

# WCPSS Before/After Childcare Behavior Management Procedures

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## JEFFREYS GROVE ELEMENTARY SCHOOL

The WCPSS Code of Student Conduct applies to all programs operated by WCPSS and occurring on school campuses. The Code of Student Conduct is outlined in the *WCPSS Student Handbook*.

**Praise and positive reinforcement are effective methods to ensure a safe, inclusive, and positive environment for children. When children receive positive and understanding interactions from adults and others, they develop good self-concepts, problem solving abilities, and self-discipline. Based on this belief of how children learn and develop values, this facility will practice the following behavior management policy.**

### We Do:

1. Praise, reward and encourage children
2. Redirect and set limits for children
3. Model appropriate behaviors for children
4. Modify classroom environments and activities to prevent problems from occurring
5. Treat children with respect and listen to their needs, desires, and feelings
6. Coach replacement behaviors for children behaving inappropriately
7. Ignore minor misbehaviors
8. Explain things to children at their developmental level
9. Use short, supervised periods of "Time-Out"
10. Remain consistent with procedures and expectations for all children

### We Do Not:

1. Spank, shake, bite, pinch, pull, hit, or otherwise physically punish children
2. Make fun of, yell, threaten, use sarcasm, profanity, or otherwise verbally abuse children
3. Shame or punish children when bathroom accidents occur
4. Deny food or rest as punishment
5. Leave children alone or isolated without supervision
6. Allow children to discipline other children
7. Criticize, make fun of, or otherwise belittle parents, families, or ethnic groups

### Behavior Management Procedures:

It is important that children respect themselves, other people and property. Behavior management should be viewed in a positive manner with appropriate activities, mutual respect, adequate planning, and consistent supervision contributing to a climate in which self-discipline can flourish.

The Coordinator will set aside time during the first week to develop and discuss guidelines, procedures, rules and expectations with children. These will be reviewed as necessary throughout the school year.

Occasionally children will need to be removed from a situation when they cannot behave appropriately or in a safe manner. The Coordinator should be contacted to assist with these situations in order to minimize disruption to the childcare program. The student may be taken to the office or another place to regain his/her composure.

If problems with a child seem to arise frequently, the parent will be notified and a conference scheduled to discuss the concerns. Persistent and/or severe misbehavior may result in the child being withdrawn from the program.

#### **“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 redirection interventions. 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 will discuss the incident and coach more appropriate replacement behaviors 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 to all children.

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 Behavior Management Procedures and that the facility’s coordinator (or other designed staff member) has discussed the facility’s Behavior Management Procedures with me.

Date of Child’s Enrollment: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Distribution: one copy to parent(s)  
Signed copy in child’s facility record.

