

## Discipline Policy

Dear Parents,

We would like to tell you a little about how we feel about discipline in our school. First, one of our goals is to help the child become a self-disciplined person who will ultimately become responsible for his/her own behavior. Isn't this a goal we each have for our children and even ourselves?

In our classroom we work very hard at preventing problems before they arise. One of the ways we do this is by the way we arrange our rooms. Maybe you have noticed that we separate our interest centers that are active away from areas that are for quiet times. For example, our block area is away from the book area. All the materials and equipment in the room are where the children can easily see and reach them. We plan interesting lessons and vary our interest areas so that the children do not become bored. Everything in our room is also developmentally appropriate for our children – from the equipment and our curriculum to what we expect of each child and how we handle any problems that might arise.

We do have rules in our rooms, but there are not many and most of them are for the safety of the children. The ones we do have are made clear to the children and they are kept simple.

Our goal for each child to become self-disciplined is primarily done by helping him/her learn to talk instead of hit. If someone does something to him/her that s/he doesn't like, s/he is encouraged to tell the other person. It may be "I don't like that. Please stop." Or "I'll let you play with this train when I'm finished." S/he may need to find another solution to help with the problem and the teacher is prepared to help him find one or to help him with the words until it becomes easier to say.

Our teachers are very warm, caring people and offer a lot of support to the children. We try to model good behavior – we don't yell, scream, hit or spank. We treat the children with dignity and respect.

We also use positive reinforcement as a method of helping discipline in our room. Hopefully, it's positive reinforcement of a nearby playmate, who becomes the model for the desired behavior. Sometimes we might even ignore some minor problems, if it is being done for negative attention.

When the teacher needs to get involved in the discipline, we have various techniques for improving the behavior. Sometimes just a meaningful glance or being near the child helps. Other times, we may ask a question, "Why are you doing that?" or make statements such as "I saw you throw the doll. You must have been angry." Or "You must stop that." These methods help them to become aware of what they are doing and that there needs to be a change.

When we need to take action, what we will do will most always have a logical consequence to the behavior. If a child deliberately knocks another child's blocks down, he/she may be removed from the block area (redirected to another area of the room to play), or he/she may have to help rebuild the building. We also talk to the child about the behavior. We also use this method of redirecting a child to another interest area when we see problems arising.

If the child loses control, we may use the time out chair for the time it takes the child to calm down and we will talk about the problem when he/she has calmed down.

If there is a biting incident, it shall be reported to the parents of both the victim and the aggressor and written up as an accident report to be put in the child's file.

It is important that the children feel and be safe in the classroom. If there is repeated biting or a child repeatedly throws items or hits, a conference will be held with the parents. The director may be present if necessary. If conditions do not improve, the school has the option to remove the child from school.

As you can see, discipline involves not only what we do to prevent problems from arising, but also the various things we do to handle any problems that occur. Our main goal is that the child learns how to handle his/her own problems through communication. When we get involved with disciplining the child, we prefer it to be one that has a logical consequence to the behavior. As we have stated, the developmental level of the child is important, so what methods we use depend on the child and/or the situation.

Grace Preschool Staff

## Guidance and Discipline Verification

I have received a copy of the Guidance and Discipline Policy from Grace  
Preschool.

Name: \_\_\_\_\_ (please print)

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

Child's Name: \_\_\_\_\_ (please print)