



SCHOOL AGE DISCIPLINE POLICY

A variety of techniques are used in our discipline policy and centered around building an atmosphere of mutual respect and trust. Since we believe self-discipline is an integral part of maintaining a positive atmosphere, our focus is on helping children build self-control.

Corporal punishment is never used. Instead, we try to make each discipline problem a learning experience by explaining why the behavior was inappropriate, asking the child/ren for solutions, and reaching an agreement on how the situation could have been handled differently.

Praise is used often to reinforce good behavior and build self-esteem. A child who has a positive self-image is much less likely to use negative behavior as an attention getting device.

Consistency and persistence are two of our most important tools. Discipline is a learning process. Children will be taught the school age childcare rules and the reasons for them upon enrollment. Knowing our routines, rules, and the reasons for them helps each child feel secure and comfortable, thereby enhancing the learning process.

Communication with parents/guardian is also crucial to our discipline policy. We respect the fact that each child has his/her own individual personality and will communicate any changes in behavior that we may observe. It is appreciated when parents/guardians let us know when there are any changes in the child's life that may contribute to changes in behavior. When we understand what may be causing negative behavior, we know how to help the child more effectively. If a continual problem persists with the child, a conference may be scheduled between the childcare staff and the parents/guardians.

Our goal is to foster a sense of self-esteem in each child. We believe that working with the child and parents to resolve the conflict is the most appropriate method of discipline and our policy is to use calm-down time only as a last resort. If it becomes necessary to place a child in calm-down time to avoid harm to themselves or others, a leader will sit with the child and use this time to calm the child and attempt to resolve the problem.

With respect to each age group's developmental differences, the following techniques will be used:

School Age:

1. Children will be allowed to work out disagreement among themselves when possible. When intervention is necessary the children will be taken aside, and we will help them work the problem using conflict resolution skills.
2. When disruptive behavior occurs, the child will be reminded of the appropriate rule. If the behavior continues it will result in removal from the current activity until the child calms down. If the behavior persists upon return to the activity it will result in loss of a privilege for a designated period of time.
3. If a child is behaving in a manner that may result in harm to themselves or another, he will be reminded of the appropriate rule. If the behavior persists, the child will be redirected to a different

area and loss of privilege for a designated period.

4. Harming another intentionally is unacceptable and will result in a time-out, followed by a discussion between the children involved to attempt to resolve the conflict.

Calm Down Time:

Most times, if a child's behavior is inappropriate, a simple reminder or a little more attention will be all they need. Calm Down time will be used only as a last resort for a very brief period of time (3-5 minutes) to allow the child time to calm down. During this time a staff member will sit with the child and comfort them, and encourage them to discuss the inappropriate behavior, why it is inappropriate, possible alternatives, and the responsibility of making choices, to the appropriate age level and understanding of the child. Staff will try to understand the reason for inappropriate behavior and why child is acting out and discuss ways to avoid it in the future. If the child does not calm down after this brief period, or the child is attempting to hurt themselves or others, the parent will be contacted and asked to pick the child up.