

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: 10/14/00 Reviewed: 03/13/07, 10/2008, 9/2010, 6/15/2013 10/08/14, 7/2015, 09/2016	Policy Council Approval Date: 10/14/00, 09/21/13, 01/11/14, 10/11/14	Governing Board Approval Date:
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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 developmentally appropriate guidance procedures that help young children acquire social and emotional competence. The unique ethnic/cultural backgrounds, interests, abilities, and needs are taken into consideration as children are encouraged to take responsibility for their behaviors.

OPERATIONAL PROCEDURES:

- A. Teaching staff will implement a management plan during the first two weeks of the school year. The plan will:
 - 1. Help children become familiar with staff, their peers, and the organization of the classroom, schedule of activities, and equipment and materials.
 - 2. Involve children and teachers when developing appropriate classroom rules.
 - 3. Be posted in writing and using pictures. Staff will review the rules with the children daily.

- B. Whenever possible, children are encouraged and supported in regulating their own behavior and resolving their own conflicts.
 - 1. Adults position themselves at all times so that they can observe what is happening throughout the classroom. Staff is required to conduct and document a head count every fifteen minutes children are in their care and document on the Head Count form.
 - 2. 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) an opportunity to redirect/resolve the conflict themselves before intervening.
 - 3. In order to help children develop self-control, adults will use the least disruptive intervention technique possible. Interventions should include the following sequence:
 - 1. reminding a child (ren) of a particular rule,
 - 2. Redirecting the behavior,

3. Facilitate the resolution of a conflict.

C. When interacting with children, adults always:

1. Move close to the child(ren) they are talking with and help him/her identify and verbalize their feelings
2. Interact with children at their eye level, (remembering that actual eye contact has differing ethnic/cultural implications),

D. When inappropriate behavior/conflicts continue after reminders and redirection, adults facilitate more directly.

1. Adults are encouraged to follow a problem-based learning approach that involves:
 - Recognizing there is a problem and helping the child solve it
 - Define the problem in a specific, observable way
 - Consider the factors that contribute to it
 - Generate several possible solutions and consider the pros and cons of each one
 - Select and implement the proposed solution
 - Monitor the outcome of the solution
2. 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.
 - **If necessary**, the teaching staff will notify the child's parent/guardian as soon as possible, informing the parent of the event. Teaching staff will complete an incident report and notify the center Director and other agencies if appropriate, such as NM Child Care Licensing.

E. 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:

1. Corporal (physical) punishment of any kind, including, but not limited to, hitting, slapping, spanking, kicking, twisting, squeezing, pulling, biting, pinching, and pushing.
2. Use of abusive or profane language, whether directed at the child, members of his/her family, friends or others.
3. Any form of public or private humiliation, **including verbal or physical threats** of any nature.
4. Withholding/withdrawal of opportunities for children to meet personal needs for food, drink, rest, or bathroom use.
5. 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.

6. Withholding/withdrawal of the right to participate in any and all aspects of the Head Start program (including field trips, playground time, etc.)
 7. 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.
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I _____ acknowledge that I have read and understand the above Guidance Policy.

Staff signature

Date

Parent signature

Date

PLEASE POST IN CLASSROOMS