### Purpose

Young children benefit from an affirming approach that encourages positive interactions with other children and with adults, rather than from a negative or punitive approach to managing unwanted behaviour.

Research from diverse fields of study shows that children who attend programs where they experience warm, supportive relationships are happier, less anxious and more motivated to learn than those who do not. Experiencing positive relationships in early childhood also has significant long term impacts on physical and mental health, and success in school and beyond.

This provision forbids physical punishment and other harmful disciplinary practices to

protect the emotional and physical well-being of children. It sets out clear direction

regarding prohibitive practices to support the overall well-being of children. These

practices are never permitted in a child care centre.

### Policy

The following practices will not be permitted:

(a) corporal punishment of the child;

(b) physical restraint of the child, such as confining the child to a high chair, car

seat, stroller or other device for the purposes 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, and is used only as a

last resort and only until the risk of injury is no longer imminent;

(c) locking the exits of the child care centre or home child care premises 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 as part of the licensee’s emergency

management policies and procedures;

(d) use of harsh or degrading measures or threats or use of derogatory

language directed at or used in the presence of a child that would humiliate,

shame or frighten the child or undermine his or her self-respect, dignity or

self-worth;

(e) sending a child to a cot or mat for punishment;

(f) depriving the child of basic needs including food, drink, shelter, sleep, toilet

use, clothing or bedding; or

(g) inflicting any bodily harm on children including making children eat or drink

against their will.

This policy will be reviewed annually by all employees, students, and volunteers.

### Procedure

1. Children should not be left alone at any time and a child’s dignity and self-esteem must always be our first priority.
2. Postive relationships must be maintained throughout any guidance techniques.
3. Within orientation, staff, students, and volunteers will be made familiar with this policy. A form will be signed which ensures they have read and understand the policy. Annually, or whenever changes have been made, a consequent form will be signed and kept on their personnel file ensuring the policy has been reviewed.
4. Staff evaluations will review each staff’s performance in regards to approaches and relationships with children. Performance goals will be set and reviewed.
5. Quarterly observations of the various rooms will be made by the Assistant Program Director and/or Program Director. These visits will be documented and staff interactions and observations will be recorded. Observations will be discussed with the individual. Any noted strengths/needs will be addressed during performance appraisals.
6. Any allegation made against a staff, volunteer, or student will be reported to the Children’s Aid Society and to The Ministry of Education by the Assistant Program Director or the Program Director. All situations will be investigated. All incidences will be documented, including complaint, details, and outcome. Supervision reports will be maintained. Incident Reports will also be completed. Serious Occurrence Forms will be completed with the Ministry of Education. (See Child Abuse Reporting Procedures)
7. Everyone who is working within the Day Nursery environment must recognize the importance of a team approach. Everyone has a responsibility to recognize stressful situations and to ensure that proper supports for staff are in place. Some of these may include relief off the floor or change of environment (different job). Regular communication between the Assistant Program Director and Program Director is imperative. The Program Director needs to be informed at all times of child(ren) and staff needs.
8. From time to time it may become necessary to utilize outside supports. We believe that the environment plays an important role in the behaviour of young children. Outside agencies may be more objective at making suggestions to the program (or environment).
9. The Program Consultant from All Kids Belong will be contacted to assist with ongoing challenges. It may be necessary from time to time for her to complete assessments on specific children. These will be completed with permission from the families. From the results and in collaboration with the staff, families, and All Kids Belong, programs will be designed specific to the needs of that child. Other agencies may need to be consulted during this process.
10. Staff are encouraged to remain current in philosophies and trends in Early Childhood Education by involving themselves in Professional Development opportunities. It is the responsibility of the Program Director and Assistant Program Director to ensure staff are aware of workshops and seminars occurring in the community. As well, in-house training may take place at monthly staff meetings. By reviewing staff performance goals, specific professional development topics may be suggested.

*“How Does Learning Happen?”* , Early Years Portal, and Think, Feel, Act: Lessons from Research About Young Children are resources that provide information on ways adults can engage in positive, responsive interactions and why this is critical for children’s overall learning, development, health and well-being.