

Child Guidance/Discipline Policy

All Glendale Heights Staff will be instructed on the company's guidance/discipline policy during their orientation process and will be given any updates to the policy via HR Bamboo. Employees will be required to sign off that they have read the policy and updates. Teaching Staff will be required to take continuing education hours in positive child guidance. Continuing education hours will include how to manage challenging behaviors as well as implementing individual behavior plans. The Child Guidance and Discipline Policy's goal is to support all of the children in our care so that we can limit suspension or expulsion of children. This policy complies with federal and state civil rights laws.

All classrooms will have a documented classroom behavior plan. All staff that work in the classroom will be instructed on how to follow the plan. Individual support plans will be created as needed. Lead teachers will discuss the classroom behavior plan with the classroom teaching team and children. Individualized support plans will be discussed with each individual child and the teaching team.

Families will have access to the Child Guidance/Discipline Policy via our website. They will also be given a copy of the classroom behavior plan and their child's individualized support plans (if needed).

Children, when age appropriate, will help the teacher create the classroom rules. Teachers will implement a predictable/visual daily schedule, so children know what to do and when to do it. Daily schedules should be created with pictures/text and be posted at children's eye level so that they can see it.

The Classroom Support Specialist will assist teachers as needed with classroom management strategies. The Classroom Support Specialist will also come weekly or as requested to observe classrooms and help implement positive behavior support strategies. The Director and Classroom Support Specialist will be available to sit in on conferences if the teacher feels they are needed to discuss a child's needs such as, but not limited to, referrals for Birth to Three or school district Early Childhood Programs.

Our Early Childhood Mental Health Consultant will observe each classroom quarterly and mentor each classroom team on different strategies that could be used to help support the social emotional growth of the children- these strategies could include room arrangement, word choices, support plans etc.... The Classroom Specialist will attend each mentoring session so that she can help support the strategies that are put in place.

All classroom behavior plans will be reviewed by the Classroom Support Specialist and Administrator before being implemented.

All classroom behavior plans will be based on choices. Understanding that all children are "good" they do, however, sometimes make a "wrong" choice. If a child makes a "wrong" choice it is the teacher's role to talk to them about what a "better" choice would have been. It is important that the teacher who is talking to the child asks the child why they did what they did so that they understand what emotion was involved in the child's decision. It is important that the teacher acknowledges that it is ok to have that emotion but the choice the child made was not a "good" choice. Staff need to consider how to best explain to the child what a "better" choice would have been and how the child will understand how to make a better choice the next time. It is the teacher's role to give them better word choices and or actions to use such as: A child pushes another child and says, "I don't want to play with you". The teacher should take the child who pushed to a quieter area and explain it is not "ok" to push people we need to use our words. The teacher should ask the child why he pushed the other child. The teacher should let the child explain and not assume they know why the action occurred. If the child says, "I wanted to play by myself" the teacher should explain a better choice would have been to say, "I want to play by myself".

It is the teacher's role to role play if necessary- such as demonstrating "nice touches" if a toddler hits his friend. To do this gently take the toddler's hand and stroke your arm with the hand saying, "nice touches." Do not force the child, if taking the child's hand makes him agitated, use your own hand to demonstrate on your arm.

An appropriate consequence can be given for the "wrong" action such as a child that was throwing blocks in the block area would have to choose a different center to play in after the teacher talked to him about his choice to throw the blocks. It is against company policy to give a traditional "time out". Children that need to be removed from a situation should have the option to return when they are ready.

Every classroom should have a designated "feeling center". The "feeling center" should never be used as a consequence, it should be a place that a child can go to be alone if they are sad, angry ect.) The children should have control over when they feel they need to use it. They should never be forced to use it. Teachers need to explain to each child what it is used for and encourage them to use it if they are having difficulty controlling their emotions. It is a space that children can use if they need to have "space" from their peers.

Children should be taught that it is ok to express an emotion. It is our job to support them in expressing their emotions and teaching them the appropriate way to express an emotion. It is never ok to tell a child that "big kids don't cry" or "you need to stop being upset".

Individualized Support Plan:

Sometimes a child has difficulties following the classroom routine or rules. It is developmentally appropriate for a child to "test" the rules periodically, but when a child's behaviors start to interfere with the child's learning development and success at play or is a safety issue to themselves or others we will do the following:

1. Observation notes are reviewed and looked at to see if there is a pattern in the behavior.
2. Staff discuss the behavior with the classroom team and the Classroom Support Specialist. A Child Support Form is created and documentation developed.
3. A conference is set up with the family.
4. During the conference the Teacher, Classroom Support Specialist and Family discuss the behavior and put together an Individualized Support Plan.
5. The Individualized Support Plan will be discussed with the teaching team and put into an Individualized Support Plan file so substitutes can review if needed.
6. The plan will be reviewed monthly, the family will be updated electronically, via phone or at drop off/pick up on the progress of the plan. Documentation of conversations will be noted.
7. A follow up meeting with the family will be set up if the plan is not working so we can discuss other support options.

Suspension and Expulsion:

It is our primary goal to keep every child safe. Sometimes a child's behavior becomes a safety issue for themselves or their friends. Examples of unsafe behavior includes: hitting friends/staff, spitting on friends/staff, running away from the teacher, throwing toys at friends/staff etc...If at any point a teacher feels that a child's behavior is a safety issue the parent will be notified. Usually if the child talks to the Teacher, Classroom Support Specialist or a Family member the behavior will stop. If the unsafe behavior does not stop the family will be contacted to pick up the child for the remainder of the day.

If an unsafe behavior continues a meeting with the Family, Teacher and Classroom Support Specialist will be scheduled.. Steps 1-7 above will take place so that an Individualized Support Plan can be implemented.

Suspended

If the unsafe behavior is severe enough (causing harm to other children or themselves) or the teacher cannot get the child to stop the behavior; the child will **be suspended** until a formal family meeting can take place to discuss the behavior and Individualized Support Plan.

Expulsion

Every effort will be made to support a child in our program but if a child is a continual safety risk to themselves or others after Individualized Support Plans are put in place, and Teachers, the Classroom Support Specialist and Family Members have exhausted all other possible interventions, the child will be expelled from the program. If a child is expelled from the program, a formal meeting will be called with the family to discuss the expulsion and to give the family support in where to find alternative services and placement.

Definitions:

Challenging Behavior: “Any behavior that (1) interferes with the children’s learning, development and success at play, (2) is harmful to the child, other children or adults, [or] (3) puts a child at high risk for later social problems or school failure.” (Kaiser & Rasminsky, Challenging Behavior in Young Children (2nd edition), Pearson Education Inc.,2007 p.8). Challenging behaviors can include physical and relational aggression. (printed from the NAEYC accreditation materials) **Types of**

Challenging Behaviors Can Include:

Physical Aggression: Hitting, biting, shoving, whacking with toys, spitting.

Relational Aggression: “You can’t play with us”, verbal bullying, tantrums, testing limits, refusal to follow directions or observe classroom rules.

Classroom Behavior Plan: A designated plan that teaching staff and children are aware of that positively reinforces the classroom rules and the consequences for not following the rules. Examples could include : warm and fuzzy jar, red light/green light chart etc....

Individualized Support Plan: A designated plan for individual children who need extra support in following the classroom routine and rules. Examples could include: a sticker chart, 3 strike rule etc...

Prohibited Staff Practices (Which Cannot Be Used at Anytime) Include:

Withholding food or outdoor time can never be used as part of a classroom behavior plan or Individualized Support Plan.

Physical Punishment:

No shaking, hitting, spanking, slapping, jerking, squeezing, kicking, biting, pinching, excessive tickling, and pulling of arms, hair, or ears, requiring a child to remain inactive for a long period of time.

Psychological Abuse:

No shaming, name calling, ridiculing, humiliating, sarcasm, cursing at, making threats, or frightening a child, ostracism, withholding affection or seclusion.

Coercion: No rough handling, (shoving, pulling, pushing, grasping any body part); physical restraint -forcing a child to sit down, lie down or stay down, except if a restraint is needed to protect the child or others from harm, physically forcing a child to perform an action (such as eating or cleaning up).

*Note: The use of a physical escort as defined below and properly used when necessary to protect the child or others from harm is **NOT** coercion.*

Mechanical Restraint: “the use of devices as a means of restricting a students’ freedom of movement” (H.R.7124,2018).

Physical Escort: “the temporary touching or holding of a hand, wrist, arm, shoulder, or back for the purpose of inducing a student who is acting out to walk to a safe location. (H.R. 7124, 2018).

Physical Restraint: “a personal restriction that immobilizes or reduces the ability of an individual to move the individual’s arms, legs, torso or head freely, except that such term does not include physical escort, mechanical restraint, or chemical restraint.” (H.R. 7124, 2018).

Seclusion: “the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving, except that such term does not include a time out.” (H.R. 7124,2018).