

Outside Kids Ocean Forest Kindergarten

Discipline/Expulsion Policy

**In compliance with 402.305 (12a) Florida Statutes & rule 65C-20.010(6) FAC**

*Human relationship and activity are the essential tools for teaching young children all the foundational skills for life. - LifeWays Principles of Care*

The root word of discipline is disciple. The literal meaning of the word disciple is a learner or follower motivated by love. Outside Kids Ocean Forest Kindergarten child guidance is based on the LifeWays L.O.V.E approach to discipline. Our policy is that the teachers carry a back pack full of L.O.V.E:

**L** - listening and laughter,

**O** - order and objectivity,

**V** - versatility and vulnerability, and

**E** - energy and enthusiasm.

We will provide a loving supportive place for your child with firm boundaries and reasonable expectations of acceptable behavior. The teachers and caregivers will hold themselves to the expectation to model behavior that is worthy of imitation.

One very important expectation of the children in our care is that they will respond to the teacher or caregiver when their name is called, and that they come to us when asked. Children may need reminders of this expectation and sometimes there must be consequences for not meeting the expectation. The consequences may vary from child to child, but will always be given in a supportive matter of fact manner. Example: “You forgot to come when I called you. You may walk beside me for a little while, and then we will try again.” We will give the children many opportunities to try again in a pleasant way through role playing, practicing and, do -overs. Constant reminders with songs, rhymes, stories, and call and response chants during the day will help the child remember and internalize the expectation. A teacher will call out “When can you go in the water?,” and the children will respond ”With a teacher!”

We have a no tolerance policy for hitting, grabbing, pushing, kicking, spitting, choking, name calling and aggressive, or exclusive behavior.

1. If these behaviors occur, the teachers will immediately remove the instigating child to a calm place and listen to the child’s concern.
2. We will empower children in learning how to work with others, while acknowledging and appreciating individuality.
3. We will speak respectfully to your child and model appropriate responses to the range of your child’s emotions.
4. We will hold and carry your child when necessary to foster feelings of safety and care.
5. If the hurtful behavior continues, we will contact the parent(s) and the child will be sent home for the remainder of the day. We will try again tomorrow.

If an undesirable behavior continues or escalates and the safety and well-being of the other children is NOT at risk, we will:

1. Request a meeting with the parent(s) to discuss the behavior issues with compassion and support. If appropriate, we will develop a support plan. This will involve tracking and recording the behaviors, collaborating with the child’s parent(s) on measures to assist the child during the school day, and suggest supportive measures to be done at home.
2. A follow up meeting will be scheduled within a designated and agreed time to evaluate our progress. If the teachers deem necessary, referrals will be suggested for community resources that can help beyond the scope of the teachers and caregivers.
3. The child may be dismissed from the program at this time.

If an undesirable behavior continues or escalates and the safety and well-being of the other children IS at risk:

1. We will require the parent(s) to take their child home immediately.
2. A meeting with the parent(s) of the child will occur as soon as possible.
3. If the teachers feel that correcting the behavior is not within the scope of the program’s curriculum goals, the child will be released form the program.
4. If the teachers feel that correcting the behavior is within the scope of our program, we will develop and implement a support plan that will track and record the behaviors, collaborate with the parent(s) on measures to assist the child during the school day, and suggest supportive measures to be done at home. A follow up meeting will be scheduled within a designated and agreed time to evaluate our progress. Recommendations for additional community resources will be made. The teachers and parent(s) will work together to monitor and record the behavior.
5. If the child continues hurting others, and no improvement is noted within an agreed period, the child will be released from the program.

We acknowledge that Outside Kids may not be the best fit for every child. We believe that every child has the right to a positive early childhood education experience.

The LOVE Approach to Discipline is the work of Cynthia Aldinger, founder of LifeWays of North America.

**L** - Listen. When we quiet our own inner voice, we can truly to listen to a child.

Laughter. We use laughter to bring a light heart to a situation or something said. When we can laugh at ourselves and our mistakes, we can bring that to others as well. Not everything is serious!

**O** - Order. This is where a consistent rhythm or order to our day, and a consistent way we do things throughout the day, can help a child feel secure. Feelings of security build confidence and trust.

Objectivity. When we can observe a child without judgement, we will open our heart to see into the child’s heart. We will be able to discern the cause of the undesirable behavior (it’s really hot and muggy), take action now (help the child cool off and have her drink water), and prevent it in the future ( be prepared for the next hot day with a plan that keeps the children from overheating - turn on the hose, jump in the ocean, take off her shoes and let her feet get wet).

**V** - Versatility. What’s in your back pack, pocket or purse? A little bag of brightly colored rocks, a small package of colored pencils or chalk, and a magnifying glass can do wonders. So, can a song, a story or a finger puppet. While waiting for the Stanton island Ferry in NYC, I saw a mom pull out a bag of sidewalk chalk for her two young children. The children’s sidewalk art was admired by all of us who were waiting. I admired their mom’s versatility!

Vulnerability. *“Little by little we human beings are confronted with situations that give us more and more clues that we are not perfect.” Fred Rogers* We must examine at ourselves. What is happening with us and how does this that effect the children? Examine any negative rituals and practice a new positive way to get the same result. Give ourselves permission to ask for help when we need it.

**E**- Energy. We must take care of ourselves first, so that we will have energy to take care of others. Keep our self well rested, hydrated and nourished. Only then can we do the same for the children.

Enthusiasm. The original meaning of enthusiasm is, inspiration by God. Inspiration refers to breathing; the in- breath. It’s the in- breath that brings fresh energy and sustains our life force. What is it that inspires us to bring loving energy to our work with children?

“My hunch is that if we allow ourselves to give who we really are to the children in our care, we will in some way inspire cartwheels in their hearts.” – Fred Rogers

My signature below indicates that I have read and agree with this Discipline/Expulsion Policy.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_