

May 16, 2019

Dear Families,

Our Mission is to provide a range of safe, stimulating, and nurturing Child Care programs that respect and embrace each child and family. Our vision is to provide excellent child care that respects and nurtures the whole child, supports the needs of families, and builds a culture of kindness, respect, integrity, and inclusiveness in our community.

At Britannia Child Care we believe in giving children the tools needed to develop self-confidence, self-discipline, self-control and sensitivity in their interactions with others. Our goal is to maintain at all times a positive, caring and relaxing environment. We take into consideration all of the following factors when guiding children:

- ✓ Each child's individuality and level of development
- ✓ Their family experience, background and family culture
- ✓ Their environment – toys, games, space and surroundings, people in the program (children and adults), and the time and program schedule.

All Staff at the centre, create opportunities and help the children think through different situations and work together to determine what constitutes positive behaviour. Focusing on the prevention of problems, encouraging cooperative play and learning and utilizing problem-solving approaches through giving children appropriate choices to allow them to decide and come to their own conclusions.

The OSC staff team:

- ✓ Promote friendship and respect: encourage and provoke communication by engaging in conversations.
- ✓ Assist the child in recognizing, acknowledging and expressing feelings in an appropriate manner. Promote open dialogue through encouraging the child to find out if the other child is okay and if not, to ask the child what that other child needs to feel better. We have chosen this method over insisting on saying sorry, because it encourages empathy among children and mutual respect.
- ✓ Promote turn taking: For example, if an individual child would like a turn with a game that another child is using they will be encouraged to ask that child for a turn. It is very important to remind the children to ask for a turn when it is clear that the other child is completely finished with it. It can be very unsettling for a child to give up what they are working on to "share" with someone else. Our approach tends to minimize conflict and encourage communication and respect within the classroom.
- ✓ Role-play: Play and engage children, model and actively teach how to play safely and collaboratively through problem solving skills.
- ✓ Make sure to give children notice of when the next activity will take place and stick to the time given. Five minutes should always be five and not starting cleaning up two minutes right after. If you are making a change, and giving the children less or more time than expected, then explain why you are changing the time and/or activity.
- ✓ Have transitioning activities ready or the next activity available to children right away.

## BRITANNIA OUT OF SCHOOL CARE Guiding & Caring/Behaviour Management

- ✓ Follow the children's interest at all times, be ready to improvise and go with what they would like to do.
- ✓ Setting boundaries: Boundaries are a positive way of helping school-age children understand what is expected of them. Boundaries can also be referred to as setting limits or expectations. In the physical sense, a boundary, such as a fence, gives a person a line that they should not cross. This is the same for behaviour boundaries. You are setting the limit for the acceptable behaviour standard in the out of school care environment.
- ✓ Stating expectation clearly in language the child can easily understand
- ✓ Set reasonable achievable expectations
- ✓ Hold children accountable for their behaviour
- ✓ Provide positive reinforcement by giving recognition for a job well done, provide a smile, nob or thumbs up etc; acknowledge acts of kindness, offer verbal recognition
- ✓ Support self-regulation by asking questions to provoke reasoning

Britannia Child Care does not do the following:

- ✓ Corporal punishment of a child.
- ✓ Using harsh or degrading measures on a child that would humiliate or undermine a child's self-respect. Such as, but not limited to: treating a child with disrespect, yelling, making a child feel unimportant or unwanted in the classroom, humiliating a child, dismissing their communications.
- ✓ Deprive a child of basic needs, including food, shelter, clothing or bedding
- ✓ DO NOT Use 'Time- out'
- ✓ Isolate a child from a group, away from supervision
- ✓ Use punitive or derogatory terms
- ✓ Have power struggles with the children.
- ✓ Emphasize negative past behaviour
- ✓ Use "I told you so", "This is the third time I'm telling you", "You should listen to me"
- ✓ Physical redirection. Pulling a child's arm or pushing will not be tolerated. A gentle welcome touch on the back whilst walking can be soothing and used as a caring guidance practice (Staff ensure that they have the child's approval to gently touch on the back).

OSC staff use peaceful conflict resolution amongst our children using interactive and age appropriate activities to set up positive values via the **Play it Fair Toolkit (PIF)** program, which provides core values on cooperation, respect, fairness, inclusion, respect for diversity, responsibility and acceptance. Using the **PIF** toolkit we build self-esteem, leadership, and problem-solving in conflict situations using group games and discussions.

## **BRITANNIA OUT OF SCHOOL CARE   Guiding & Caring/Behaviour Management**

During times of conflict, we model and encourage the children to use the **WITS** program (**W**alk Away, **I**gnore, **T**alk it out, **S**eek Help), as well.

To facilitate the **WITS** concepts, the staff use these tools daily to model and define a respectful and peaceful means in dealing with day to day situations.

When dealing with **Conflict**, we:

- ✓ Find a place to quietly talk
- ✓ We talk to all parties and have the children state, in their own words what the conflict is without interruption
- ✓ We also use “I” statements while staying away from blame
- ✓ Everyone proposes a solution and comes to a resolution together
- ✓ Staff help to facilitate and negotiate the process

When dealing with a situation of **Teasing/Bulling**, we:

- ✓ Immediately request the child(ren) to stop
- ✓ Ask why this is happening?
- ✓ Talk it out with both groups and have both sides listen to the other person’s perspective how they feel when being teased (made fun of)
- ✓ Ask both parties how they are feeling
- ✓ Then ask both parties to consider what it would be like to be in the other person’s shoes
- ✓ Conclude with a joint resolution

In the case of needing to use a **consequence**, we use natural and logical consequences:

- ✓ A child refused to put their jacket on while playing in the park. The natural consequence will be that they get cold.
- ✓ A child spills milk, the related consequence is to have them clean up the spill.
- ✓ A child continual chooses to hit other random children in the gym, staff have explained safety, provided options and alternatives but the behaviour continues. The child would be asked to join another activity or group not in the gym. The staff would explore more with the child what else is happening for them out of the gym. The child may be able to return to the gym activity depending on the situation

Some of the other things that we believe to be important in Guiding & Caring:

- ✓ Talk with the children; not at them
- ✓ See a good example
- ✓ Encourage children to set good examples for each other
- ✓ Show respect and be respectful to children
- ✓ Talk to children when they are misbehaving privately, rather than in front of a group
- ✓ Provide meaningful acknowledgment when we see children doing & being good

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We encourage **Kindness** amongst our staff, which in turn encourages positive modelling for all the children. We utilize programing from the Random Acts of Kindness <https://www.randomactsofkindness.org/>. We acknowledge that children are learning and allowed to make mistakes. Our goal is to provide them the tools to be the best person they can be.

“ Kindness is  
choosing to acknowledge  
and celebrate the beauty in  
others, regardless of  
whether or not they can find  
it in themselves. ”

- RAKtivist