

## **POLICY #301**

### **Title: Social and Emotional Guidance**

#### **Preamble:**

At Yukon Montessori School we strive to support a caring community of learners through our vision “inspiring all children to become self-reliant and compassionate citizens who are equipped to make positive change in the world”. We believe the foundation of learning is through trusting, nurturing and reciprocal relationships between all members of the school community.

#### **Purpose:**

- To develop and maintain classroom environments that uphold respect and care for self, others and the environment
- To identify relevant guiding documents upon which to base social and emotional guidance
- To establish a procedure for addressing and reporting incidents

#### **Scope:**

All processes will be in accordance with the relevant laws and regulations, Montessori principles, social and emotional curriculums and the Early Childhood Educators of BC Code of Ethics, Yukon Association of Educators Code of Ethics, and the UN Convention on the Rights of the Child.

Last Updated: September 2023

Approval date: September 12, 2023

Next review date: No later than September 12, 2025

## **Policy**

### **Guiding Principles**

In working towards our mission, vision and values, YPMS and Yukon Montessori School commit to operating according to a set of guiding principles that seeks to develop a caring community of learners. These principles guide our behaviour, decisions and actions.

Montessori philosophy: The AMI Montessori approach assists children in developing to their full potential, encouraging learning driven by creativity and curiosity. We foster independence in education and beyond, as students emerge into their futures as contributing citizens in their communities and the world. What we do within our individual programs and as an organization follows this approach.

Children: We believe children are capable and confident partners in their own learning. We seek to understand, value and include the uniqueness of each child. We meet each child 'where they are at', in a nurturing prepared environment that promotes their learning and their social and emotional development.

Collaboration: We believe children, educators and families are partners in our education and learning community and build relationships with each other as empathetic and compassionate learners. We engage with and learn from the unique skills, knowledges and cultures each individual brings to our school.

Educators: Our educators are committed to ongoing professional growth and development. As educators they uphold ethical principles and personal integrity taking responsibility for their decisions and behaviours. As a school we are committed to supporting educator AMI training and credentialing.

Sustainability: As a non-profit, we aim to use our financial and human resources in ways that support the current and future on-going operations of the organization. We support our staff through professional development opportunities, fair compensation and a work environment that allows each employee to use their capabilities for the good of the learners and the organization. Board members and all staff act ethically,

with the vision, mission and best interests of the organization in mind. We aim for fiscal responsibility and accountability while furthering the mission of YMS.

Community: We believe the learning environment has no walls. We will reach into the larger community to develop partnerships that benefit our children's learning and the community. We will encourage a love of and commitment to stewardship of the natural environment in our programs. We will foster a responsibility to reconciliation.

### **Supporting Social and Emotional Guidance**

AT YMS children have rights that are enshrined in the UN Convention on the Rights of the Child and educators seek to foster the strengths and voices of each child. Through a strength based approach, using common language, children will be guided to learn to care for self, others and environment, modeling empathy, problem solving and cooperation. YMS will support the social and emotional development of children through building reciprocal relationships and creating nurturing environments.

It is understood that children are learning to regulate emotions and big feelings will occur. Educators will use specific social and emotional curriculums, co-regulation and common approaches to build children's ability to regulate, practice pro social skills and work in relationship with others.

Educators will use specific social and emotional curriculums to support learning. Educators will be supported to learn and use these curriculums in the classrooms.

### **Setting Agreements for the Learning Community**

YMS strives to provide an environment where all children are valued and respected while at the same time, children are expected to respect themselves, others and the centre property. Children's voices will be part of setting agreements to maintain harmony and community.

Clear, consistent, and simple limits are set within the classroom environment. Children's voices are included in setting agreements for their classroom environments. Straightforward and age appropriate explanations are offered for these limits. Limits are stated in a positive and constructive way.

### **Use of Redirection**

The use of redirection will be applied when possible. Educators use positive reinforcement and strength based approaches to encourage the behaviors we want to see and to build self-esteem in the children. Adults help children to develop self-regulation by being consistent, predictable and by modeling desirable behavior. Appropriate choices are offered when reinforcing limits. Natural and logical consequences are expressed and used. Redirection is used when a child is unable to resolve a problem using other strategies.

### **Process for Resolution of Incidents**

In situations where a child has harmed or is at risk of harming themselves, others or the environment, the following procedures will be used to support the child to continue to develop for self regulation and problem solving. The aim of interventions is to provide positive direction to the individual and to provide skills to deal more effectively with future decisions.

Interventions chosen will reflect the specific nature of the behavior, the child, their stage of development and the situation. At every stage of the process, the classroom teachers will attempt to assist the student to develop an awareness of the effects of their behaviour and to see more pro-social ways to engage in the learning community. Interventions will be reasonable, respectful, relatable and enforceable. At every stage of this process, the student is given the opportunity to express their point of view in the matter. A child's dignity will always be maintained. 1) Incidents that are less serious in nature will usually be dealt with at the classroom level first followed by this procedure:

- In the immediate situation a child will be supported to return to a calm and regulated state
- Discussion with the child
- Further observation of the child to understand cause of behaviours
- Creation of a plan with involvement of team and other head teachers
- Adjustments to the environment and routine if necessary
- Structured social and emotional teaching or problem solving
- All interventions will be documented in written form.
  
- In situations where families are not satisfied with the response in the classroom, a conference can be arranged with the head teacher and executive director.

2) The following steps will be taken when consequences and redirection at the classroom level have been used but are not effective. This will involve families in setting a collaborative support plan.

- If a child's actions threaten the safety of others or themselves, the child will be removed from the classroom to another location in the school and depending on severity, may be sent home.
- If a child is unable to calm down, the child will go to a safe space outside (with a staff), or another calm space in the school.
- When an incident occurs the staff person involved will document the actions involved on an Incident Report form.
- If behavior becomes extreme and/or repetitive, the teacher will schedule a meeting with the family and, depending on the circumstances, with another staff member to establish a support plan and develop consequences. Ongoing communication with the family will be scheduled to provide and receive updates and make adjustments to collaborative plans as required to ensure the safety and support of all children.
- If disruptive behavior continues, parents will be asked to seek outside resources and support for the child.
- If behavior is determined to continue to threaten the safety of others or the child, after meeting with parents and providing time for outside resources to be put in place, the family may be asked to withdraw their child from the school.

Examples of non-peaceful or threatening behaviours:

- Intentional verbal hurting
- Exclusion/hurtful teasing
- Aggressive physical contact
- Threatening gestures
- Intentional destruction of property
- Repetitive leaving of assigned area

Appendix: Incident Report Form