

 Policy # CD-1	Effective date:	No. of Pages: 2	Supplemental Forms: Yes
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**SUBJECT:** Safety Response Action

**POLICY:** RWCFS is committed to ensuring child safety while severely limiting the use of suspension and prohibiting expulsion. When a child’s behavior escalates and presents a serious safety threat to him/herself or others and all attempts to stop the behavior have been unsuccessful, the Safety Response Action will be initiated. Safety Response Action will only be used as a last resort in circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of developmentally appropriate positive guidance strategies and reasonable classroom management modification/accommodations.

**PROCEDURE:**

This procedure is in response to part of a series of Federal actions that aim to improve school climates and discipline across the educational spectrum. The purpose of this procedure is as follows:

- Create positive climates and focus on prevention.
- Develop clear, appropriate, and consistent expectations and consequences to address unsafe student behaviors.
- Ensure fairness, equity, and continuous improvement.

Safety is our top priority. If a child endangers him/herself or another person, our agency has a responsibility to protect the child and others from harm. Use all information available to make respectful and careful decisions about the safety of Head Start participants and actions needed to preserve safety.

**SAFETY RESPONSE ACTION**

**1. Removal from the stimulus:**

- Maintain the safety of the child and others by removing the child or others from the classroom or immediate situation and environment.
- If removal is effective in assisting the child in returning to his/her executive brain state and demonstrating safe behavior, discuss with him/her the choice(s) he/she made and the healthier and safer alternatives for next time. Refer to, review and reinforce principles positive guidance strategies from the Positive Guidance Handbook
- Help the child or others reintegrate into classroom environment for positive participation.
- If reintegrating the child was unsuccessful, seek support from the primary caregiver. Offer the caregiver, or other designee from the Fact Sheet, the

opportunity to support their child in the classroom or for the remainder of the day.

- Remember that physical restraint **cannot** be used as technique during removal. Physical restraint does not include: (*Staff should use these techniques to maintain safety.*)
  - Briefly holding a child to calm or comfort the child
  - Holding a child's hand or arm to escort the child from one area to another for safety reasons (not tight enough to inflict pain or marks)
  - Moving a disruptive child who is a danger to him/herself/others and is unwilling to leave the area when other methods such as talking to or redirecting the child have not been successful.

## **2. Removal from program for the remaining portion of the day:**

As a last resort, once all positive guidance strategies have been attempted and the child remains in survival brain state, a STL or manager, can assess if sending the child home is the only remaining option to maintain safety. Transportation will not be provided.

These procedures emphasize safety, demonstrate to the child that his/her actions have consequences and highlight the child's role in maintaining a healthy and safe environment. **At no time should any of the above procedures be punitive in nature. These actions are safety precautions.** Primary caregivers should be informed that the steps taken are logical consequences of the child's unsafe behavior consistent with our Positive Guidance Handbook and not for punishment. Staff will emphasize Conscious Discipline principles.

### **Additional Guidance:**

- If a safety response action is initiated, complete *Safety Response Action Letter* to be given to and signed by the primary caregiver. If the primary caregiver is not available at pick up, send with letter with designee for primary caregiver signature and return. Give the primary caregiver a copy of the letter.
- An STL or other available manager will be informed of all safety response actions and must give approval for removal from the program.
- Safety response actions will be temporary and are meant to interrupt the child's survival brain state by allowing his/her return to the executive brain state. This will facilitate the return to the classroom.
- After the child is removed from the program, for the time and safety related to behavior is still a concern, an ISP will be created or if an ISP is already in place it will be reviewed and revised.
- Teachers/Nurturers will contact the FSC/HV regarding the need for safety response action. FSC/HV will contact the primary caregivers offering additional support with behavior at home/school.
- FSC/HV will data enter Safety Response Action under the mental health tab in ChildPlus, scan and attach the letter and forward the original copy to the CDM for review.

**ONGOING MONITORING:** RWCFS will observe implementation to ensure that the policy and procedure are being followed.

Site Team Leader or another manager will:

- Review and approve all safety response actions.

Child Development Managers will:

- Monitor and review Mental Health tab including ChildPlus reports - quarterly.
- Document quarterly in ongoing monitoring plan

**Forms:** *Positive Guidance Handbook*

*Safety Response Action Letter*

*MH-4 Challenging Behaviors*

*Challenging Behavior Individual Support Plan*

*Challenging Behavior Decision Making Flowchart*

*ERS-16*