The College of DuPage Early Childhood Demonstration Center

Guidance and Discipline Policy

The Center’s Guidance and Discipline Policy assumes two goals: the safety of everyone in the Center and the development of self control, self-esteem, and a sense of community by the children enrolled in the Center.

Safety
Our guiding principle for the Demonstration Center is to keep everyone safe from harm. In order to do this we will help the children keep themselves safe; help the children keep each other safe, keep everyone’s feelings and emotions safe, and help the children keep materials and equipment safe.

What this looks like in the classroom:
The children will:
Keep themselves safe. Children will be helped to keep their bodies placed safely on climbing and other equipment and to do activities safely. Children will be helped to learn ways to keep their bodies healthy with appropriate health routines and cleanliness.
Keep other children safe. Children will be helped to learn to refrain from acting on impulse and hurting other people. Teachers will use a number of positive guidance techniques to help children learn to interact with each other in positive ways.
Keep everyone’s feelings and emotions safe. Children will be helped to learn positive verbal responses to communicate with each other. Our goal is to support each child’s self-esteem by surrounding children with an environment that values their individual personality and contributions to the classroom community.
Keep materials and equipment safe. Children will be helped to use the equipment in the way it was intended. Children will also be expected to help with picking up the room and kept from destroying classroom toys, games and other materials.

Self Control
The goal of the Demonstration Center regarding guidance and discipline is for children to begin to develop self control over their behavior towards other people and towards materials in the Center. The children are supported in this process by the teachers of the Early Childhood Center. All guidance is done for the betterment of the children and to support their development. The teachers will act according to the best teaching practices as described in the college class CC&D 1102, Child Guidance Practices. Underlying all our teaching practices is our dedication to a team process of solving problems. The classroom teachers, sometimes with the guidance of other staff, decide together how they will address guidance issues in their classroom.

What this looks like in the classroom:
Positive statements. Statements which affirm the child and his/her abilities are teacher’s tools for helping children feel important. They build self-esteem and help children to have confidence in their own abilities, including their ability to solve problems.
Redirection. Teachers will help each child by redirecting negative actions to positive actions. When a child mistakenly chooses a behavior that hurts another child physically, socially or emotionally or damages equipment, the child will be helped to replace the behavior with a positive behavior instead. In this way the child is helped to learn behaviors expected in the classroom. Often the teacher will discuss the reasons the positive behavior is a better choice.
Conflict Resolution and Negotiation - The children will begin to learn problem solving skills when disagreements between children occur. Each child will learn to state problems, brainstorm solutions, compromise and implement solutions. Children also learn to negotiate and follow their own rules for activities that they create. The child’s sense of autonomy (independence) will be supported by the teachers. Whenever possible, children will be offered choices.
Prosocial Skills - Children will also begin to learn prosocial skills. Children will be helped to observe each other and to interpret each other’s feelings. The children will be encouraged to choose kindness, generosity, caring, and helpfulness within the limits of their own developmental level.
Limits - The teachers maintain limits and rules in each classroom. Each child's age, stage of development and the curriculum help determine these limits. When limits are pushed, children are helped to learn acceptable alternative behaviors. If children cannot find ways to follow the limits, parents will be consulted to determine the best way for the team (parents and teachers) to address the issue. Sometimes if a behavior cannot be changed, teachers will need to stay close to the child until the child is ready to resume positive behavior.

Parents' role
We expect the child to be in a stage of learning self-control. We do not expect a child to be able to follow the limits in every instance. Instead, we consider ourselves encouraging children to learn those behaviors that will help them interact with people outside their family. Usually, the teachers will provide positive guidance techniques throughout the classroom day. If the teachers need a parent’s help, need to know more about what is happening with the child outside the classroom, or want to consult with a parent, they will arrange for a time to talk with the parent. If the situation warrants more detailed discussion, the teachers will request a conference with the parent. No situation of importance will be ignored. Parents will always be consulted and be part of the process of supporting their child's development.

Child's role
Children are also part of this developmental process. Children will learn social skills they can use in interaction with other children. If a child is having a particularly hard time remembering the behaviors we teach, the teachers will talk privately with the child. This usually takes place in the classroom but may happen in the hallway. It is the teacher's responsibility to determine, through observation and conversation with the child, the underlying causes for the child's behavior. When the underlying causes are found, the teacher takes action to change the causes so the child can act positively.

The following rules will be posted in each classroom

**In our classroom we keep everyone safe from harm**
- We keep our own bodies safe.
- We keep other people’s bodies safe.
- We keep everyone’s feelings safe.
- We keep equipment and materials safe.

Disenrollment
The Early Childhood Demonstration Center reserves the right to disenroll any child if parental responsibilities to the Center are not met. If the Center staff feel that the needs of a child cannot be met within the classroom a child may be disenrolled. If college students’ safety or children’s safety are in jeopardy, a child may be disenrolled. Before any disenrollment takes place, teachers and administrators in cooperation with parents would make every effort to meet the needs of the family. This would include conferences as well as referrals to other family services that could meet the needs of the child.

No written policy statement can predict every occasion or incident. The teachers and parents are partners in the Center experience. Teachers will always consult with the parents if there is any indication of need.

I understand the guidance and discipline policies and procedures used in the College of DuPage Early Childhood Education and Care Demonstration Center.

Name_______________________________________________          Date____________________
(parent/guardian)

Name_______________________________________________           Date____________________________
(parent/guardian)

Child’s Name_______________________________________________________________________________