

274 Pleasant Street Concord, NH 03301
(603) 224-8218

BEHAVIOR GUIDANCE PLAN

Teachers shall provide each child with a positive guidance that encourages self discipline in children and maintains a positive self image. Discipline and behavior guidance used by each staff member will always be constructive, positive, and suited to the age and development of the child.

In discipline and behavior guidance our goal is twofold: First, we attempt to find a solution to the situation at hand. Second, we attempt to help the child process feelings, recognize consequences, explore alternative solutions and outcomes, and develop internal self-control.

Staff uses the following techniques on a daily basis to accomplish the above goal:

Prevention

The environment is structured in such a way as to avoid conflict whenever possible. Classrooms are easily supervised by teachers yet offer privacy and opportunities for independence. The variety in the choice of activities appeals to many levels of development and interests, thus avoiding frustration and boredom. The routine is consistent and predictable, providing a sense of security, enough time for play, little waiting, and few transitions.

Positive Guidance

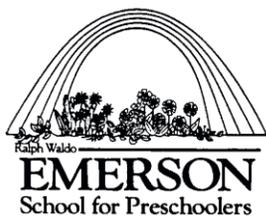
The teacher redirects the child to a more acceptable activity. Sometimes, a teacher anticipates trouble in advance and the situation is restructured to avoid potential conflict. Teachers give gentle reminders and use humor when appropriate. Teachers offer praise and encouragement frequently. Perhaps most importantly, we provide hugs and caring, and respect for the individual.

Modeling

Teachers encourage and model the expected behavior, often modeling the words for the child or clarifying the message to help in the problem-solving process. Teachers deliberately ignore provocation and overlook small annoyances.

Limit Setting

Limits are simple and clear. They are consistent from day to day, teacher to teacher, and class to class. Limit setting is done in a positive tone and the reasons for rules are explained and discussed.



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Problem Solving

We appeal to the preschooler's growing intellectual and moral reasoning by using natural and logical consequences, by asking questions to encourage problem solving, and by arranging discussion with other children and with adults. Teachers help children identify their needs, feelings, causes, alternatives, and choices.

Managing Behavior

When a child exhibits unacceptable behavior during a physical or emotional outburst, the teacher responds to the situation immediately and actively. First, the behavior is stopped. Second, the teacher may need to provide comfort or reassurance for uninvolved children. Third, the child who is upset or angry often needs privacy and time for renewal before being able to discuss the situation in a calm and productive manner. Emerson School does not use "time out" with children, but will provide a place for privacy or encourage a quiet walk through the building or grounds with a teacher as renewal time. Finally, we provide time to talk over what happened, why, and begin the process of problem solving.

Emerson School for Preschoolers complies with all federal, state and local laws that prohibit corporal or abusive punishment in child care settings. Teachers are expressly prohibited from using unproductive or shaming methods of punishment. Please read attached discipline guidelines from the NH State Child Day Care Agency Licensing Rules.

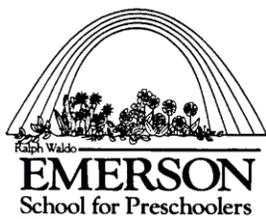
UNACCEPTABLE BEHAVIORS/DISCHARGE POLICY

Occasionally there are child behaviors that cause more serious concern. Emerson School believes that parents and teachers must work together to eliminate these unacceptable behaviors and/or unusual aggression to self, other children and teachers.

Such non-peaceful behaviors and otherwise unacceptable conduct at Emerson include but are not limited to:

- Repetitive pinching or biting
- Intentional hurting of another
- Exclusion/hurtful teasing
- Aggressive physical contact
- Threatening gestures
- Intentional destruction of property
- Repetitive leaving of assigned area

Staff will choose from the following appropriate actions when consequences and redirection for unacceptable conduct have been used but are not effective:



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When a child's actions threaten the safety of others, the child will be removed from the classroom by a staff member.

When a child is unable to calm down, the child will go to a safe space (with staff). For example, another classroom, the hallway, the office, or outdoors.

When staff determine that a behavior is severe, parents will be called to take the child home.

Staff will anecdotally document the actions in the incidents.

When disruptive and/or repetitive behaviors are continually observed, the teacher will schedule a meeting with the parents and the Director to establish a written plan, and develop next steps. A follow-up meeting will be scheduled.

If the unacceptable behavior continues, parents will be asked to seek outside services or resources for the child.

Outside resources should provide Emerson teachers with:

Support, training, and consultation

Suggestions for appropriate modifications in the environment and physical setting

Adaptation of curriculum and use of materials

Teachers will provide:

Extra time for planning, preparing, and collaborating

Readiness to accept and include the child

Readiness to collaborate with related therapists (special education teacher, speech therapist, for example)

Parents should provide:

Availability to meet and communicate with staff outside of class time

Willingness to follow through on the mutually agreed upon plan

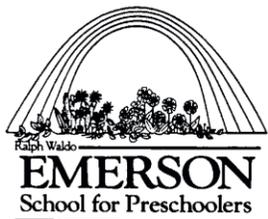
Every effort will be made to work together through collaboration and mutual respect toward a successful outcome. However, there may be situations when a family will be asked to withdraw a child from the program.

The child is unable to adjust to the program.

Accommodations and procedures engage an unreasonable amount of staff time and/or school resources to the detriment of the ongoing program.

Parents do not seek and/or follow through with support and/or services.

If this happens, the matter will then be brought to the attention of the Emerson School's Board of Directors and the child may be discharged upon the Director's recommendations.

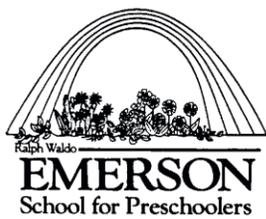


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I have read and understand this document.

Parent's Signature _____ Date _____



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Discipline Guidelines

The following guidelines are from the New Hampshire Child Day Care Agency Licensing Rules He-C 40002.25:

- a) Discipline Practices shall support the child's behavior with positive guidance as well as the setting of clear-cut limits that foster the child's own ability to be self-disciplined.
- b) Discipline shall include consequences that shall be related to the misbehavior and enforced as soon as possible after the misbehavior has occurred.
- c) Corporal punishment will not be used.
- d) Child Care agencies shall not use forms of punishment which are humiliating, shaming, frightening or otherwise damaging to children.
- e) Child day care agencies shall not withhold or threaten to withhold food as a means of discipline, nor shall children be forcibly fed or disciplined for not eating.
- f) Children shall not be shamed, humiliated, or disciplined for toileting accidents.
- g) Child day care agencies shall not use isolation as a form of discipline.
- h) Children shall not be required to rest as a form of discipline nor shall they be punished for not sleeping at naptime.