
BEHAVIOR MANAGEMENT POLICY

ABZ
Early
Childhood
Development
Center

2011
ABZ Childcare Inc.





ABZ Early Childhood Development Center

305 Main Street, Everett, MA 02149 Phone: (617)775-9983

Section 1: Strategies for Behavior Management

ABZ early Childhood Development Center's Behavior Management Policy defined below states intervention strategies which include establishing clear limits to children's behaviors to ensure the health and safety of all children and staff.

- Make certain the program and the rooms are set up so that young children are kept stimulated. The rooms should be set up such that there are natural boundaries to eliminate running, e.g. blocks should not be near a painting easel or quieter areas.
- Make certain the child knows his/her limits within the center (what activities and behavior are allowed or not allowed). You cannot expect a child to conform to unstated rules.
 - ☑ Explain the rules in a cheerful sympathetic manner; i.e. make them understandable to the child.
 - ☑ Teach the child about safety, care of property, good health habits and consideration for others.
- Allow the child to make as many decisions as possible within the necessary limits.
- If a child behaves inappropriately, redirect her/him telling what s/he has done is inappropriate, but do so in very clear, brief terms. If the incident is repeated, redirect the child to another activity. At all times, ensure that the child is made aware of what he has done wrong, but do so calmly. Enforce the rules in a positive, impersonal way. Remember - Try to model positive behavior first, i.e. we touch "our friends gently"
- Attempt to foresee and forestall problems.
 - ☑ Try to understand the reasons for a child's behavior. It may have any one of a number of logical causes.
 - ☑ Try to separate children who are not compatible so as to eliminate some problems.
- Allow children of comparable size and activity to work out their own solutions. Encourage the shy child to stand up for himself. Encourage the aggressive child to verbalize.
- Help children understand one another's actions.
- If the child is repeatedly asked to change his/her behavior without success, perhaps the best alternative is to remove him/her from the playground (or area) to a supervised isolation area for no longer than 1 minute per age (e.g. 3 year old will have a 3-minute maximum time) so that he/she may calm down. A staff member who removed the child should make certain the child understands what is expected of him/her.
- Allow children to succeed; allow them to choose activities and be successful with their choices and feel good about themselves.
- Use a quiet voice as often as possible. Avoid shouting at or calling to a child who is across the room. Children learn from you - that is, if you shout so will they.
- Be sure you have the child's attention when talking to him/her. Get down to his/her level and ensure eye contact.
- Give positive and clear directions.
- Give a clear choice of two things when appropriate.
- Warn in advance of a change in activity.
- When dealing with children, always be consistent, firm and fair.
- Whenever possible, provide positive reinforcement for appropriate behavior.
- Be genuine in your interactions. Children are aware of "phony" attitudes.
- For children who seem to require regular behavioral redirection, please fill out the [Incident Report Form](#) to be kept on file. This information can be used in making the decision of when the problem should be discussed with parents and whether or not Behavior Management is needed for both parents and school. Bringing in external agencies who are familiar with such issues can help the staff and child (with parents' permission).
- Try to ignore improper language. If it persists, just say, "We don't use those words at school." Be calm.
- Do not allow a child to strike you. Take their hand gently and say, "I don't like to be hit." Encourage the child to verbalize.



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Section 2: Discipline Policies and Procedures

Discipline should be related to the behavior and should occur at the time of the incident and not later. It should also be appropriate for the individual child taking into consideration the child's age and their developmental level. The ultimate goal of any discipline is to guide and help a child develop their inner self.

Where there is an occurrence; the steps to disciplining is to first speak to the child on their eye level regarding the situation. For instance, if the situation is a 'sharing issue' or a 'hitting issue', the first step is to ask the child what happened. Should the problem not be resolved by talking, the next step is to redirect the child to another activity.

DISCIPLINE NOT PERMITTED

The following forms of discipline are NOT permitted:

- Corporal punishment, including but not limited to, striking a child, directly or with any physical object, shaking, shoving, spanking or other forms of aggressive contact, requiring or forcing the child to repeat physical movements or forcing food on the child.
- Harsh, belittling or degrading responses of any form, including verbal, emotional and physical, that would humiliate a child or undermine a child's self-respect.
- Denial of usual comforts including shelter, clothing, bedding and food.
- Confinement in a lockable room or structure, isolation or physical restraint as a form of punishment.

STAFF GUIDELINES FOR DE-ESCALATING VOLATILE SITUATIONS

It is recognized that in some extreme situations staff must take control of the situation, acknowledge, focus and problem-solve immediately. A staff must get the child to stop and listen even if the staff has to raise their voice for attention, thereafter, the staff can proceed to take charge of the situation.

In situations where a child is in imminent danger of compromising the safety to themselves or other children in the program, a staff can guide a child to safety through communication.

It is important to express the communication strategy used to support the children who have observed disruptive situations, and consequently the strategy to be

used to support the child and family who have been involved in the situation.

It is also important to remember and to remind parents that the center provides care to all children and that these children may come to the center with varying needs. As a result these incidents, however rare, may occur at the center.

If any staff in a childcare program uses guidance in volatile situations, then the following steps must be taken:

1. The center treats this instance like any emergency situation/incident.
2. There will always be two staff members present in the same room/location as the child. One staff using the guidance and the second staff as an observer and/or relief.
3. If at all possible, all other children will be removed from the situation. Children may move briefly into the hallway or another room, remaining supervised at all times.
4. Once the child has de-escalated from the situation he/she will be supportively reintroduced into the program. Staff will remain with the child until he/she is settled into an activity or task.
5. Once the situation has been resolved, the staff who used guidance with the child will document the incident using the Incident Report Form, sign the document, and submit it to the center Director or Supervisor.
6. The staff and Director/Supervisor will meet with the child's parent(s) and discuss the incident and determine strategies which will be utilized should the child encounter a similar situation. Record the strategies to be applied in the same form and use additional pages if necessary. Parent(s) will sign-off on both the incident report and strategies.
7. The Director/Supervisor and Staff will keep the parents up-to-date on the child's progress using a mutually agreed upon method (e.g. phone calls, daily meetings, written notes). This also includes review of the strategies on an on-going basis.
8. If the child continues to exhibit challenging behavior, then the center will call in a Specialized Consultation Service, where applicable (with parental agreement), and with the consultant, family and staff devise specific strategies and interventions, including a regular communication plan with the parents to review the child's progress, which will assist in making the child's placement a successful one.



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9. Through discussions, it may be determined that the child and family may benefit from the use of external special needs resources (where applicable) in order to ensure any and all available services have been accessed, which may further support the child and family.
10. It may be determined that short-term staffing support could be beneficial and ensures the continuation of the child's placement at the center. Seeking for funding may be needed - e.g. some government programs may be able to provide funds for this purpose.
11. Once every reasonable effort has been made, and all avenues have been exhausted, the center reserves the right to proceed and provide a notice of termination of service for the child. This extreme step is necessitated in order to ensure the health and safety of the other children and staff at the center.

Section 3: Contract and Staff Monitoring Policy

BEHAVIOR MANAGEMENT CONTRACT

Upon commencement of employment, an employee will be asked to read the Behavior Management Policies and sign the Behavior Management Signoff Form. The Behavior Management Policies will be reviewed annually and the Behavior Management Signoff Form will be signed annually.

STAFF MONITORING AND REVIEW POLICY

The Director or Supervisor is responsible for ensuring that behavior management practices of staff, volunteers or students who provide care or guidance at the center are monitored regularly. This will occur by observing the interactions between children and adults on an as needed basis and recording all incidents on the Behavior Management Tracking Form.

Observations for monitoring staff behavior management techniques will take place regularly, e.g. quarterly (every three months). These observations will be completed by the Director or Staff of the daycare and will be recorded at that time. The form used for this purpose is the same form used in evaluating the staff's performance.

Section 4: Contraventions to Behavior Management

DISCIPLINE STEPS FOR STAFF

Discipline steps of the center for any staff member who contravenes the discipline policy will consist of the following:

1. **Warning is given for a non-serious occurrence.**
An example of a non-serious occurrence that merits a verbal warning is: Staff swears at a child. This staff will be given two warnings on the same issue (which will be recorded in detail in their individual file). After two warnings, the next step may be a dismissal. All warnings are to be recorded by the Director or Supervisor in the staff file.
2. **Dismissal/Termination of employment:**
A staff is given immediate dismissal/termination when for example; a staff strikes a child, or a staff restrains a child physically. A staff may also be considered for dismissal if the staff has already been given two warnings previously on the same issue.

The order in which the steps will be taken will depend on the severity of the incident. However, striking a child warrants immediate dismissal while any yelling at children would be carried through by the discipline policy steps described above.

SUPERVISOR/DIRECTOR CONTRAVENTION

It is the duty of any staff member that witnesses the Supervisor/Director in contravention of the policy to report the incident to the owner, other Directors or management. The owner/directors will then decide on the severity of the situation.