

Youth Development, Inc.
Early/Head Start
Education and Early Childhood Development

Policy Number: **Effective Date:** 10/14/00 **Page 1 of 3**

Agency Approval Date: **Policy Council Approval** **Governing Board**
10/14/00 **Date:** 10/14/00, 09/21/13 **Approval Date:**

Reviewed: 03/13/07,
10/2008, 9/2010, 6/15/2013

COMPONENT: Education and Early Childhood Development (1304.51(a)(3), 1304.52(h)(1)(10), and 1304.21(a)(3))

SUBJECT: Guidance Policy

PERFORMANCE OBJECTIVE: To provide age and developmentally appropriate guidance procedures which: (1) help young children develop a greater degree of social competence (everyday effectiveness in dealing with the environment, both presently and later in school life), (2) provide an environment which supports the development of a positive self-concept and high self-esteem, (3) take into account the unique ethnic/cultural backgrounds, interests, abilities and needs of individual children, and (4) encourage the development of internal controls and responsibilities for behavior.

OPERATIONAL PROCEDURES:

1. Teaching staff will use a management plan during the first two weeks of the school year.
 - A. The management plan helps children become familiar with staff, each other, the room, schedule and equipment/materials.
 - B. The management plan involves children and teachers developing appropriate classroom rules.
 - C. Once classroom rules have been established, they are posted (both in writing and using pictures).
 1. Teaching staff will review the rules with the children daily.
 2. Teaching staff will help children develop self regulation skills.
2. Whenever possible, children are encouraged and supported in regulating their own behavior and resolving their own conflicts.
 - A. Adults position themselves at all times so that they can observe what is happening throughout the classroom.
 - B. When a child (or children) are engaging in a behavior(s) which is inappropriate, an adult moves to a position where (s)he can observe what is happening. Unless there is a

potential danger involved, the adult watches, listens, and gives the child(ren) every opportunity to redirect/resolve the conflict themselves before intervening.

- C. In order to help children develop self-control, adults will use the least disruptive intervention technique possible. In increasing order interventions, these include:
 - 1. Reminding a child(ren) of a particular rules,
 - 2. Redirecting the behavior,
 - 3. Facilitating the resolution of a conflict.

- 3. When interacting with children, adults always:
 - A. Move close to the child(ren) they are talking with,

 - B. Interacting with the children at children's eye level, (remembering that actual eye contact has differing ethnic/cultural implications),

 - C. Help children focus on and verbalize their feelings

- 4. When inappropriate behavior/conflicts continue after reminders and redirection, adults facilitate more directly.
 - A. Adults model/demonstrate conflict resolution skills:
 - 1. Focusing on feelings and verbalizing those feelings,
 - 2. Brainstorming possible solutions together with the children and choosing one,
 - 3. Supporting the social-emotional development in all involved, focusing on win/win situations.

 - B. When a child's behavior presents the danger of possible physical harm to the child or others, staff may need to remove the child from the environment, or if necessary remove the other children from the environment in order to prevent harm from occurring.

The adult will speak to the child in a calm, quiet voice, reassuring him/her.

After the child has calmed down, the adult provides support by offering a tissue.

If needed, the teaching staff will notify the child's parent/guardian as soon as possible, informing the parent of the recent event. Teaching staff will then complete an incident report and notify the Center Director and other agencies if appropriate, such as NM Child Care Licensing.

- 5. Head Start strives to provide an emotionally, physically, and socially safe environment for young children. To ensure that children are respected and safe, the following practices by staff are prohibited:
 - A. Corporal (physical) punishment of any kind, including (but not limited to) hitting, slapping, spanking, kicking, twisting, squeezing, pulling, biting, pinching, and pushing.

 - B. Use of abusive or profane language, whether directed at the child, members of his/her family, friends or others.

- C. Any form of public or private humiliation, **including verbal or physical threats** of any nature.
 - D. Withholding/withdrawal of opportunities for children to meet personal needs for food, drink, rest, or bathroom use.
 - E. Unsupervised isolation of a child, or supervised isolation of any child that is not a part of a professionally prescribed plan, or because of illness.
 - F. Withholding/withdrawal of the right to participate in any and all aspects of the Head Start program (including field trips, playground time, etc.)
 - G. Any and all other behaviors (whether by commission or omission) which are potentially harmful to children, including not reporting suspected abuse, as required by law.
-

I _____ acknowledge that I have read and understand the above Guidance Policy.

Staff signature

Date

Parent signature

Date

PLEASE POST IN CLASSROOMS