

Widewaters Learning Center Comprehensive Discipline Policy

The components of the Comprehensive Discipline Policy are as follows:

- Utilizes a positive discipline system including reasonable outcomes for developmental and chronic misbehaviors, and the Behavior Guidance procedures for chronic misbehaviors
- Is based on a clear value system
- Utilizes shared goals and beliefs
- Uses positives (e.g., “start” not “stop” directions) and Think Time (not “time out”)
- Applies reasonable outcomes established in all classrooms; “Good Habits” are clearly stated in a positive way in each class, with pictures labeling the “Good Habits”. Empowering children and parents is the goal.
- The school is a community of caring people, working together, with parents, as a team!
- The outcome is acceptance of personal responsibility and self-regulation along with self and school pride.

The discipline policy at Widewaters Learning Center adheres to the overall school philosophy that acceptance of personal responsibility and self-regulation are achieved through positive discipline practices. In addition, the policies are as follows:

1. Individual class rules are established by the teacher and are called “Good Habits”. They are stated in positive terms to the children, “what to do” not “what not to do”, and a poster of the rules is developed with picture illustrations.
2. Reasonable outcomes for behaviors are established and discussed for both appropriate and inappropriate behaviors. When concrete reinforcers are used, they consist of stickers, stamps, books, and school-related materials. A hug, a handshake, or a “helper’s privilege” are utilized as well.
3. When concrete reinforcers are used, they are always paired with praise or recognition. The goal in providing concrete reinforcers is to establish behaviors; maintaining behaviors is accomplished through developing intrinsic, “good” feelings for appropriate behaviors. **POSITIVE TEACHER COMMENTS ARE MUCH MORE POWERFUL IN AFFECTING BEHAVIORS THAN NEGATIVE, PUNITIVE COMMENTS.**
4. Appropriate behaviors should be the focus of attention rather than inappropriate behaviors. That means, whenever possible, inappropriate behaviors are attended to by ignoring them, while immediately reinforcing someone who is behaving appropriately. This strategy is developed as a “watch-me, show-me” approach with the goal of replacing unacceptable behaviors with acceptable behaviors. **IF THE CHILD IS ENDANGERING HIM/HERSELF OR OTHERS, THE BEHAVIOR IS STOPPED IMMEDIATELY.** Overall, the goal is to focus on what you want, not what you don’t want.
5. When dealing with chronic, inappropriate behaviors, the goal should be to replace that behavior rather than eliminate it. A desirable replacement should be identified and then efforts should focus on developing the desired behavior rather than just “getting rid of” the inappropriate behavior. Punishment will not change behaviors. The “watch-me, show-me” strategy is used.
6. Procedures for handling classroom misbehaviors are as follows:
 - a. First, attention is given to those displaying appropriate behaviors.
 - b. If an inappropriate behavior persists, the parents are informed and a behavior log may be kept. The focus is on replacing behaviors.
 - c. If the misbehavior continues, an in-class “think time” may be used. Time out is not used at Widewaters Learning Center. Think time can be a reasonable outcome.
 - d. The area where the disruptive child is placed should be a comfortable, nonpunitive place staffed by a person who conveys the following message: “We want you back with your class, but we expect you to follow good habits. As soon as you can show me your good habits, you may go back with your class.” The child is helped to understand that there are only two alternatives; return to class and use good habits, or continue to be excluded from the current activity. (We will never

exclude a child from a snack or meal, or time outdoors. Part of outdoor time may be spent as think time.) Parents will be communicated with if a child is excluded from activities as a result of chronic misbehaviors.

- e. In the case of repeated chronic or serious misbehaviors, especially those which endanger the child or others, a child may be removed from the school for the remainder of the day, or a time period determined by school administrators. The decision to remove a child from the school must always be made by a school administrator. The parents are told, "We would like your child to return and stay in school as long as his/her behavior is reasonable. When it goes beyond reasonableness, s/he may again be sent home."
- f. The Widewaters Learning Center Comprehensive Discipline Policy utilizes a positive focus including reasonable outcomes for developmental and chronic misbehaviors, and the Behavior Guidance procedures for chronic misbehaviors. When difficult behaviors occur, the Procedure for Difficult Behaviors utilized is as follows:
 - (1) The behavior of concern should be clearly identified. Difficult behaviors are considered to be those which are disruptive or cause physical or verbal harm to other children or staff; e.g., fighting, hitting, kicking, biting, disrupting class activities.
 - (2) In some instances of difficult behavior, the frequency of the behavior should be considered. This could include identifying whether it occurs daily, several times a day, relative to some school period or activity, or may be part of a pattern of behavior. The behavior should be documented through the use of a Behavior Log, or Incident/Accident Report. Parents are always informed, or given copies of, Incident/Accident Reports. The occurrence of serious or undesirable behavior is reason for consideration of suspension or expulsion. The School Administrator must approve such actions.
 - (3) In cases of physical harm occurring to another child as a result of a child's behavior, the procedure is as follows:
 - (a) The child who caused the harm is removed from the situation. In most cases, the goal of physical removal is to allow "think time". Separation of a child in the infant/toddler programs should be brief and should not include confinement in a playpen, crib, high chair, or the like.
 - (b) Attention is paid to the "victim". The goal here is to portray to the aggressor that his/her negative behavior will not gain attention from the teacher. Any words issued by the staff member to the aggressor should be short and direct, without being punitive or belittling the child.
 - (c) An Incident/Accident Report is written to the parents of the child who is hurt.
 - (d) The School Administrator determines whether the nature of the injury necessitates an immediate notification of the parents of the injured child. An Incident/Injury Report may be completed and given to the parents of the child who caused the harm, as determined by the School Administrator. All reports are filed in the child's record, and parents are supplied with a copy.
 - (4) A meeting is held with the School Administrator and personnel who interact with the child, to develop a plan to follow regarding the child's behavior. The plan includes established actions relative to the difficult behavior and a timeline for its resolution. This meeting is followed by a conference with the parents at which time an agreement is reached about collaboration between home and school in following similar procedures in working with the behavior. A daily communication system (either written or verbal) is established at this meeting. An ongoing record of the communication conducted is maintained. Parents are informed of the established timeline relative to required resolution of the behavior.
 - (5) If the plan is not successful within the agreed-upon timeframe, a second meeting will be held with the parents, teacher, and School Administrator. At this meeting, a two-week probationary period may be established for the resolution of the difficult behavior. At this point, a third person will be called in to observe the child in the classroom. It is also possible that an outside agency, such as Project Enlightenment, may be called (with permission of the parents) to provide guidance to the school and the parents. If the behavior continues throughout this process, the child may be expelled from Widewaters Learning Center. If at any time during this process there is a serious behavior-related incident, especially one causing harm to the child or another child, expulsion may be immediate.

I have read the above document and have discussed any questions I may have had with a center administrator.

I fully understand the Discipline Policy as outlined above.

Child's Name

Date of Enrollment

Signature of Parent