



CHILD GUIDANCE & DISCIPLINE POLICY

Caring adults set routines and limits in the classrooms in order to guide children's behavior. Praise and positive reinforcement of good behavior is used consistently with children as a way to build their self-esteem and encourage self-control. This approach reduces discipline problems by focusing on helping children to learn to respect themselves and to respect the rights of others.

Discipline and guidance should be developmentally related to a child's act and may include firm positive statements, redirection of behaviors or removal from the group as a means of helping a child gain self-control. Discipline shall be the responsibility of adults who have an ongoing relationship with the children. Teachers will dialogue with parents and caregivers, sharing information in a collaborative partnership.

There are times when children's behavior results in a logical consequence. This helps them to learn the cause-effect relationship of their actions. Staff encourage children to problem solve independently as much as possible, but will mediate when necessary.

School for Little Children personnel will not use physical punishment or verbal abuse. The following behaviors are prohibited in our school:

- a. Corporal punishment, including hitting, spanking, swatting, beating, shaking, pinching, and other measures, intended to induce physical pain or fear.
- b. Threatened or actual withdrawal of food, rest, or use of the bathroom.
- c. Abusive or profane language.
- d. Any form of public or private humiliation including threats of physical punishment; and
- e. Any form of emotional abuse, including shaming, rejecting, terrorizing, or isolating a child

Addressing Challenging Behavior

We understand that children develop social and self-regulation skills at their own pace, and that there is a wide range of typical behavior while adjusting to the preschool setting. If a child is exhibiting an unusual amount of challenging behavior, SLC will work with the child's family to try and solve the problem.

"Challenging behavior" is defined as any behavior that consistently interferes with the child's ability to function in the preschool classroom and/or causes a consistent disruption to the classroom setting, impacting other children and/or adults in the learning environment. Examples of challenging behavior include, but are not limited to, angry yelling/screaming, physical aggression toward self or others, unkind language toward self or others, property destruction, or a refusal to participate in the classroom environment.

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When a child's behavior is negatively impacting their own health and well-being, or that of the classroom community, the following course of action will be implemented:

Step 1. Classroom Observation

The Director and/or the Inclusion Coordinator will observe the child in the group setting and then meet with the teaching team to discuss the observation. Parents will be notified that their child is struggling.

Step 2. Team Meeting

The Director, Inclusion Coordinator, Teaching Team and Parents/Guardians will meet to discuss the child's needs, to refer the child to outside agencies for evaluation and/or treatment (if appropriate), and create an intervention plan (sometimes called a Behavior Support Plan). A Behavior Support Plan includes proactive strategies designed to decrease the challenging behavior, and reactive strategies to address the challenging behavior when it occurs. It is a plan of action that is agreed upon by the program staff, parents/guardians and qualified professionals that allows for consistent support and response to the child. The goal of a Behavior Support Plan is to support the child, family, caregivers, and program staff, and allows for modification of the classroom and learning environment to address the identified challenging behavior.

Step 3. Track Progress

The school will communicate about the child's progress, taking data as needed to determine if the plan is successful in decreasing the challenging behavior and, after an agreed upon period of time, the team will again meet with the family.

Step 4. Determine Appropriate Placement

If a child responds to the interventions and the SLC staff feels that the child can continue at SLC in a manner that is safe for all, the child will continue enrollment for the remainder of the school year. If the child does not respond to interventions, the Inclusion Coordinator and/or Director will work with the family to transition the child to a more appropriate setting.

Discharge and Transition Policy

If interventions are unsuccessful, the Inclusion Coordinator and the Executive Director will work with the family to find a more appropriate placement for their child based on the following DCFS regulation: *Infants, toddlers and preschool age children who, after documented attempts have been made to meet the child's individual needs, demonstrate an inability to benefit from the type of care offered by the facility, or whose presence is detrimental to the group, shall be transitioned to a different program.*

I have read the School for Little Children Guidance & Discipline Policy:

Name:

Signature:

Date: