



## Apple Academy Learning Center

1845 and 1847 Main Street ▪ Centerville, MN 55038

# Behavior Guidance Policy

The staff at Apple Academy Learning Center shall provide each child with guidance that helps the child acquire a positive self-concept and self-control, as well as teach acceptable behavior. Discipline and behavior guidance used by each caregiver will, at all times, be constructive, positive and suited to the age of the child.

The behavior guidance policies and procedures are as follows:

**1) Children should be presented with positive models of acceptable behavior.**

Staff actions and interactions set the tone through their actions, body language, and voice level. Children copy what they see and hear. If we wish to provide a peaceful and cooperative environment for children to grow and to learn, then we must demonstrate this in our actions and voice. When voice levels are soft and calm, the children set their tone in a similar fashion. Adults need to model appropriate expression of their feelings.

**2) Behavior guidance standards need to be developed based upon the developmental needs of the children in attendance.**

It is the staff's responsibility to understand the developmental level of the children in their classroom and to recognize that expectations and practices of certain behaviors vary in accordance with that developmental level. Young children should be exposed to activities and experiences that will help them meet staff and program expectations. Games that emphasize waiting long periods of time, taking turns, and winning and losing should be de-emphasized.

**3) Redirection and constructive solutions should be the techniques used by the teaching staff. Emphasis on the positive is essential in guiding young children.**

All staff should build on the positive, providing attention and encouragement when positive interactions are taking place. The word "no" and "do not" should be used only in emergencies and rare situations. Encouragement, intervention, and reconciliation are positive goals to strive for in classroom relationships. Cooperative games and team-building activities should be emphasized.

**4) Children should be taught how to use acceptable alternatives to problem behavior in an effort to reduce conflict.**

Behavior that is unacceptable should be considered by the staff as "mistaken" behavior. The staff must reinforce reasonable limits, and teach children "what to do instead" and not just "what not to do". Staff must realize that everyone makes mistakes and when they do they are capable of taking care of their mistakes (with staff guidance). Reinforce limits and teach alternatives. Understand that acceptable behavior takes time to learn. Opportunities to problem solve and work through mistaken behavior should be incorporated as part of the child's curriculum, both individually and in group situations.

**5) All children and staff members shall be protected and be provided a safe and secure environment.**

Ground rules are established for the general center community. The ground rules shall be established based upon respect for the individual, environment and others. It is important that the children clearly understand their boundaries. We help them with this by introducing rules that are age appropriate and in the best interest of the total center community. Ground rules should be introduced on each child's first day and reinforced throughout the year. This will provide security for the young child.



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When a child tests the rules, staff members should immediately remind him/her of the ground rules and use the assistance of those children involved in the incident to reinforce the ground rules. The rights of the child and the staff member must be respected.

### **Consequences for unacceptable behavior shall be handled in the following way:**

- The teacher must first respect and protect the rights of the child or children.
- Restore order without loss of child's self-esteem
- Redirect the child to another activity area, or to a specific area.
- Natural consequences should follow the misbehavior. When this is not possible, logical consequences should be used.
- Children should be encouraged to verbalize their feelings, rather than demonstrate them physically.
- Situations of misbehavior should be used as a learning experience those involved.

### **Persistent unacceptable behavior will be dealt with in the following manner:**

1. The child's behavior is to be recorded, dated, and initialed by staff involved.
2. Staff shall meet to discuss the unacceptable behavior and to develop a program plan to
3. Meet the individual needs of the child in question.
4. The parents of the child will be called in for a conference to discuss this plan and to
5. Enlist their cooperation and input.
6. When necessary, the director will contact the appropriate professionals for guidance.
7. All action will be taken with the written approval of the parents.
8. Persistent, unacceptable behavior may result in termination of enrollment, if all other
9. Methods of behavior guidance have failed.

### **Prohibited Actions**

Apple Academy and its staff will never subject a child to corporal punishment. Corporal punishment includes, but is not limited to rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, pinching, hitting and spanking.

Apple Academy and its staff will never subject a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child or child's family, and using language that threatens, humiliates, or frightens the child.

Toileting habits, or lack of, will not be cause for punishment of any kind.

Food, clothing or medical care will not be withheld as punishment.

No physical or mechanical restraints of any kind will be used on a child.

### **Separation from the group**

A child may be separated from the group only when less intrusive methods of guiding his/her behavior have been tried and proven ineffective. A child should be separated from the group only when his/her behavior causes concern for his/her safety or that of other children. When separated from the group, the child must remain in an area of the room where his/her physical presence can be seen and heard by the teaching staff. When a child has been removed from the group, he/she may return to the group when the behavior has been brought under control and the child is no longer a threat to himself/herself or to classmates. The child shall be returned to the group at the earliest possible opportunity.

A child between the ages of 6 weeks and 16 months shall not be separated from the group as a means of behavior guidance.



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### Separation Report

All separations from with group will be documented on a separation log, which is located in each classroom. Each time a child is separated from the group the following must be included in the log:

1. The child's name
2. The staff person's name that separated the child
3. The time of incident
4. The date the child was separated from the group
5. Separation begin and end time
6. Information indicating what less intrusive methods were used to guide the child's behavior
7. How the child's behavior continued to threaten the well being of the child or other children in care

If a child is separated from the group **three or more** times in one day, the child's parent will be notified and the parent notification will be indicated on the separation log.

If a child is separated **five or more times** in one week, **eight times or more** in two weeks, the procedures for persistent unacceptable behavior, as indicated above(\*\*), must be followed.