
	DHS Head Start Program Policy		
EDUCATION 11			
SUBJECT	Discipline and Guidance		
REFERENCE	Education and Early Childhood Development		
EFFECTIVE	12/13/2011		
Policy Council Approval: 7/25/17	Policy Council Revision: pending	Governing Body Approval: 9/28/17	Governing Body Revision: pending
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Policy:

Education Service Providers will develop and implement policies and procedures on discipline and guidance appropriate for children 3-5 years old. A copy must be provided to all parents/guardians, staff, volunteers, substitute teachers, and contractors. Documentation must be maintained showing receipt of the written discipline and guidance policies and procedures.

The policies and procedures must include positive methods that build self-esteem and support self-control and self-regulation such as:

- Praise and encouragement of developmentally appropriate behavior
- Frequent reminders of behavior expectations using clear and positive statements
- Redirection of behavior using positive statements

The policies and procedures must include guidance on appropriate communication with parents/guardians regarding a child's behavior.

Discipline must be constructive, individualized, and consistent for each child, appropriate to the child's level of understanding, and directed toward teaching the child developmentally appropriate behavior. Education Service Providers must prohibit or severely limit the use of suspension due to a child's behavior. The Education Service Providers must not expel or unenroll a child from Head Start due to a child's behavior, unless approved by the Head Start Administrator.

When appropriate, for the child's age and development, a brief supervised separation, or time away from the group, may be necessary, and should be limited to no more than one minute per year of the child's age.

There must be no harsh, cruel, or unusual treatment of any child. The following are prohibited:

- Corporal punishment or physically abusive behavior, defined as intentional use of physical force that results in, or has the potential to result in, physical injury. Examples include, but are not limited to, hitting, kicking, shaking, biting, pushing, restraining, pinching, force feeding, placing anything in or on a child's mouth, binding or tying a child to restrict movement, or dragging.
- Sexually abusive behavior, defined as any completed or attempted sexual act, sexual contact, or exploitation. Examples include, but are not limited to, behaviors such as inappropriate touching, inappropriate filming, or exposing a child to other sexual activities.
- Emotionally harmful or abusive behavior, defined as behaviors that harm a child's self-worth or emotional well-being. Examples include, but are not limited to, using seclusion, such as, but not limited to placing a child in a locked or dark room, bathroom, or closet, using or exposing a child to public or private humiliation, yelling, or name calling, shaming, intimidating, or threatening a child, pointing a finger in a child's face, snapping fingers at a child, or punishments associated with food, naps, or toileting.
- Neglectful behavior, defined as the failure to meet a child's basic physical and emotional needs including access to food, education, medical care, appropriate supervision by an adequate caregiver, and safe physical and emotional environments. Examples include, but are not limited to, leaving a child unattended on a bus, withholding food as punishment, or refusing to change soiled diapers/clothing as punishment.
- Requiring a child to remain silent or inactive for inappropriately long periods of time for the child's age.
- Subjecting a child to harsh, abusive, or profane language.

Withholding outdoor free play.

- Threatening to call a child's parent/guardian or other authorities related to behavior.
- Requiring a parent/guardian to pick up a child due to misbehavior.

Physical intervention to prevent harm to a child and ensure safety of the child and other individuals may be necessary. Staff should be trained in proper physical intervention, de-escalation techniques, and containment procedures. To the best extent possible, restraint of a child should be performed by individuals trained in proper restraint techniques and procedures.

Performance Standard(s):

1302.17; 1302.31 (e)(2,4);1302.90 (c)(1-2)