

PRE-PRIMARY BEHAVIOR GUIDANCE

At the South Shore Regional Centre for Education Pre-Primary Programs, we create an environment that will set children up for success. This means careful planning on the part of the staff to promote a positive and proactive atmosphere that supports children in developing their sense of well-being for themselves and others around them. These are important skills that children will engage in developing as seen in our curriculum framework. Educators will create spaces where children:

- *feel safe, secure and supported*
 - *become strong in their social and emotional well-being*
 - *take increasing responsibility for their own health and physical well being*
 - *develop knowledgeable and confident self-identities*
- Nova Scotia Early Learning Curriculum Framework Pilot 2017*

In instances where children are in need of adult support in challenging behaviors, educators will employ developmentally appropriate practices in order to guide the children through regulating these behaviors. Techniques will include:

- Supporting children in their emotions and feelings through conversations with the child about what they are feeling and providing them alternatives to the undesired behaviors being displayed for what has happened. Educators will focus on the behavior and its purpose, not the child themselves.
 - For example: *When you throw a ball at the block towers it makes the children who built them upset. If you want to throw something you can throw a ball over here or ask the builders first if you can throw something to knock down their towers.*
- Promoting and recognition for positive behaviors, focusing less on the negative and sometimes employing “planned ignoring” for negative attention seeking behaviors.
- Respectful and positive communication between adults and children. Adults will use warm, caring and responsive language and actions to respond to children when they are experiencing discomfort or are upset.
- Adults will be clear and use positive language indicating what they want instead of things they do not want or are not allowed with a lot of excess information.
 - For example: *I don't know how many times I have to tell you, you can't stand on the chairs, it's dangerous and you're not allowed to do that versus feet on the floor please.*
- Educators will clearly explain and model the behaviors expected of the children. Children will be a part of the process for talking about and explaining limits and expectations for the learning environment and playing with others. Consequences will be timely and related to the behavior exhibited.
 - For example: *First clean up the blocks, then you can play with the play dough. You cannot play with the play-dough until you clean the blocks up. I can help you if you'd like, let's race!*

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In the event that a child exhibits behaviors that become a safety concern for themselves or others such as hitting, kicking, throwing objects or purposely inflicting injury to themselves or others, then the staff will contact families immediately to meet with the lead facilitator to determine useful strategies and/or supports required to assist the child and family with a plan to reduce challenging behaviors and promote positive ones with assistance from educators.

Educators will be trained in appropriate methods for these instances such as; removing the rest of the children from the classroom until the challenging or dangerous behavior subsides and the ECE is able to further de-escalate the situation with the child who is upset.

Educators will be subject to the Provincial School Code of Conduct Policy where applicable to the pre-primary setting and will not engage in inappropriate responses to behaviors such as:

- Corporal or physical punishment
- Will not use harsh, degrading or coercive methods for speaking to children or reacting to them emotionally or physically
- Confining or isolating a child
- Will not deprive a child of basic needs such as food, water or clothing
- Will not use food as a tool to either reward or be withheld for behaviors or desired actions.