

Child Discipline Policy

The ultimate goal of dealing with any inappropriate behaviour is to reduce or eliminate the behaviour and teach a positive alternative for that behaviour. This happens most effectively when we deal proactively with behaviours we have observed in the child (Carbone, 2001)

Our Discipline Policy will be provided to parents as part of our registration package. It will also be posted in our facility so that parents can review it as needed. The first few weeks of school will be devoted to teaching the children about appropriate behavior for the preschool and focus on 'Friendship' Skills as a theme.

It is central to the philosophy of the preschool that all staff should be very positive at all times towards the children, towards each other and towards the preschool. Any issues or problems arising with children, other members of staff or parents should be discussed in private with the director of the preschool. The passing of negative comments about parents, other staff or children is not acceptable in any other forum.

Unacceptable verbal behaviour; including any form of racist comments, verbal bullying and swearing, and unacceptable physical behaviour, will be dealt with by preschool staff in the following way:

- An immediate verbal response to the action.
- A gentle explanation to the child as to why the behaviour was unacceptable.
- If unacceptable behaviour persists, the child will be withdrawn from the activity/group by a member of staff for a short period.
- If necessary, a child may be taken to another part of the room to calm down.
- A member of staff should always accompany a child who is withdrawn from an activity/group or main room. The child should not be seen to be excluded or punished; simply withdrawn to be talked to on a one to one basis.
- Parents will be informed if we feel that a child's behaviour is particularly worrying.
- Staff members will use calm and respectful voices at all times, except in cases of imminent danger.
- Preschool staff and parents will work together to promote wanted behaviour, rewarding good behaviour.
- Every effort will be made by staff in partnerships with parents to improve a particular child's challenging behaviour. However, if a child's behaviour shows no sign of improving even after every effort has been made, the parents will be sent a written warning that if the child's behaviour does not improve, the child will be expelled. Expulsion should always be the last resort but is necessary especially if the challenging behaviour is adversely affecting the other children and the overall atmosphere of the preschool.
- Everybody, preschool staff and parents, will be consistent in their approach to behaviour management.
- We will follow these procedures in a way that is appropriate to the maturity of the child and the misdemeanor.

Proactive strategies for dealing with behaviour include:

- Reward and reinforce positive behaviour (e.g. "Good job using a calm voice!")
- Catch the child engaging in appropriate behaviour and reward him or her *before* he or she has a chance to engage in a negative behaviour.
- Be specific: Let the child know what he or she is doing right (e.g. "That's a really nice way to tell me you don't like it.")
- Provide choices to help the child feel in control (e.g. "Do you want to do this worksheet on the floor or at the table?")
- Set the child up for success. Break skills down into doable chunks the child is most likely to be successful with so that non-compliance is less likely.
- Use first/then language and visuals to increase predictability and motivation.
- Use a visual schedule to make the child's activities more predictable, which helps to minimize inappropriate behaviour at transitions.
- Intermix preferred and less preferred activities so that the child has something to look forward to and does not feel overwhelmed by difficult tasks.
- Always pair less favoured activities with high levels of reinforcement.
- Use simple, concrete language (e.g. "walk" vs. "listen to me please, because you have to stop running, slow down, and walk.")
- State what the child *should* do rather than what he or she should not do (e.g. "sit down" vs. "don't get up," "hands in your lap" vs. "don't hit")

With respect to the child in the program, our staff will not:

- Inflict or cause to be inflicted, any form of physical punishment, verbal or physical degradation or emotional deprivation,
- Deny or threaten to deny any basic necessity, or
- Use or permit the use of any form of physical restraint, confinement or isolation
- All disciplinary actions will be reasonable for the circumstances and in consideration of the developmental level of the child.