

FUMC Day School Guidance and Discipline Policy

Social learning in preschool can be difficult. Children are learning how to express their wants and needs while respecting others. They must manage their intense emotions as they adjust to classroom expectations, and their language skills are just emerging. This all takes time.

Our school uses Conscious Discipline. We focus on building relationships, community, self-regulation, and conflict resolution. We try to prevent problems from happening and use conflicts as learning opportunities.

To Create Positive Classroom Environments and Prevent Challenging Behavior:

- 1) Adults model positive behavior, remaining calm when conflicts arise.
- 2) Teachers maintain age-appropriate expectations for children's behavior. We give choices, allow movement, and balance large group and teacher-directed activities with small groups and free play.
- 3) Teachers establish clear, consistent rules, and older children participate in creating rules as they are able.
- 4) Adults help children verbalize their feelings and frustrations.
- 5) Schedules are predictable and picture schedules help children anticipate what happens next.
- 6) Adults help children learn how to resolve conflicts, giving them time as they are old enough to manage this independently, and giving them words and options as these skills emerge.
- 7) Adults closely observe and supervise children's activities and interactions.

We define challenging behavior as any behavior that:

- 1) Interferes with children's learning and success at school,
- 2) Is harmful to the child, other children, or adults, and
- 3) Puts a child at high risk for later social problems or school failure.

When challenging behavior occurs:

- 1) Adults use positive approaches first (redirecting, supporting conflict resolution, offering alternatives, using calming techniques).
- 2) No physical punishment (such as shaking, spanking), psychological abuse (shaming, name calling, etc.), or physical coercion (shoving or pushing) will be used. Physical restraint will only be used if necessary to protect a child or others from harm.
- 3) Children whose behavior endangers others will be temporarily supervised away from other children. An adult will help the child move away from a group situation. An adult will stay close and help the child regain composure. This is different from a time out: it is not a punishment, and the child is not alone. Adults are prohibited from using seclusion (confining a student alone in a room).

If a pattern of challenging behavior occurs:

- 1) We will work together (the teacher, the family, and the director) to make an individualized behavior plan, using outside support as necessary.
- 2) If all interventions and support have been exhausted, we will consider a temporary suspension and/or help find an alternative placement that is in the best interests of the child. The goal of FUMC is to avoid exclusionary measures.

Our policy complies with TX Childcare Licensing Minimum Standards and all federal and state civil rights laws. My signature verifies I have read and received a copy of this discipline and guidance policy.

Signature

Date

Role: ___Parent

___Caregiver/Employee

___Household Member of Child Care Home