

Tri-County Community Council, Inc.
Head Start/Early Head Start

Part: 1302 Program Operations
Subpart: D- Health Program Services
Section: 1302.45 Child Mental Health and Social & Emotional Well Being
Subject: Behavior Management Support and Discipline

Policy

Tri-County Head Start will use positive behavioral strategies when educating children how to manage their own behaviors. This will be done through child guidance and classroom management that will promote positive social and emotional development, encourage mutual respect, and support a safe environment.

Children will be carefully supervised by adults in any Head Start/Early Head Start setting. The Teacher and Teacher Assistant are the primary disciplinarians in the classroom. All adults in the classrooms understand and model the same positive approach to behavior management as the teaching staff. Parents and other volunteers are oriented to the rules and limits in the classroom and can remind the children of these rules but will seek help from the teachers if unacceptable behavior continues.

This policy provides guidance for all Head Start/Early Head Start staff, volunteers, and contractors in the requirement for support of positive behavior and definition of acceptable discipline methods.

Procedure

1. The classroom schedule and curriculum are organized to allow children time and opportunities to practice acceptable behavior.
2. Teachers view a child's inappropriate behavior as an opportunity to model, teach, and help the child practice appropriate socialization skills.
3. Adults in the classroom consistently model appropriate behavior. Adults who are unable to model appropriate behavior will be asked to leave.
4. Teachers anticipate and eliminate potential problems by organizing the environment in a developmentally appropriate manner. Children have easy access to toys and supplies. Quiet and active spaces are provided.

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5. Clean-up is easily managed and there are no runways or hiding spots.
6. Adults consistently give children reinforcement for positive behavior.
7. Teachers clearly define classroom expectations and rules and maintain these throughout the year. Rules and expectations are positively framed and age appropriate.
8. Teachers recognize that children need to be taught every rule and procedure in a variety of ways, such as demonstration, class discussion, role-play, and positive reinforcement.
9. Teachers plan for each child as an individual who learns in their own style and at their own pace.
10. Children are encouraged to make choices, solve problems, and use appropriate words to resolve conflict.
11. If a child's behavior is harmful to themselves, to others, or to property, the child will be removed from the situation until they are able to calm themselves.
12. Time out is not to be used except in extreme situations-tantrums, out of control children, or aggressive/dangerous behavior. When the time-out is over, the child may leave the time-out place. The Child Discipline – Time Out policy should be followed.
13. Child restraint occurs only when required for the child's safety, the safety of others, or as a last resort to stop destruction of property. The child is restrained in a manner that will not cause injury to the child and will not allow the child to cause injury to the adult.
14. If possible, adults redirect or distract children displaying unwanted behavior to another area or to other children to play with.
15. Any form of corporal punishment (i.e., spanking, slapping, etc.) is unacceptable discipline, as are demeaning or negative remarks. These forms of discipline will not take place in any Head Start or Early Head Start facility or at any sponsored activity.
16. Additional accommodation may be necessary for some children and the Response to Behavioral and Mental Health Concerns Procedures policy should be followed.