



Discipline Policy

Preschoolers are practicing independence and assertiveness. They are learning how to use words for their feelings, needs, and desires. They are learning how to be part of a group. They are building relationships. Preschoolers are beginning to understand that what they say and do affects others. A healthy sense of self-control over their lives and positive self-esteem comes from learning to solve problems, self sooth, deal with social conflict and make choices and decisions.

Teachers guide these young Christians in learning about making God-pleasing choices, or doing things the “Jesus way”. The Christian teacher’s foundation for guidance is having faith in Jesus as their Savior. Christ guides us to love one another through words and actions, because of what Jesus has done for them, Teachers guide children through this Biblical perspective using their understand of child development and their knowledge of the individual child and implementing appropriate expectations.

Christian guidance occurs when teachers develop a positive relationship with each child and interaction with them rather than manages their behavior. Teachers make positive comments about children’s experiences. Teachers show love and concern for children by letting them know what is expected and setting appropriate limits. Teachers are consistent; giving clear directions and state rules positively and firmly. Teachers try to anticipate problems and plan accordingly.

Teachers’ encourage children to think for themselves, correct their own mistakes, and solve their own problems (with teacher guidance as needed). The techniques of redirection and negotiation are used to change children’s behavior and assist in conflict resolution.

Time out will be used for behavior that is repeatedly aggressive or unsafe. The teacher may work with all children involved in a conflict resolution plan., only the child who needs help or just provide nearby support for children in their negotiations.

Our staff understands that young children are just learning the skills of getting along with others. Accepting limits and taking responsibility for their actions takes time. While they are learning children need our patience and support. The teachers’ attention will be focused on the problem behavior and not the child. No one will do anything that could break the spirit of a child, be humiliating, frightening or abusive. No one will use food, rest, toileting, or physical punishment to manipulate a child.

All punishments that humiliate or frighten children are strictly prohibited. No form of corporal punishment, even under parent permission, will be used. Methods of discipline practices will not include the use of spanking or other forms of physical punishment. Discipline must be age appropriate and constructive. Nor shall the punishment be associated with food, rest, or toileting.

Punishment that pushes or holds down give the message that it is ok to hurt someone if you are bigger or older. It can be very oppressive and can hurt children emotionally, spiritually, and/or physically.

Discipline when used appropriately by teachers and caregivers can encourage and life up a child. Being firm, but loving helps them learn boundaries helps them learn positive way to direct their behavior.

When we are taking the time to teach children how to handle frustration appropriately, they become self-directed and self-motivated to make positive decisions through their day and life.



Redirection

Re-direction is use to navigate a child away from one active and into another to curb or change a problematic behavior. Redirection is the preferred and encouraged direction for dealing with you children. This differs from sitting apart due to the child may return without any type of action required by teacher or child. Redirection distracts the child and motives them to engage in another activity

Sitting Apart

Sitting apart is a technique that will be used when re-redirection is not working for the child, sitting apart will be used on children 3 years and older. All examples would be a child who is not successfully choosing to redirect behaviors and is causing the child or other children distress. The child will be redirected away from the group into the calming area in the classroom. The child will be reminded of why they are leaving the group as they are leaving and what they need to do to return to the group. The child will decide when they are ready to join the group again and will approach the teacher when they are ready to rejoin the group. A child will not be kept from the group more than five minutes.

Biting

Biting is often seen in toddlers and/or two-year olds setting. It is seen most often in childcare centers, daycares, preschools playgroups and within siblings from age 15 months to 2 years. However, it may also be coming in older children who are non-verbal.

It is probably one of the most frustrating and negative behaviors for the parents of the child who have been bitten, the parent of the child who is biting, for the staff, and of course for the child who is being bitten. We do our very best to prevent it from happening. However, when it does occur we re-direct the child who is biting and remind them that their teeth are for food, not friends.

Reasons children might bite

1. In self-defense. If a child feels threatened and they have not developed other coping strategies.
2. They have language barriers and cannot express what they need or want. Frustration rises and they have found that biting give a loud and clear message.
3. Sometimes while teething it feels good to bite down on something
4. Children still rely on sensory exploration. Even though children at this age usually find other way to explore their environment, it may still be an issue
5. Some children's temperament leads them to get frustrated easily. This may be away, even though inappropriate, for them to release frustration.

The positive side of this situation is that it is usually short-lived when handled properly. Children can learn very quickly that this is an unacceptable behavior. The adults need to help the child learn more appropriate coping and self-control strategies. Everyone who is involved needs to remember that this is a child of God and the child is not intentionally trying to hurt anyone.



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Crying and fussing children

All children from time to time cry, fuss, whine, or exhibit behaviors that can be frustrating to adults. It is important to remember that children usually exhibit these behaviors because they are trying to get their needs met. Young children are learning how to communicate and interact with others, and the environment around them, through trial and error they learn what is acceptable and what is not through the adult and community around them.

During these early years of learning the adults caring for them may become very frustrated, but it is important as the caregivers that we remember to take a deep breath and show them a positive way to re-direct their feelings or get their needs met in that moment.

Toilet Training Policy

Children, regardless of age, shall not be scolded or punished for lapses in toilet training. Growing in GRACE II is willing to work with any parent on a plan of action for toilet training their child.

Growing in GRACE II asks that all children are fully potty trained, unless there are special needs, before going to VPK.