

Discipline and Behavior Management Policy

Praise and positive reinforcement are effective methods for behavior management. When children have positive, non-violent, and understanding interactions from others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, Children’s University of Chapel Hill practices the following discipline and behavior management policy:

<p>We:</p> <ol style="list-style-type: none"> 1. DO praise, reward, and encourage children. 2. DO reason with and set limits for children. 3. DO model appropriate behavior for children. 4. DO modify classroom environments to attempt to prevent problems before they occur. 5. DO listen to children. 6. DO provide alternatives for inappropriate behavior to children. 7. DO provide children natural logical consequences of their behaviors. 8. DO treat children as people and respect the needs, desires, and feelings. 9. DO ignore minor misbehaviors. 10. DO explain things to children on their level. 11. DO use brief supervised periods of “time-out”* 12. DO stay consistent in our behavior management program. 	<p>We:</p> <ol style="list-style-type: none"> 1. DO NOT spank, shake, bite, pinch, push, pull, slap, or otherwise physically punish children. 2. DO NOT make fun of, yell at, threaten, make sarcastic remarks about, use profanity, or otherwise verbally abuse children. 3. DO NOT shame or punish children when bathroom accidents occur. 4. DO NOT deny food or rest as punishment. 5. DO NOT relate discipline to eating, resting, or sleeping. 6. DO NOT leave children alone, unattended, or without supervision. 7. DO NOT place children in locked rooms, closets, or boxes as punishment. 8. DO NOT allow discipline of children by children. 9. DO NOT criticize, make fun of, or otherwise belittle children’s parents, families, or ethnic groups.
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*DEFINITION OF “TIME-OUT”

“Time-out” is the removal of a child for a short period of time (3 to 5 minutes) from a situation in which the child is misbehaving and has not responded to other discipline techniques. The “time-out” space, usually a chair, is located away from classroom activity but within the teacher’s sight. During “time-out,” the child has a chance to think about the misbehavior which led to his/her removal from the group. After a brief interval of no more than 5 minutes, the teacher discusses the incident and appropriate behavior with the child. When the child returns to the group, the incident is over and the child is treated with the same affection and respect shown the other children.

--- (Adapted from original prepared by Elizabeth Wilson, Student, Catawba Valley Technical College) ---

I, the undersigned parent or guardian of _____
 (child’s full name), do hereby state that I have read and received a copy of the facility’s Discipline and Behavior Management Policy and that the facility’s director/coordinator (or other designated staff member) has discussed the facility’s Discipline and Behavior Management Policy with me.

Date of Child’s Enrollment: _____

Signature of Parent/Guardian _____ Date _____