



## **Disciplinary Procedure**

The educational philosophy of RFPCS is that real, effective discipline is one that comes from within a person. Developing this inner discipline is one of the objectives of RFPCS. It is our belief that inner discipline develops in a child through active involvement in self-chosen tasks and the development of self-control. The development of inner discipline in a child is our goal. A variety of elements work together to support this development including the clear organization of the physical environment; the structure, consistency, and predictability of daily life (at home and at school); the lessons of "grace and courtesy"; the reliance on teacher and peer modeling and coaching to channel positive behavior and the development of appreciation and empathy to help limit difficulties.

To facilitate this goal, we believe that the people who work with young children on a regular basis must be sensitive, warm, caring, knowledgeable, and interested professionals. Teachers be authentic role models for interactions with others and display a sincere enthusiasm for active learning. To minimize disciplinary issues, teachers will create an environment that will be conducive to positive social growth, work to enhance individual qualities, and design and implement a program that minimizes any negative behaviors.

If external discipline is deemed necessary, the following will be observed without failure:

1. The classroom teacher will suggest alternative activities, work location or work partners.
2. A child who is having a physical outburst will be removed from the classroom. When the child is calm, the classroom teacher will validate the child's emotions and discuss ways to deal with those emotions in constructive ways rather than with physical responses.
3. Persistent misbehavior in a group setting may be dealt with by temporarily removing a child from the group and possibly from the classroom, if cooperation is not forthcoming. Behavioral expectations are made very clear to the child and the child is invited to return to the group when s/he is ready to meet those expectations.

4. A behavior violation report will be filed, and a copy sent home if a behavior outburst violates any of the behavior guidelines of the school:
  - a. Show respect for others (adults and peers)
  - b. Be responsible for themselves, their actions and work
  - c. Demonstrate safe conduct in the school environment
  - d. Respect school materials
  
5. A child who is consistently in need of behavioral support will be referred to the Head of School to discuss problem-solving options as well as suggestions for positive behavior choices.
  
6. If a student receiving all of the above support continues to regularly disrupt the learning environment or functioning of the school, the student's privilege to attend RFPCS may be revoked.

To help support students, parent will be notified of any behavior issues immediately. For a student with persistent behavioral challenges a partnership between home and school is essential. To facilitate this, the Head of School will bring the teacher together with family (including involving guardians at every household where the student spends time) to develop a behavior management program.

Under no circumstances shall any child be subjected to corporal punishment or verbal abuse in any manner.