

PERRY HALL CHILDREN'S CENTER, INC.
DISCIPLINE POLICY

Introduction

Children have to be given understandable guidelines for their behavior if they are to develop internal control of their actions. The aim is to develop personal standards and self-discipline, not to enforce a set of institutional rules. Verbal explanations are important, particularly during the second and third years when the child's understanding of language enables him or her to understand the verbal explanation. They are time-consuming, but they enable a child to generalize from a specific incident and thus to learn for the future from current experiences.

Therefore, a discipline policy has been provided for all parents of children enrolled in this center and to our teaching staff. If someone other than the parents of the child enrolled in the center will be fulfilling the parents' obligation to work in the classroom, it is the responsibility of the parent to have your designated substitute read the discipline policy and have a clear understanding of the contents prior to assisting in the class. Be sure to thoroughly read the policy prior to the start of school to ensure your working knowledge, and if you have any questions or need clarification, contact a Board member or the President. Once the year begins, questions or comments should be directed to the teacher of your class.

Discipline Practices

Children learn by example. Therefore, adults will serve as positive role models. Adults will develop positive relationships with children by expressing interest in each child and his/her activities.

The teachers and the working parents will "catch children being good". Encouragement and praise will be the basis of the discipline policy. Inappropriate behavior will be dealt with according to the severity (i.e. conference with child, time out, note and/or conference with parents). However, if behavior is destructive or dangerous to themselves or others, the teacher or working parent will intervene immediately to avoid any mishaps.

When a child misbehaves, the teacher or working parent will quietly explain to the child why the behavior is unacceptable. Examples of appropriate alternative behavior will be offered. Limits will be consistent and firm. The rules will not change day-to-day.

"Time-Out" will be used for persistent inappropriate behavior, for acts of physical aggression, destructiveness, or tantrums that cannot be ignored. Teachers or working parents will explain to the child why "time-out" is required. The child will be seated in a chair apart from the group, but in sight and hearing of an adult. The maximum "timeout" allowed is as follows: three (3) minutes for 3's students and four (4) minutes for 4's students; this is the general rule.

The teacher or working parent will always make it clear to a child that it is the child's behavior that is wrong. No child will be called "bad" or made to feel "bad" about him/herself.