



Jin-A Child Care Center

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DISCIPLINE POLICY

GOAL OF DISCIPLINE

At Jin-A Child Care center we guide and educate the children according to God-centered principles of behavior. Children are encouraged to behave in a cooperative, harmonious manner, which is beneficial to everyone's safety, happiness, and well-being. We see discipline as a step-by-step, long-term process, helping children to reflect on and take responsibility for their actions. We guide them to respect and develop empathy for others through examples and by teaching communication and problem solving techniques.

BASIC APPROACH

Jin-A philosophy of discipline is based on the understanding that the purpose of discipline is not simply to control the child, but is an important part of his/her education. Children should learn how to establish healthy relationships with friends, within the family and with their teachers. We also strive to teach them respect for the environment. We keep in mind that, when teaching anything, encouragement, positive suggestions and patience are most effective. Discipline should center on the action of the child rather than on the child, taking his/her motivation into account. Mistakes are to be expected. We understand that maturing is a long-term process.

Naturally, when mistakes are made, they must be corrected. The teacher is responsible for making a clear simple set of reasonable and comprehensible rules. He/she should convey to the child what behavior is acceptable and what is not. For example: hitting, biting, pushing, abusive language, destroying equipment, etc., are considered unacceptable behavior at our school. When applicable, alternatives for this kind of behavior should be explained. The children will be guided to participate in group activities; gradually, they will learn to listen to each other and work together.

Children will be expected to conform to certain rules and moral standards. At all times their free will must be respected. Children have rights to their feelings, to dignity, self-worth, and to be treated with kindness and respect as children of God.

Each person becomes entirely responsible for his/her actions, as an adult. So, we must gradually guide children toward this responsibility and give them opportunities to experience consequences for their actions. The teacher must take care that these consequences are not too severe or beyond their capabilities. Our expectations of children must be appropriate to their developmental level and shall lead the child to gain the ability to solve their own problems.

When conflict occurs, teachers should keep the following steps in mind:

1. Anticipate the problem that might occur.
2. Hesitate. Stand back and watch if either child is coming to harm. See if the children could find their own solutions.
3. Investigate. Be very careful not to put the blame on either child, especially if you haven't seen what happened from start to finish.
4. Communicate. Use creative ways to help children to express their feelings and reconcile their differences.



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Emphasize that making friends takes lots of practice. Always try to affirm the children's natural goodness, good intentions, and desire to make up for the mistake. Keep in mind that the child who has hurt another child needs to work on self-forgiveness just as the other child needs to forgive.

GUIDELINES

1. Discipline:
 - a) Methods of guidance and discipline used shall be positive, consistent with the developmental needs of children and lead to the child's ability to maintain self-control.
 - b) Staff members shall not discipline children for failing to eat or sleep or for soiling themselves.
 - c) Children may be removed from a group activity to another area, provided that the child removed is either under supervision of another staff member or continuously visible to a staff member.
 - d) Children should be informed about our inside and outside rules and participate in making certain rules.

2. Special requirements to prevent child abuse and/or neglect and inappropriate staff behaviors toward children:
 - a) Staff members shall not use hitting, shaking or any other form of corporal punishment of children. (NAEYC 1B.8, 1B.10)
 - b) Staff members shall not use coercion, abusive language, ridicule, harsh, humiliating or frightening treatment or any other form of emotional punishment of children. (NAEYC 1B.8, 1B.10)
 - c) Staff members shall not engage in or inflict any form of child abuse and/or neglect.
 - d) Staff members shall not withhold from children food, emotional responses, stimulation, or the opportunities for rest or sleep.
 - e) Staff members shall not require a child to remain silent or inactive for an inappropriately long period of time for the child's age.

PROCEDURE TO CHANGE CHALLENGING BEHAVIOR (NAEYC 3B.2)

Challenging behavior is "any behavior that (1) interferes with children's learning, development, and success at play, (2) is harmful to the child, other children, or adults, or (3) puts a child at high risk for later social problems or school failure." (Kaiser & Rasminski, *Challenging Behavior in Young Children* (2nd Ed.), Pearson Education Inc., 2007, p.8) In an effort to address challenging behavior, staff will:

1. Assess the function of the behavior. In other words, analyze the child's behavior to identify what are the causes or triggers. This is done through observation and documentation.
2. Work with families and professionals to develop an individualized plan. The plan should explicitly outline what to do to proactively prevent the behavior and/or identify the skills to be taught to replace the behavior. Collaborating with families ensures that the plan meets the unique needs of the child and may help with follow through at home. Referral to a Child Study Team or Early Intervention may be recommended.
3. Implement the plan using positive behavior support strategies. These may include but are not limited to changing the environment, positive reinforcement, and mindfulness strategies. Everyone working with the child should be familiar with the plan and implement each step consistently.

(Updated 3/2019)

NAEYC 1B.8; 1B.10;



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4. Monitor and evaluate through observation and documentation.
5. If the plan has been implemented consistently for an adequate amount of time but does not seem to be effective, return to step 1. After a reasonable number of revisions have been made to the IEP without effect, termination may be considered. See Termination Policy.