

DMCS Early Education Discipline Policy

One of the primary purposes for the Des Moines Christian Early Education and School Age Program is to continually facilitate the protection and development of a healthy self esteem in each child. Strategic to this development is the administration of appropriate discipline measures which are articulated in this statement.

I. Discipline Purpose

A. Character Development

Discipline, when administered properly, will encourage and enhance daily growth in each child's spiritual, mental, emotional, social and physical life.

B. Classroom Environment

Use of discipline helps to ensure an orderly environment which promotes security and safety for each child and is conducive to learning.

II. Discipline Procedure

A. General Principles

1. Each teacher will be primarily responsible for administering discipline.
2. Each teacher will seek to identify and reinforce positive behavior demonstrated by each child whenever possible.
 - a. Verbal acknowledgement and praise.
 - b. Granting special privileges.
 - c. Positive touch.
 - d. Rewards such as stickers and candy are not desired techniques.
3. Each staff person will seek to maintain a calm and controlled posture while interacting with an individual or a group of children.
4. Each staff person will treat each child with dignity and respect.

B. Specific Practices

1. Each teacher will allow a period of orientation (i.e., usually one month) for each new child to become acquainted with the classroom schedule and behavioral guidelines.
2. Each teacher will attempt to redirect minor inappropriate child behavior and response (i.e., the taking of another child's toy).
3. If redirection attempts of minor offenses prove unsuccessful, or if the child's inappropriate behavior or response is considered major (i.e., hitting another person), then the teacher will establish a cool-down area. The child is separated from the class activity. The formula for length of time away is one minute for each year of the child's age.
4. Upon a successful completion of the separation activity, the teacher will initiate a re-entry conversation with the child.
 - a. "What is wrong?"
 - b. "What should be done?"
 - c. The rationale is that children need patterns and models without lecturing and demoralizing. They need practice, practice and more practice so the appropriate behavior becomes a natural response.
5. Upon a child's unsuccessful completion of re-entry to the classroom activity, the teacher may take a child to visit the director. The director visits with the child and talks about the desired social behavior necessary to be successful in the classroom. Then the director takes the hand of the child, together they re-enter the classroom and ease the student back into the classroom activity.
6. The teacher/director will contact and inform the parent(s) of repeated inappropriate classroom behavior.
7. If behavior is repeated without improvement, a parent conference may be initiated to develop a behavior plan through AEA Area Education Agency in Johnston and supported by the intervention team made up of teachers, parents, and director.
8. Should it be determined DMCS Early Education is unable to accommodate the child and redirect their behavior, termination will have to take place.

Discipline is a life time process. The responsibility of the teacher is to model appropriate behavior because we are told in Luke 6:40, "a student is not above his teacher, but everyone who is fully trained will be like his teacher." In II Corinthians 3:3 we are told that, "teachers are a letter from Christ, written not with ink but with the Spirit of the living God, not on the tablets of stone but on tablets of human hearts."