

# Bishop Indian Head Start Child Behavior Guidelines for Unsafe Behavior

## Office of Head Start Regulations:

### 1302.17 Suspension and expulsion.

- (a) *Limitations on suspension.* (1) A program must prohibit or severely limit the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
- (2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- (3) Before a program determines whether a temporary suspension is necessary, a program must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.
- (4) If a temporary suspension is deemed necessary, a program must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
- (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
  - (ii) Developing a written plan to document the action and supports needed;
  - (iii) Providing services that include home visits; and,
  - (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.
- (b) *Prohibition on expulsion.* (1) A program cannot expel or unenroll a child from Head Start because of a child's behavior.
- (2) When a child exhibits persistent and serious challenging behaviors, a program must explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. §705(9)(b) of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:
- (i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,
  - (ii) If the child does not have an IFSP or IEP, the program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.
- (3) If, after a program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, a program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the program is not the most appropriate placement for the child, the program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

BIHS Staff Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

## BISHOP INDIAN HEAD START POSITIVE DISCIPLINE POLICY

Policy Statement: Bishop Indian Head Start Staff and Volunteers use a positive and consistent approach to problem solving in the classroom. Discipline is developmentally appropriate and promotes positive problem solving among the students. Our approach at BIHS is to truly apply positive discipline that directly relates to teaching positive alternatives. Children may be removed from a group activity when acting inappropriately. However, these children will be under the supervision of a staff member at all times. If a child is removed from the group activity, it will be for a reasonable and appropriate period of time. This is usually defined as one minute for each year of the child's age.

### Examples of Positive Discipline Techniques include:

- #1: Effective Discipline Is Not about Punishment
- #2: Give Specific Positive Reinforcement
- #3: Model the Right Behavior
- #4: Provide Direct Guidance and Explain Your Reasoning
- #5: Prevent Bad Behavior Before It Happens and Seek Out Support
- #6: When All Else Fails, Use "Time-ins"

<http://lifehacker.com/six-tips-on-disciplining-children-from-an-experienced-t-1679048782>

**Under no circumstances will Bishop Indian Head Start staff members and volunteers be permitted to use or threaten to use any of the following as a means of discipline:**

- Any method of Corporal Punishment.
- Any method that humiliates a child.
- Any form of abusive and or profane language including harsh words and voice tone.
- Any form of discipline associated with food, beverage, and napping.

**Additional Comments by parent/guardian regarding positive discipline techniques:**

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### CERTIFICATION

I certify that I have read and understand the policy regarding the BIHS Positive Discipline Policy as it relates to my child's conduct as a participant of the Bishop Indian Head Start program.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Authorized Employee Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

## BISHOP INDIAN HEAD START UNSAFE BEHAVIOR POLICY

Policy Statement: Bishop Indian Head Start together with Parent Policy Council has developed the following policy for children exhibiting extreme behaviors, which causes harm to children and or staff. The following measures will be taken if a child exhibits behaviors such as hurting himself, staff, or other children. Behaviors include but are not limited to biting, slapping, kicking, pushing, and pulling.

- First Incident: Parent/Guardian notified and the child is sent home for the remainder of the day. A conference date is set with parent/guardian to formulate a behavior plan.
- Second Incident: Parent/Guardian notified and the child is sent home for the remainder of day. Parent(s) and or guardians must participate in a conference with classroom teacher and management staff to discuss behavior plan modifications and or possible referrals to support services.
- Third Incident: Parent notified and the child is sent home for the remainder of the day and alternative solution such as shorten length of day is discussed with parents and child behavior specialist.

\*The following people shall be present in the parent conference:

- Parent(s)
- Guardian (s)
- Teacher

\*And one or all of the following:

- Education Manager
- Health, Mental and Disabilities Manager
- Child Behavior Specialist
- Family Advocate
- Director (when necessary)

### CERTIFICATION

I certify that I have read and understand the policy regarding unsafe behavior as it relates to my child's conduct as a participant of the Bishop Indian Head Start program.

Parent Signature \_\_\_\_\_ Date \_\_\_\_\_

Authorized Employee Signature \_\_\_\_\_ Title \_\_\_\_\_ Date \_\_\_\_\_

### BIHS-Child Behavior Incident Checklist

Behavior Planning Checklist Items	Yes
Teacher/Assistant Teacher contacts the BIHS Director, Assistant Director, and or the Health and Disabilities Manager immediately regarding the incident.	<input type="checkbox"/>
Teacher fills out an incident report and includes in the report if <b>Restraint</b> was used in the classroom.	<input type="checkbox"/>
Teacher notifies parent of the child's behavior. Parent must work with BIHS staff to formulate a Behavior Plan that supports their child's school readiness goals related to Social Emotional Development.	<input type="checkbox"/>
Director contacts Health and Disabilities Manager to review incident report and contacts CCARES specialist or Family Service Specialist if child is receiving services.	<input type="checkbox"/>
The family, teacher, management and if needed the Specialist will meet to debrief incident and develop a behavior observation plan.	<input type="checkbox"/>
<p><b><i>Behavior Observation Plan includes the following:</i></b></p> <ul style="list-style-type: none"> <li>➤ Use of Routine-Based Resource Guide.</li> <li>➤ Role Assignments.</li> <li>➤ Time Line to Review Plan.</li> <li>➤ Scheduled Follow-up meeting.</li> <li>➤ The Behavior Tracking Form recorded daily in the classroom.</li> <li>➤ The Behavior Tracking Form follows a rule of including one positive for every negative behavior monitored.</li> <li>➤ Home Observation Card for family to track behaviors at home.</li> </ul>	
Teacher documents observations in the child's daily health and behavior observation form.	<input type="checkbox"/>
Teacher and Director meet to debrief implementation of Mini-plan after 1-2 weeks or a few days pending the behavior.	<input type="checkbox"/>
Director makes the decision to build on mini-plan or make a referral to Collaboration team.	<input type="checkbox"/>
Collaboration Team determines if Restraint Training is needed based on following criteria: <ul style="list-style-type: none"> <li>➤ Child is repeatedly unsafe</li> <li>➤ Child is dangerous to self and /or others</li> <li>➤ Child's behavior is unchanged by planned interventions and is escalating</li> </ul>	<input type="checkbox"/>
Bishop Indian Head Start arranges for staff to participate in 3-5 hr. Safety First Training when Restraint training is a necessary part of a child's behavior plans.	<input type="checkbox"/>
Staff: Complete Incident Report Form each time Restraint is used in the classroom and Director is notified.	<input type="checkbox"/>

Parent/Guardian Signature of understanding: \_\_\_\_\_ Date: \_\_\_\_\_

BIHS Staff Signature: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

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## Child Unsafe Behavior Incident Form

**Date & Time of Report:** \_\_\_\_\_

**Dear Parent (s):** \_\_\_\_\_

### Today your child

Who: \_\_\_\_\_

What: \_\_\_\_\_  
\_\_\_\_\_

Why: \_\_\_\_\_

Where: \_\_\_\_\_

When: \_\_\_\_\_

- First Incident: Parent/Guardian notified and the child is sent home for the remainder of the day. A conference date is set with parent/guardian to formulate a behavior plan.
- Second Incident: Parent/Guardian notified and the child is sent home for the remainder of day. Parent(s) and or guardians must participate in a conference with classroom teacher and management staff to discuss behavior plan modifications and or possible referrals to support services.
- Third Incident: Parent notified and the child is sent home for the remainder of the day and alternative solution such as shorten length of day is discussed with parents and child behavior specialist.

We appreciate your cooperation in this situation. Please talk to your child and help her/him understand this is not safe behavior. We are available to discuss strategies and resources available to your family that will support your child's growth in an essential school readiness domain: social /emotional development.

_____ <i>Signature of Parent (s)</i>	_____ <i>Date</i>
_____ <i>Signature of Person filling this report</i>	_____ <i>Date</i>
_____ <i>Signature of Administration Staff</i>	_____ <i>Date</i>