

## Discipline and Behavior Management Policy

Date Adopted 1998; Updated 2016

Praise and positive reinforcement are effective methods of behavior management of children. When children receive positive, non-violent, and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, this facility will practice the following discipline and behavior management policy:

### We:

1. **DO** praise, reward, and encourage the children.
2. **DO** reason with and set limits for the children.
3. **DO** model appropriate behavior for the children.
4. **DO** modify the classroom environment to attempt to prevent problems before they occur.
5. **DO** listen to the children.
6. **DO** provide alternatives for inappropriate behavior to the children.
7. **DO** provide the children with natural and logical consequences of their behaviors.
8. **DO** treat the children as people and respect their needs, desires, and feelings.
9. **DO** ignore minor misbehaviors.
10. **DO** explain things to children on their levels.
11. **DO** stay consistent in our behavior management program.
12. **DO** use effective guidance and behavior management techniques that focus on a child's development.
13. **DO** use short supervised periods of time-out sparingly.

### We:

1. **DO NOT** spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish the children.
2. **DO NOT** make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse the children.
3. **DO NOT** shame or punish the children when bathroom accidents occur.
4. **DO NOT** deny food or rest as punishment.
5. **DO NOT** relate discipline to eating, resting, or sleeping.
6. **DO NOT** leave the children alone, unattended, or without supervision.
7. **DO NOT** place the children in locked rooms, closets, or boxes as punishment.
8. **DO NOT** allow discipline of children by children.
9. **DO NOT** criticize, make fun of, or otherwise belittle children's parents, families, or ethnic groups.

**The program's goals for helping children develop self-control and learn acceptable forms of social behavior are:**

Conscious Discipline is a whole-school solution for social-emotional learning, discipline and self-regulation. Conscious Discipline is a longtime leader in integrating classroom management and social-emotional learning. It utilizes everyday events rather than an external curriculum, and addresses the adult's emotional intelligence as well as the child's. Conscious Discipline empowers adults to consciously respond to daily conflict, transforming it into an opportunity to teach critical life skills to children. With Conscious Discipline, your teachers, your students and your entire school culture will become a safe haven of cooperation, constructive problem solving and academic success. The Seven Skills of Discipline are the only skills we need to transform these everyday discipline issues into teaching moments. These moments are our opportunity to teach children the social-emotional and communication skills necessary to manage themselves, resolve conflict, prevent bullying and develop pro-social behaviors. The seven skills are Composure, Encouragement, Assertiveness, Choices, Empathy, Positive Intent and Consequences.

**Children are helped to resolve conflict and develop problem solving skills with peers by:**

The School Family builds connections between families and schools, teachers and teachers, teachers and students, and students and students to ensure the optimal development of all. These connections provide the three essential ingredients for school success: 1. A willingness to learn: Without willingness, each interaction becomes a power struggle instead of a learning opportunity. The School Family brings all children, especially the most difficult, to a place of willingness through a sense of belonging. 2. Impulse control: Connection with others is the construct that literally wires the brain for impulse control. Disconnected children are disruptive and prone to aggressive or bullying behaviors. External reward/punishment systems cannot improve a child's ability to self-regulate because they are not designed to teach new skills. The School Family uses connection to encourage impulse control while teaching self-regulation skills in context. 3. Attention: Our attentional system is sensitive to stress and becomes engaged with positive emotions. The School Family reduces stress while creating an atmosphere of caring, encouragement and meaningful contributions. These components are essential for children to develop and apply sustained attention.

**I ensure myself and the additional caregivers follow the programs discipline and behavior management policies and practices and use behavior management strategies appropriately by:**

The School Family is created through routines, rituals and structures. The School Family creates a fundamental shift in education and classroom management. Leave coercion, fear and external rewards behind, and step into a world where intrinsic motivation, helpfulness, problem-solving and connection govern your classroom.

**Local resources that can assist with services and support when persistent challenging behaviors continue to occur are:**

By implementing the powers and skills together, we learn to stay in control of ourselves and in charge of children in a manner that models the same skills we seek to teach. This, combined with the willingness generated by the School Family, empowers children to successfully learn and internalize lifelong skills. Conscious Discipline's original application is in the classroom, but these methods apply seamlessly to all human interactions. Conscious Discipline has the power to affect every relationship. It now includes a program designed specifically for parents.

If there are addition concerns, families can contact the school for addition support and resources. In addition that can visit [www.consciousdiscipline.com](http://www.consciousdiscipline.com) or [www.voicesofkindness.com](http://www.voicesofkindness.com)

Operator:

I, the undersigned facility director/operator (or other designated staff member) of Shining Stars, do hereby state that I have given and discussed the facility's Discipline and Behavior Management Policy with the child's parent or guardian.

Signature of Director/Operator (or other designated staff member):

\_\_\_\_\_

Date \_\_\_\_\_

Parent or Guardian:

I, the undersigned parent or guardian of \_\_\_\_\_ (child's full name), do hereby state that I have read and received a copy of the facility's Discipline and Behavior Management Policy and that the facility's director/operator (or other designated staff member) has discussed the facility's Discipline and Behavior Management Policy with me.

Date of Child's Enrollment: \_\_\_\_\_

Signature of Parent or Guardian \_\_\_\_\_

Date \_\_\_\_\_