

LAKESIDE PRESBYTERIAN NURSERY SCHOOL

PHILOSOPHY AND POLICY ON BEHAVIOR GUIDANCE

Behavior guidance (or discipline) means many different things to each of us. To us, at Lakeside Presbyterian Nursery School, it means helping children grow and develop into individuals who are confident, competent and caring. It is the way in which parents or teachers guide and limit behavior so that children can learn to be responsible for themselves. It begins at birth. It is a never-ending process. To be successful, it must include the cooperation of the child whenever possible, and it must preserve the dignity of both adult and child.

For a child in our school, behavior guidance (or discipline) is **not** just what happens to you if you do something **wrong**. It is how the teachers work with you that helps you to do things **right**. It isn't always fun, but it doesn't hurt.

All staff at the school are trained to use the following techniques when working with your child:

- 1- They prepare the rooms and play yard so there does not need to be a lot of rules about what is and is not allowed.
- 2- They treat children and each other respectfully and politely.
- 3- They encourage each child, no matter what age, to figure things out and solve problems before they step in to help. They help children to come up with acceptable alternatives.
- 4- They phrase their expectations in clear, positive language.
- 5- They accept children's feelings and help them to learn how to express them without hurting others.
- 6- If a child has done something wrong, or refuses to cooperate, they focus on the **behavior** as unacceptable, and not the child.
- 7- In all interactions with children, they strive to be kind and firm in enforcing limits.
- 8- They strive, by their interactions with children and adults, to model the kind of behavior they expect from children.
- 9- When they must enforce limits, they do so consistently and promptly.
- 10- They make sure their expectations are clear to the children and are appropriate for their age.
- 11- They redirect children and groups away from problems toward constructive activity in order to reduce conflict.
- 12- They ensure the protection and safety of children and staff persons at all time.

Under no circumstances will a staff member:

- 1- Subject a child to corporal punishment. Corporal punishment includes, but is not limited to, rough handling, shoving, hair pulling, ear pulling, shaking, slapping, kicking, biting, arm pulling, pinching, hitting, spanking, etc.
- 2- Subject a child to emotional abuse. Emotional abuse includes, but is not limited to, name calling, ostracism, shaming, making derogatory remarks about the child or child's family, sarcasm, and using language that threatens, humiliates, or frightens a child, etc.
- 3- Punish a child for lapses in toilet habits.
- 4- Withhold food, light, warmth, clothing, medical care or nurturing care as punishment for unacceptable behavior.
- 5- Use physical restraint other than to physically hold a child when containment is necessary to protect a child or others from harm.
- 6- Use mechanical restraints such as tying.

All staff members receive training in our behavior guidance standards and techniques so that your child experiences as much consistency as possible.

(continued on back)

POLICY ON PERSISTENT UNACCEPTABLE BEHAVIOR

Persistent unacceptable behavior is when a child consistently exhibits behavior that is unacceptable such as hitting, kicking, spitting, etc., and needs to be dealt with by using separation from the group.

When dealing with persistent unacceptable behavior the following procedure will be followed:

- 1- The teacher will first try using methods other than separation from the group to guide the child's behavior, such as, redirection, talking to the child, etc. When these methods have been ineffective and the child's behavior threatens the well-being of the child, other children, or staff in the school, the child will be separated from the group.
- 2- Guidelines for separation from the group:
 - a. A child requiring separation from the group must remain within the classroom where the child can be seen and heard by the staff.
 - b. The child's return to the group must be contingent on the child's stopping or bringing under control the behavior that precipitated the separation.
 - c. The child must be returned to the group as soon as the behavior that precipitated the separation abates or stops.
- 3- Procedure for dealing with persistent unacceptable behavior using separation from the group:
 - a. Every time a child is separated from the group it must be noted on a daily log.
 - b. If a child is separated from the group three times or more in one day, the child's parent(s) will be notified. At this time the teacher may (will) set up a meeting with the parent(s) to discuss the behavior problem if necessary.
 - c. If a child is separated five times or more in one week or 8 times in two weeks, a meeting will be set up between the teachers involved and the child's parent(s) to develop a plan to address the child's behavior. At this time we reserve the right to consult with a professional to help the parent and teacher deal with the unacceptable behavior.
The age of the child and the individual circumstances will be taken into consideration when developing a plan to deal with the unacceptable behavior. A written plan will be developed by this group with a specified amount of time given for the child to show improvement. During this time period there will be ongoing communication between the parent and teacher.
 - d. If after the specified period of time the child's behavior does not improve, the parent will be asked to find alternate care for their child. (A minimum of two weeks' notice will be given.)

The decision to cease caring for a child because of that child's persistent unacceptable behavior is not an easy one. We strive to provide an atmosphere in our group setting that is safe, caring, and consistent for all children and adults within our school. However, when one child's behavior makes it impossible for us to provide that atmosphere, we have a responsibility to the well-being of the others to terminate that child's contract for care.