

School and Classroom Management Policy

2010-2011

Discipline at The Jewish Preschool on Sardis will take the form of positive classroom management.

We:

- Recognize that children are unique individuals and behave and learn in different ways.
 - Strive to help the child become self-controlled, that is, to help him/her experience the intrinsic pleasure of appropriate behavior as opposed to “behaving” just to please adults.
 - Encourage children to be independent and to solve their own problems, whether social, intellectual, or self-help. The teacher encourages the use of “words”.
 - Know which behaviors are developmentally appropriate and provide developmentally appropriate equipment, materials, and activities.
 - State expectations in the positive form, such as “Walk, please.” versus “Don’t run.”
 - Use meaningful praise and descriptive praise.
 - Speak about the behavior, not the child, such as, “Hitting hurts.”
 - Respect the child and the child’s belongings, artwork, etc..
 - Believe that humiliating or shaming a child is always unacceptable.
 - Allow the child to experience the natural and logical consequences of his/her behavior whenever possible. For example: The natural consequence of playing too roughly with friends is that they will not want to play with you. The logical consequence of spilled paint is that you will need to help clean it up. A natural consequence requires no outside involvement. A logical consequence needs an adult to help the child follow through.
- If necessary, in order to prevent a child from hurting him/herself or others or from doing damage to equipment, a teacher may calmly but firmly hold a child to prevent such harm. The child will be held as lovingly as possible with a helpful attitude, rather than a punishing or admonishing one.
 - Use “time to relax” as a way of allowing a child the time and space (a “relaxing or calming place”) to “cool off” and get him/herself back under control after other management techniques have been tried. During “time to relax”, the child is within sight of the teacher. The adult’s attitude is calm, respectful, and loving—yet firm.
 - Use no corporal (physical) punishment.

Our goal is for each child to learn self-management skills and inner control through participation in a safe, loving, and well-planned environment. We try to anticipate and minimize situations which may result in behavior problems. The children are provided with consistent routines and realistic limits and expectations. The teaching staff uses consistent follow-through, positive methods and appropriate techniques. Children need limits so they can feel safe and protected. They learn that certain types of behaviors are not acceptable. We use positive language and reinforce appropriate behaviors. Children are helped to use words, rather than physical means, to resolve conflicts and are helped to recognize their own feelings and the feelings of others. Children are redirected when it’s needed and are given alternatives or choices.

Children with consistent behavior difficulties are taken through set procedures, and, of course, communications with the parents take place. If after appropriate efforts have been made and the child does not appear to be benefiting from the program, we will communicate our concern and may suggest that a more suitable educational setting be found. These actions are considered necessary when the health, safety, or welfare of this child and/or that of another child (or children) in the class are at risk.