

## Child Guidance Policy

Goal: The goal of the Child Guidance Policy is to support the whole child through the Pyramid Model of evidenced based social and emotional learning practices. By using these practices, we can both promote prosocial behavior and limit or even eliminate the use of suspension, expulsion, and other exclusionary measures.

### Our Program Aims To:

1. Encourage appropriate behavior at all times with positive reinforcement and consistent guidance.
2. Teachers will encourage children to work out grievances through problem solving techniques.
3. Where appropriate and feasible, children shall participate in the establishment of rules, policies and procedures.
4. Redirection and choices are used to promote appropriate behavior.
5. When inappropriate behavior continues and previous steps are ineffective, the child may need to be removed from the situation until s/he is able to rejoin the group.

This could include a quiet area in the classroom or in an emergency situation (i.e., child's safety is at risk, other children or adult's safety is at risk and/or the child is damaging equipment), the child will be moved to a safe area out of the classroom such as the hallway or an office. If needed, a supportive hold may be used and only be sustained long enough to remove the child from an unsafe situation or keep him/her from hurting themselves or others. The child will always be supervised by a teacher or director. The child will break for no more than one minute per year of her/his age or until the child exhibits readiness to return.

Should the behavior continue or escalate and the previous steps are ineffective, the child's parent/guardian may be called. Parents may be asked to pick their child up for the remainder of the day and work with the program to develop a Behavior Success Plan. (Refer to Behavior Plan Policy).

6. No child shall be denied food, rest or bathroom facilities; punishment for soiling, wetting or not using the toilet; or punishment related to eating or not eating food and no child should be left on their quiet time mat for more than 20 minutes without something to do.

The Learning Knoll acknowledges that this plan complies with federal and state civil rights laws whereby:

7. No child shall be subjected to physical, corporal punishment or physical restraint.  
**Examples of physical punishment:** 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.
8. No child shall be subjected to psychological abuse.  
**Examples of psychological abuse:** shaming, name calling, ridiculing, humiliation, sarcasm, cursing at, making threats, or frightening a child; ostracism, withholding affection, seclusion.
9. No child shall be subjected to coercion or restraint.  
**Examples of coercion:** Rough handling (shoving, pulling, pushing, grasping any body part); forcing a child to sit down, lie down, or stay down, except when restraint is necessary to protect the child or others from harm; physically forcing a child to perform an action (such as eating or cleaning up).
10. Behavior modification strategies are worked out with assistance from the parent(s) for each child and with the child's individual needs and development in mind. The steps below list how The Learning Knoll assists with Behavior Support Plans.