

PCPE

Phinney Coperativa Preescolar en Espanol

BEHAVIOR & DISCIPLINE AGREEMENT

PCPE seeks to create an agreed upon standard of conduct when working in class and or in groups. PCPE teachers, parent educator and parents/guardians will use Positive Discipline during all school activities. The following are guidelines which will be used to create an environment which supports our students' social, emotional and academic development.

A. Teach acceptable behaviors and promote positive self-image in children by:

- 1) Being proactive through maintaining a vigilant watch over children.
- 2) Offering positive suggestions.
- 3) Redirecting a child or children to a different behavior or activity.
- 4) Providing encouragement.
- 5) Discussing the situation with the child/children and why the rule is needed.
- 6) Giving positive reinforcement - often.
- 7) Developing rules with children.
- 8) Allowing natural consequences to take place.
- 9) Emotional Coaching.
- 10) Using the "Happy Place" when appropriate, to allow a child to cool down and then rejoin the group/activity.

Happy Place: Children who are upset, angry, or sad sometimes need to have some time to themselves. This is *not* a "time-out", but is instead a safe place for a child to "reset" from strong emotions. While in the "Happy Place", children may be emotionally coached by adults, and may use items from the "calm basket" ("calmbottles", lavender, etc.) When they are ready, they may rejoin the group/activity.

B. In order to achieve a successful working environment for all parties involved, PCPE teachers, children and parents/guardians are encouraged to support the following behavioral expectations:

- 1) Teachers, parents/guardians and children are to treat each other with respect.
- 2) Children are expected to listen to and follow directions given by teachers and parents.
- 3) Children are expected to keep their hands and feet to themselves.

C. Should a child repeatedly struggle to follow behavioral expectations:

- 1) The teacher and/or parent educator will communicate with parents/guardians.
- 2) The parent educator and teachers will document behaviors.
- 3) If continued behavioral challenges arise, the parent educator and teacher will meet with parents to create a behavior management plan.

D. In-class expectations for adults involved in managing discipline situations: .

- 1) The teacher, parent educator, and working parents are all jointly responsible for correcting or redirecting children using Positive Discipline, and will support each other in doing so.
 - a. Any parent/guardian planning to work in the classroom is expected to learn the basic tenets of Positive Discipline and Emotional Coaching. The PCPE parent educator offers a variety of resources and learning opportunities throughout the year, and in addition, we suggest you explore the many non-PCPE books, seminars, and online resources available toward learning Positive Discipline and Emotional Coaching.
 - b. When reasonable while addressing a given situation, adults will make an effort to learn Positive Discipline techniques from each other, and to coach other adults who are new to Positive Discipline.
 - c. Young children often experience a wide range of emotional and physical issues and sensitivities around food, which may be unknown to teachers & other parents. Therefore, restrictions from or denial of food (including threats expressed or implied) are excluded as a form of discipline. We will expect certain rules around food to be generally followed, and class-specific examples will be provided.
- 2) If a child's parent/guardian or other designee of parent/guardian does not agree with a teacher's, parent educator's or other working parent's discipline actions in a given situation, said parent/guardian (or designee) has the right, at any time, to immediately assume responsibility for disciplining the child, and any other adults will immediately remove themselves from said disciplining. In no event will the parent/guardian (or designee) use discipline techniques on his/her child, outside of Positive Discipline, in the presence of other children. In no event will any adult discuss any discipline disagreements in front of the class and/or any children (if warranted, such discussions are to occur after class and without children present). If additional support is needed, the parent/guardian and any other involved adult may escalate the issue to the class chair first, then the All School Chair/Co-Chair, then the full PCPE Board as needed.
- 3) If an adult is unable to meet the expectations set forth in this agreement or otherwise acts in a manner which is disrespectful of the class or of PCPE's Positive Discipline culture and expectations, the involved parties along with a Board member will meet to work towards resolving the dispute in a manner which is respectful of all involved parties.
- 4) For the avoidance of doubt: Any behavior by a child that threatens the immediate safety of the child or any other person (hitting, biting, running into the street, etc.) is beyond the scope of this agreement. All adults are empowered to take any immediate action reasonably necessary to address or prevent any such safety issue.

On behalf of my family, I acknowledge I have read, understood, and agreed to the above PCPE Behavior and Discipline Agreement..

Parent name & signature

Date