



Discovery Montessori School Discipline and Behavior Management Policy

Based on our belief of how children learn and develop values, we will practice the following discipline and behavior management policy:

We:

1. DO praise, reward, and encourage the children.
2. DO reason with and set limits for the children.
3. DO model appropriate behavior for the children.
4. DO modify the classroom environment to attempt to prevent problems before they occur.
5. DO listen to the children.
6. DO provide alternatives for inappropriate behavior to the children.
7. DO provide the children with natural and logical consequences of their behaviors.
8. DO treat the children as people and respect their needs, desires, and feelings.
9. DO ignore minor misbehaviors.
10. DO explain things to children on their levels.
11. DO stay consistent in our behavior management program.
12. DO use effective guidance and behavior management techniques that focus on a child's development.
13. DO use short supervised periods of time out sparingly.

We:

1. DO NOT spank, bite, pinch, push, pull, slap, or otherwise physically punish the children.
2. DO NOT make fun of, yell at, threaten, make sarcastic remarks about, use profanity or otherwise verbally abuse the children.
3. DO NOT shame or punish the 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 the children alone, unattended, or without supervision.
7. DO NOT place the 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.



Conscious Discipline

We use Conscious Discipline at Discovery Montessori School. Conscious Discipline is a comprehensive classroom management program and a social-emotional curriculum, focused on developing self regulation skills, or self control. Self-control is not pretending to be calm in difficult moments. Self-control is the ability to reach out and empathize with others; to accept and celebrate differences; to communicate feelings directly; resolve conflicts in constructive ways; and to enjoy becoming a contributing member of a community.

Conscious Discipline has been specifically designed to make changes in the lives of adults first. The adults, in turn, change the lives of children. These skills allow teachers to draw from within themselves to become proactive instead of reactive during moments of conflict. Teachers stay in control of themselves and positively influence children.

Conscious Discipline skills include maintaining composure, setting limits respectfully, building self-esteem and willpower through allowing choices, empathy, assuming positive intent, and helping children learn from their mistakes.

We focus on what we want the children to do, rather what not to do. Our goal is to help children choose to be successful instead of attempting to coerce or control them to behave. We focus on making connections with children so that when a conflict arises, trust and understanding is already established and children are motivated to cooperate. We do not “save” children from the consequences of their actions. Rather we help children handle disappointing choices and empathize rather than lecture. We view conflicts as opportunities to teach and utilize these moments to guide children to handle the conflict rather than punish them for not knowing how to solve the issue.

If a child begins to demonstrate a need for more support, a behavior plan may be put into place. A behavior plan is designed to address the child’s challenge by evaluating the environment, instruction, and interactions in order to support the child. Teachers, parents, mentors and/or the directors work together to develop and agree upon strategies to prevent and/or respond to a challenging behavior, plan for the implementation of strategies and review the plan for effectiveness.

If a more intensive plan is appropriate to the circumstances, the director may invite a behavioral specialist from Buncombe County Child Care Services (or other appropriate agency) into the classroom to observe the child’s behavior.

If a child’s behavior is dangerous to themselves or others on an on-going basis and there is no response to the interventions put into place, the family may be asked to find a more suitable program to support their child. However, this is only done after all other interventions and strategies have been put into place, sufficient time is allowed to determine the response to interventions, and the highest level of support the school can provide is offered and the behavior continues despite the support.



I, the undersigned parent or guardian of _____, do hereby stat that I have read and received a copy of the facility's Discipline and Behavior Management Policy and that the facility's director/operator (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 or Guardian: _____ Date:
