



Promoting Positive Interactions and Prohibitive Practices Policy

Revised: November 18, 2014, October 23, 2015, August 16, 2016, February 12, 2018, March 16, 2020

Reference: Child Care and Early Years Act. 2014

Approved by Board of Directors: November 18, 2014

Introduction:

Research from diverse fields of study show that children who attend programs where they experience warm and supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive interactions in early childhood also has significant long-term impact on physical, mental health and success in school and beyond. Through the application of Orde Day Care's Program Statement, and an outline of behaviours that support positive interactions, along with a clear description of those practices that are prohibited by Orde Day Care, we can encourage children to develop to their fullest potential.

Application:

All staff, volunteers and students must review this policy prior to working with the children. The policy must be reviewed and signed off annually.

Orde Day Care is committed to the principle of promoting positive interactions using age appropriate methods. Below is a list of the methods which promote positive interactions with children that must take into a consideration a child's or groups developmental level, abilities and needs and strengths:

- Responding to their requests quickly
- Following their lead and interest during play
- Providing warm and responsive contact
- Engaging them in face to face interactions and/or discussions
- Actively listening to their thoughts, feeling and ideas.
- Using a pleasant, calm voice and language that is developmentally appropriate while making eye contact
- Helping children understand your expectations by providing simple but clear explanations and limits prior to activities and transitions (not by directing)
- Taking the time to engage children in the process of resolving problems and conflicts rather than reiterating classroom rules
- When children's behavior is challenging and disruptive, thinking about where and how they might have more success and redirect them there
- Fostering thoughtfulness and caring by listening to children and by encouraging them to listen to others and share ideas
- Being genuine in acknowledging children for their accomplishments and effort by clearly stating what it is they have done well
- Being patient and calm in your behavior actions, and responses
- Ensuring your expectations and activities meet the developmental ability of the child
- In any situation, being involved with the children without encroaching on their play
- Arranging the environment so that children are guarded against dangerous situations
- Arranging each area of the program in a way that can help prevent disputes from arising, i.e. have enough stimulating and interesting activities set up for the number of children in the room
- Observing children to see how to support the development of self-control and self-regulation
- Remembering that each child is different, your approach or method of dealing with a child may

also vary, depending on that child's need in that situation

- Encouraging the children to verbalize their feelings, fears, and anxieties
- Being alert to the development of potentially difficult situations or disputes between children
- Following up when limits are broken
- Calling the supervisor or another staff member if a situation or child becomes too difficult to handle alone
- Recognizing that staff requesting help is a strength, not a weakness

Procedure

The Program staff, Supervisor and Executive Director will

- Try to understand the child and reasons for the child's behavior through observations of the child/children
- Explain consequences in a calm manner
- Acknowledge and support the positive behaviors exhibited by the child
- Use developmentally appropriate redirection strategies
- Provide an alternative activity or play materials to redirect child
- Consistently follow through with strategies, ie role modeling
- Consistently model sharing and turn taking
- Consider the physical environment anticipating problems and arrange the environment so that it is safe and comfortable for the children and conducive to appropriate behaviour by the child.
- Respect each child and consider the individual needs of each child in each situation.
- Develop a positive and trusting relationships with parents, staff and children.
- Encourage the children to develop independence, by promoting self-help skills and breaking tasks down to manageable steps
- Use problem solving techniques (i.e. logical consequences, peacemaking) to encourage the children to discuss what has happened, the children's feelings and other ways to communicate and provide input into resolution of the problem.
- Deal with the situation in a positive manner and try to reflect the feelings of the children involved.
- Provide the children warnings about unsafe conduct and inappropriate behaviours, emphasizing what should be done

Prohibited Practices at Orde Day Care:

- Any form of corporal punishment (physical violence such as hitting, spanking, kicking, pushing, pulling, poking, shoving, grabbing, squeezing or picking up children by their arms/hands or **wrists**, pinching ears, or any other aggressive behavior exhibited toward a child)
- Physical restraint of the child, such as confining the child to a high chair, car seat, stroller or other device for the purpose of discipline or in lieu of supervision, unless the physical restraint is for the purpose of preventing a child from hurting himself, herself or someone else. This is used a last resort and only until the risk of injury is no longer imminent.
- Locking the exits of the child care centre for the purpose of confining the child, or confining the child in an area or room without adult supervision, unless such confinement occurs during an emergency and is required for Orde Day Care's emergency procedures, including a lock down
- Use of harsh or degrading measures or threats or use of derogatory language directed or used in the presence of the child that would humiliate, shame or frighten the child or undermine his or her self-respect, dignity or self-worth

- Depriving or denying the child of any basic needs e.g. food, drink, shelter, sleep, toilet use, clothing or bedding
- Inflicting bodily harm on children including making children eat or drink against their will
- Time out

Procedure upon Contravention of Prohibitive Practices:

- 1) Any staff member observed using prohibitive practices that contravene the Child Care and Early Years Act and the Orde Day Care Centre Promoting Positive Interactions and Prohibitive Practices Policy, shall be reported immediately to the Director who will take immediate steps to investigate the alleged incident.
- 2) The Director and/or Supervisor will immediately speak privately to the staff member involved in order to assess the validity of the alleged incident. If necessary, appropriate disciplinary action will be taken depending on the nature of the contravention up to and including dismissal. The incident will be documented and kept on file.
- 3) If the Director is observed using prohibitive practices that contravene the Child Care and Early Years Act and the Orde Day Care Centre policy regarding Promoting Positive Interaction and Prohibitive Policy, the observer will report the incident immediately to the Chair of the Board of Directors. The Chair or designate will investigate the alleged incident.
- 4) Any prohibited practices exhibited and confirmed through the Orde Day Care's internal investigation will be reported to the Children's Aid Society.
- 5) Any terminations, suspensions or restrictions imposed on a member of the College of Registered Early Childhood Educators due to a member's engagement in prohibitive practices will be reported to the College of Registered Early Childhood Educators.

De-escalating a Volatile Situation:

It is recognized that in some extreme situations, wherein a child is endangering his/herself or others, staff may find themselves having to respond to a crisis situation using removal as a method to defuse and/or de-escalate a volatile situation. Orde Day Care does not approve of removing children from the program, but recognizes there are times when children are at risk of hurting themselves or others. These guidelines reinforce the need to ensure that children are supervised and safe at all times.

De-escalating Volatile Behaviour Procedures:

1. Staff will call another room's or office staff informing them that there is an emergency situation and they need assistance.
2. Supervisor or Director will try to support the child in the room until they are able to gain control.
3. If the child continues to be a risk to themselves or the other children, the Supervisor or Director will escort child outside of the classroom and provide an alternate activity to the child, until they appear ready to be reintroduced back in to the program.
4. If the child is unable to gain control and now poses a safety risk to the management team, the child's parents or guardian will be called to come and pick up the child. This step is only carried out as a last resort and when all other strategies have been exhausted
5. Once the child has regained control of their behaviour, he or she will be supportively introduced back into the program. The staff should remain with this child until they are involved in an activity or task.
6. The staff and Supervisor and/or Director will meet with the child's parent/guardian to discuss the incident and determine the strategies to be utilized should the child encounter a similar situation.



ORDE DAY CARE CENTRE'S STAFF- POLICY AND PROCEDURE BINDER

7. The Supervisor and staff will keep the parent/guardian up to date on the child's progress using a mutually agreed upon method of communication (e.g. phone calls, regular meetings, written log, etc.). This also includes a review of the strategies.
8. If parental consent is provided, the centre will contact Children Services, Resource Educator to assist the centre with developing strategies for a more successful placement for the child.
9. **Meetings between the parent and resource educator will endeavor to include the program staff who works with the child and Supervisor whenever possible.**
10. All written individualized plans which are developed by the Resource education **will be shared with the appropriate staff and placed in the individual support plan binder. A copy will also be provided to the parent.**
11. **Supervisors will inform other staff who work with this child to review the individual support plan.**
12. Supervisor and or Director will also provide support to staff through workshops or training for assisting child through this period of development.
13. If further support is deemed necessary for the child to continue at the Centre, the Supervisor will request Intensive Child Care Support Funds for the child through the CSIS application.

Staff Name:	Supervisor Name:
Staff Signature:	Supervisor Signature:
Date:	Date: