



Discipline and Restraint Policy

At Pinion Early Education Center, one of our classroom focuses is kindness. In order to deter any behaviors that may require discipline, we try to create an environment where kindness is rewarded and emphasized.

Discipline Policy

Discipline at Pinion Early Education Center is administered in the following order for both independent and social conflict:

- Teacher helps student to discover a solution to the conflict through conversation or role play
- Teacher redirects the student to a different activity
- Teacher contacts parents to discuss strategies to help solve the conflict

Challenging Behavior

Children are guided to treat each other and adults with self-control and kindness.

Each student at Pinion Early Education Center has a right to:

- Learn in a safe and friendly place
- Be treated with respect
- Receive the help and support of caring adults

When a child becomes verbally or physically aggressive, we intervene immediately to protect all of the children. Our usual approach to helping children with challenging behaviors is to show them how to solve problems using appropriate interactions. When discipline is necessary, it is clear, consistent and understandable to the child. We maintain a zero tolerance to bullying. If you have any concerns about this at any time, please report it to the Director of the Center.

Physical Restraint

Physical restraint is not used or permitted for discipline. There are rare instances when we need to ensure a child's safety or that of others and we may restrain a child by gently holding her or him only for as long as is necessary for control of the situation.

Notification of Behavioral Issues to Families

If a child's behavior/circumstance is of concern, communication will begin with the parents as the first step to understanding the child's individual needs and challenges. We will work together to evaluate these needs in the context of our program.

On rare occasions, a child's behavior may warrant the need to find a more suitable setting for care. Examples of such instances include:

- A child appears to be a danger to others.
- Continued care could be harmful to, or not in the best interest of the child as determined by a medical, psychological, or social service personnel.
- Undue burden on our resources and finances for the child's accommodations for success and participation.