

Discipline Policy

General Policy:

All center staff are responsible for learning and adhering to the RCC discipline policy. This policy establishes guidelines for acceptable and unacceptable discipline methods. Staff members must follow guidelines identified as acceptable at all times. Staff members using unacceptable discipline methods will be subject to disciplinary action, up to and including termination.

Acceptable methods of discipline:

The goal of discipline is to help children build their own self control. Teachers are presented with the opportunity to help children learn and grow in a way that is positive, supportive and oriented toward success. A teacher's role is to help children learn a variety of social skills such as negotiating solutions to problems, cooperating and sharing, communicating their thoughts and feelings, appreciating and acknowledging thoughts and feelings of others, understanding the consequences associated with their own actions and using this knowledge for making responsible choices and decisions. By teaching children to feel good about their decisions, you help them increase their confidence level and sense of well being. **Remember, discipline is guidance not control.**

1. Preparation – Be prepared and well organized. Arrange your physical space to be conducive to your children's needs. Plan developmentally appropriate activities. Keep the children challenged and engaged in fun learning. Your children's daily schedule and transitions should be consistent yet flexible and reflect their needs.
2. Positive Role Model – Display the same appropriate behavior that you want the children to display. They will learn what is modeled and taught to them.
3. Distraction/Substitution – Provide acceptable alternative activities or substitute toys as an option should a child not feel engaged.

4. Redirection – When children are exhibiting inappropriate behavior, explain to them your concerns and the desired behavior – *say what you want to see*. Try diverting their attention to another activity if needed.
5. Ignoring – Children will sometimes engage in behaviors that may be disruptive to the class – highlighting that behavior may provide a type of reinforcement, whereas sometimes deliberately ignoring unwanted behavior often results in its cessation – you need to be able to assess the situation and know your children! Never ignore a behavior if it threatens any child's health, welfare or safety.
6. Rest and reflective period – When a child is displaying behavior that may be harmful to himself or peers it may be necessary to lead the child away from the immediate environment. This technique should be used as a calming device and **MUST** be combined with a simultaneous calm discussion about specific rules of behavior as well as a discussion of actions preceding the event, the child's feelings and more appropriate solutions.
7. Natural/Logical consequences – Children learn through experience that their actions have consequences. A child throwing blocks may be instructed to put the blocks away and choose another activity.

ANY type of strategy or interaction which a teacher initiates with a child (verbal or physical) which could be characterized as isolation, humiliation, or intimidation; any attempt to restrain a child not in harms way (or who is not attempting to harm another) or any attempt to withhold food or water as a disciplinary tool are examples, albeit not comprehensive, of inappropriate methods of discipline and/or behavior – and any such occurrence may result in disciplinary action, up to and including termination.