



What Is Aggressive Behavior?

Aggressive behavior is defined as any behavior or act aimed at intentionally harming a person or animal or damaging physical property, or threatening to do so.

Examples include: acts of physical violence, shouting, swearing or harsh language, gossiping or spreading rumors about someone, purposely damaging others' belongings, intentionally breaking or damaging campus structures.

Aggression does often involve physical or verbal harm, but it can also involve threats, coercion or manipulation:

- Physical aggression includes hitting, kicking, punching, slapping, or any acts that cause physical hurt, or the threat to do such physical harm. This doesn't include accidental harm, like accidentally stepping on your friend's foot at the lego table or bumping into and knocking your friend down while playing a mutually agreed upon game.
- Hostile aggression describes emotional or reactive acts that involve a specific intent to hurt someone or destroy something, or a threat to do so.
- Verbal aggression can include shouting, swearing, insults, and other cruel and unkind remarks intended to cause pain and distress. Hate speech also falls into this category.
- Relational aggression refers to actions aimed at damaging another person's reputation or relationships. Examples include bullying, gossiping, and playing friends off each other.
- Passive aggression can include any indirect expression of negative feelings. Common examples include the silent treatment, snide or sarcastic remarks, and redirecting blame.

Policy on Aggressive Behavior in Adults and Staff:

The Compass Center Foundation has a zero tolerance policy towards aggressive behavior in adults and staff. Any form or type of aggressive behavior from adults is prohibited.



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Policy on Aggressive Behavior in Children:

Any form or type of aggressive behavior that has the potential to do physical or psychological harm to someone else, disrupts the learning environment, or urges others to engage in such conduct is prohibited.

An incident report will be created by the educator who observed the aggressive behavior, then signed by the educator(s) involved, the parent or guardian of the child who exhibited the aggressive behavior, and the school director, and then filed. A copy will be prepared for the parent when requested.

If the aggressive behavior is physical or hostile in nature and needs immediate intervention:

1 - If this behavior does occur, an educator will go first to the victim (if there is one) to check on them and take any medical or first aid action necessary. Once it is confirmed that the victim is okay, the offending child will be addressed by an educator. Educators will use a calm, quiet and direct voice to remind them of our boundaries with aggressive behavior, while also asking questions to better understand the situation.

2 - If the child does not stop the physical aggression even after the educator approaches the scene, and the children are small, the educator may use their body to physically block the aggressive behavior by putting themselves between the two children. An assistant educator should step in to assist as soon as possible. When the behavior stops, the victim should be checked for injury immediately and the need for medical attention will be assessed.

3 - Educators will use every effort not to grab, push, forcefully move, drag, forcefully carry or otherwise show similarly aggressive behavior back toward the children. The only reason these actions should be taken is if a child is physically attacking another child and will not stop after an educator attempts to physically block the aggression and/or protect the victim.

4 - A decision will be made as to whether it is safe to allow the child to remain on campus the rest of the day. This decision will be based on the cause and severity of the behavior, whether it has stopped or not, the demeanor of the child after the behavior has passed, and the history of the child's behavior.



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5 - An incident report will be created by the educator who observed the aggressive behavior, then signed by the educator(s) involved, the parent or guardian of the child who exhibited the aggressive behavior, and the school director, and then filed. A copy will be prepared for the parent when requested.

If the aggressive behavior is threatening, verbal, passive, or relational in nature:

1 - The educator will ask the child to stop the behavior, and ask questions to understand the situation.

2 - If deemed appropriate, the educator can move with the child to another space and chat with them to find out more and give the child space and time to regulate. Educators should remind them of what aggressive behavior is, our boundaries with aggressive behavior, and how to help create a safe space for all. Offer them some extended quiet time away from the group if they need it. Do not forcefully take them away to do this.

3 - If they stop the behavior and refuse to go to another part of the campus for this chat, then a conversation can wait until their parent or guardian arrives.

4 - If the behavior continues that day, and the child refuses to take some quiet time to regulate, the parents will be asked to come get the child.

5 - An incident report will be created by the educator who observed the aggressive behavior, then signed by the educator(s) involved, the parent or guardian of the child who exhibited the aggressive behavior, and the school director, and then filed. A copy will be prepared for the parent when requested.

If the aggressive behavior is recurring, educators will notify the Director and a parent meeting will be scheduled to determine how to best mediate the conflict.

In all acts or threats of aggression, an incident report must be filled out and signed by the educator observing the behavior, the school director and the parent.



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After three aggressive behavior incident reports within a 30 day period, a meeting with the parents of the child will be scheduled, and discussion around prevention and solutions will aim to resolve the issue. If the child continues to receive aggressive behavior incident reports after this meeting, they may be asked to take a break from their attendance in the program for one or two weeks. If they receive an additional incident report within 3 weeks of returning from their break, they will be asked to leave the program for the remainder of the year. ***Administrative discretion will be used to advise the best course of action when an individual situation feels unclear.***

Incident reports will be detailed and clear so that the Director and the Board of Directors may use them to determine the organization's cultural climate and when course correction is needed through introducing anti-bullying or anti-violence curriculum, policy change, staff support and training, etc.