

# TCH Discipline and Behavior Management Policy

*Date Adopted August 2004*

Our goal is to guide children to develop self-discipline and learn acceptable forms of behavior. We teach children how to treat others and how to expect others to treat them. We encourage children to think for themselves and to consider the consequences of their actions.

We believe giving children specific feedback and positive reinforcement are effective methods of teaching self-discipline. When children receive firm but kind and understanding interactions from adults, they develop self-esteem. With the guidance of a teacher, children are empowered to solve their own conflicts by clearly communicating their feelings, thoughts and wishes. Based on this belief of how children learn and develop values, The Children's House practices the following discipline and behavior management policy.

## **We help children resolve conflict and develop problem solving skills with peers by:**

1. Quietly settling all parties away from the group so they can speak in private.
2. When all parties are calm and ready to speak, we encourage them to make eye-contact.
3. Each child is encouraged to take turns speaking and listening to each other.
4. The child is asked to identify his emotion. (A teacher will help younger children to find appropriate words, if they are unable to themselves.)
5. The child is asked to talk about the events that led up to the conflict.
6. Then he is asked to express what he would like the other child to do to make amends. For example, "I am sad because you grabbed the book away from me. I want you to give it back to me."
7. Then he states what he wants the other child to do differently, next time. For Example, "If you want the book, I want you to ask me for it."
8. The other child responds with a statement, "Next time, I won't grab, I'll use my words."

We never accept a flippant, "I'm sorry." The children can only go about their day when both parties feel a resolution has been reached.

## What We Do and Do Not Do

What We Do	What We Don't Do
We give specific feedback and positive reinforcement.	We do not physically punish children.
We reason with and set limits for the children.	We do not ridicule, raise our voices, threaten or make sarcastic remarks.
We model appropriate behavior for the children.	We do not shame or punish the children when bathroom accidents occur.
We modify the classroom environment to attempt to prevent problems before they occur.	We do not deny food or rest as punishment.
We listen to the children.	We do not relate discipline to eating, resting, or sleeping.
We provide alternatives for inappropriate behavior to the children.	We do not leave the children alone, unattended, or without supervision.
We provide the children with natural and logical consequences of their behaviors.	We do not allow discipline of children by children.
We treat the children as people and respect their needs, desires, and feelings.	We do not criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.
We ignore minor misbehaviors.	
We explain things to children on their level.	
We stay consistent in our behavior management program.	
We use effective guidance and behavior management techniques that are developmentally appropriate.	
We use positive, short supervised periods of time-out sparingly.	
We use a kind but firm voice.	
We use as many words as the child's age.	



We ensure teachers follow self-discipline and behavior management policies and practices by following the steps for conflict resolution, as outlined above. We share, with each other, our observations about children's behavior and discuss strategies we can implement to guide the child toward making better choices. We model respectful behavior toward children and all adults, so children can learn firsthand from us about how to treat others.

We highly recommend parents read ***Positive Discipline*** by Jane Nelson as it not only provides parents with a rationale for teaching children self-discipline it also gives practical advice and techniques on how to accomplish this at home. We have other resources in our parent library which we encourage parents to borrow.

We ask parents to communicate with us, when discipline issues arise at home, so we can work together to guide the child through developmental phases. When school and home use common language and strategies with a child it proves to be most effective.