in children's learning and development. These studies demonstrate that in Out of school cares where teachers are responsive, guiding, and nurturing, children take more initiative and are more likely to be actively involved and persistent in their work.

### **PROCEDURE**

**Interaction strategies that promote active learning.** Some of the most important adult-child interaction strategies practiced in the Kinder Kollege Daycare & OSC Program is listed in detail below.

- **Adults are responsive to and involved with the children.** This means that Staff pay attention to the children's interests, activities, needs, concerns, or requests and provide them with what is needed. Children need adults to interact with them for many reasons -for example, they may need someone to help them, to share in what they are doing, or to provide affection, comfort, or information. Staff can



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meet the children's needs for interaction either verbally or nonverbally using active listening skills (at the child's level), warm gestures and affection.

Responding in a **warm, supportive manner** means that the Staff answers the children's needs in a way that is satisfying to the child. Such response, as mentioned in the Policy above, helps children to have good feelings about themselves -they feel safe, competent and valuable. A warm, supportive response shows that the Staff shares the children's interests, consider the children's needs to be important, and act to meet them. For example: supportive manner means that the Staff answers the children's needs in a way that is satisfying to the child. Such response, as mentioned in the Policy above, helps children to have good feelings about themselves -they feel safe, competent and valuable. A warm, supportive response shows that the Staff shares the children's interests, consider the children's needs to be important, and act to meet them. For example:

- Answering a child's question
- Listening to a child when she/he wants to say something
- Comforting a child who is hurt or crying
- Paying attention when a child shows what he/she has created
- Showing concern and following through when a child says he/she is feeling sick
- Ending a group activity when it is clear that children are not interested
- Intervening when children fight and cooperating with them to solve the problem
- Providing what children need when they are tired, hungry, or need to use the toilet
- Helping a child deal with fears, anger, or disappointment
- Comforting a child who is upset or embarrassed
- Giving a child physical affection when needed
- **Adults offer children comfort and contact.** Staff pay close attention for children who may need reassurance or support and are quick to offer a hand to hold, a lap to curl up in or just their calm presence nearby. Appropriate physical contact is always pleasant and not intrusive to the child. Such contact can be identified by watching the child's response -if the contact is perceived as being positive, the child will not pull away or show a facial expression of dislike or discomfort. Some examples of **warm, appropriate contact** is when a teacher enthusiastically hugs or cuddles with a child, or less obvious actions such as smoothing hair, touching a hand or shoulder, sitting close enough to touch, holding hands, or gently touching while guiding or controlling a child. Such touches let children know the teacher is present and supportive. Staff needs to ensure that the amount of positive attention they provide is evenly divided among **all** children, with no one child receiving more or less attention than another.
- **Adults show respect for children.** Staff will interact with all the children in a way that lets them know they are valuable human beings. Staff will treat children



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with no less politeness and concern than they would give to their own friends. Staff will also treat children as they themselves would prefer to be treated by others. For example:

- Respond to children's feelings in a way that shows acceptance
- Consider children's ideas
- Use polite words and actions with children
- Guide, rather than "boss" children
- Share with the children
- Show patience and support
- Appreciate each child for who he/she is, without comparing to others or emphasizing the negative

It is very important that Staff model respect for the children by treating all people, both adults and children, as if they were good friends. They are polite and acceptant, solve disagreements without anger, do not discriminate or show prejudice in any way, and always make an attempt to give attention and consideration to the point of view of others

- Adults will respond sympathetically to children. Staff will pay attention to and validate a child's feelings, even if the child is showing emotions that are often considered unacceptable, such as anger or whining. Often, when a child's feelings are validated through a sympathetic response by Staff, the problem a child is having is vastly reduced, and the problem can be solved more easily than if the staff responded with anger or impatience. A negative response by Staff only lets the child know that he/she is not understood and that no one cares.
- Adults participate in children's play. Staff will look for natural openings in children's play and then join the child or children at their physical level. Once near a child who is playing, adults often imitate what the child is doing. This shows the child that his/her activities are valued and supported by the adult. At children's invitation, adults often play as partners with children. Adults may suggest new ideas to challenge children within an ongoing play situation, but in so doing adults continue to follow children's cues and stay within the play theme the children have chosen.
- Adults converse as partners with children. Staff will look for opportunities for open-ended conversations with children about the activities children are engaged in. Open-ended questions asked sparingly and responsively, out of genuine interest for what the children are doing; give children the opportunity to take the lead in these conversations. It is important to make comments that allow the conversation to continue without pressuring the child for a response. Avoid quizzing on facts or concepts and avoid making judgmental comments. Make only objective, specific comments that encourage children to expand their descriptive language and think about what they are doing



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- Adults encourage children's problem solving. Whenever possible, Staff encourages problem solving skills by demonstrating active listening, asking questions and offering choices, if needed. Problem solving strategies help to reduce conflicts and also help to develop self-control and a sense of responsibility and recognition
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### **DISTAL SUPERVISION POLICY**

Distal Supervision is defined as intermittent direct supervision by a staff when there is a planned, location specific, time- limited program activity. The goal of distal supervision is to enhance a child's ability to function responsibly and independently of direct supervision. Distal supervision is intended for nine to twelve years old.

In the event that distal supervision should be exercised, children to whom this policy applies to must meet certain requirements. Parent must also provide authorization and be made aware of the stipulations encompassing this policy.

1. Children must always inform staff when leaving the room of specified area.
2. Time allotted shall not exceed fifteen minutes without contact, i.e., informing of whereabouts, activities, etc.
3. During transitional times, e.g., pickups, staff must be informed of child's departure by parents, child, or authorized personnel indicated on registration forms.
4. Child must be between nine and twelve years of age, understand and fully internalize rules and responsibilities, and be trustworthy.

Note: that distal supervision applies only to children whose development meets the expectations and guidelines of this policy

### **Distal Supervision Guidelines**

1. Do not exceed time limit.
2. Inform staff when leaving the center.
3. Tidy area when done.
4. Only two children at a given time.
5. Rules must be followed.



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