



Shenker Academy

For Early Childhood Education

Shenker Academy Discipline Policy

The goal of our discipline program is to promote responsible decision making, respect for self and others, respect for property and pride in appropriate behavior. One of our primary responsibilities as a school is to promote a safe, productive learning environment, and it is our belief that communication and teamwork between the home and the school are important in promoting good citizenship and a secure school.

Teachers will present basic rules and regulations for the classrooms and playground. Our rules involve creating a safe and orderly working environment for all and will include the following: treating others with respect and as you would wish to be treated; playing safely with no rough play, fighting, or play fighting at any time; and using language that is appropriate to the school setting - there is to be no profanity or demeaning name calling. Students are expected to walk on the blacktop area and avoid walking through designated game areas. Our complete Discipline Plan is outlined below and includes specific school rules.

We believe that together, we will promote an academically, physically, socially, and emotionally safe environment in which every individual accepts personal responsibility for making a positive contribution to the harmony and welfare of the school as a whole.

We strive to have excellent character and good citizenship.

Integrity

Make a choice to be your best; be honest, be loyal, honor your commitments; and keep your word.

Respect

Make a choice to treat others with courtesy and respect.

Kindness and Compassion

Make a choice to be thoughtful of others, always striving to be kind and considerate.

Responsibility

Make a choice to think before you act; consider consequences; and be accountable.

Citizenship

Make a choice to play by the rules; do your share; and be charitable.



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We play by the rules...

- Treat others as you wish to be treated
- Be courteous, kind and positive.
- Keep your hands, feet and unkind words to yourself
- Follow directions
- Take responsibility for your actions
- Take the initiative to solve problems positively
- Show pride and loyalty for yourself and your surroundings

As students, we will...

- Show courtesy, trust, caring, respect, and fairness
- Abide by the guiding principles
- Uphold the school standards
- Accept responsibility for decisions and actions
- Abide by the policies of Shenker Academy

As parents, we will...

- Model courtesy, trust, caring, and respect
- Support our student(s) in being in school, ready to learn.
- Participate actively as members of the school community
- Be informed about school policies and events
- Work as partners with the staff in the problem-solving processes
- Hold high expectations for our children's productive, responsible behavior.

As teachers, we will...

- Maintain professionalism as we model courtesy, trust, caring, respect and fairness
- Provide a well-organized instructional period and engaging work to facilitate good study habits and independence.
- Properly always supervise students.
- Be primarily responsible for managing discipline in our classrooms.



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- Maintain high expectations for productive, responsible behavior.
- Set responsible and reasonable limits, make fair judgments, and follow through with appropriate procedures for rewards and/or consequences for behavior. Teachers may never use physical punishment, psychological abuse, or coercion when disciplining a child. For example, Shaking, spanking (physical), shaming, ridiculing (psychological), pushing or pulling (coercion) are prohibited at the school and will cause an immediate dismissal.
- Cooperate with students, parents, and administration in a positive problem-solving process.
- Facilitate home-school communication and parent participation in problem solving.
- Refer students to administrative staff after appropriate measures to manage disruptive behavior have been unsuccessful.

As the principal, I will...

- Facilitate collaborative development of school-wide procedures and programs that promote a safe, respectful learning environment.
- Maintain professionalism as I model courtesy, caring, respect, and fairness.
- Provide support for the staff in the implementation of the discipline plan.
- Provide strong, positive leadership in the development, implementation and evaluation of the Valentine Code of Conduct.
- Provide leadership in maintaining a healthy, safe, productive and content environment.
- Accept ultimate responsibility for resolution of conflicts at the school site-level.
- Research and mobilize school-community resources to develop activities that encourage students to feel good about themselves and their school.
- Be an effective school-community liaison.

Occasionally, a student may behave in a manner that is counterproductive to a well-ordered, positive learning environment focused on teaching and learning. In each of these incidents, there is a unique opportunity for a child to learn decision-making and problem-solving skills in lessons that are a foundation for lifelong productive behavior.

Shenker Academy follows the **Love and Logic** Discipline Methods, and children involved in a disagreement or conflict are supported through the incidents, asked to find



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words to express their feelings and needs, and given choices with clearly stated implications.

For children with serious, challenging behavior, we will ask parents to meet with the administration so that we can work as a team to correct the behavior through a guided plan of action which will include the partnership of the teachers, parents, and school administration.

Shenker Academy do not use TIME OUT and only use redirection through Love and Logic inspired strategies.

For example, if an assignment is not completed, the child may be asked to finish the work during playtime; or if a student is disruptive, his/her seat may be moved to a place where the disruption is no longer possible. If the problem continues, the teacher may work with the school administration, parents, and more, to craft a plan to improve the behavior and build a plan for rewards and consequences.

Children with special needs will have Individual Education Plan and the school, the team, and the parents will work collaboratively to implement the plan effectively at the school and beyond.

We will work with students on various discipline situations to support changes in behavior and to build problem solving skills.

- To truthfully describe the problem concisely
- To have empathy and compassion when appropriate
- Respect the personal space of others
- To access and use strategies for problem resolution
- To access and use strategies to calm down prior to responding
- To make a decision to seek adult assistance when appropriate
- To be responsible and accountable for one's role in the problem
- To cease future behavior that caused or exacerbated the problem.
- Accept consequences as appropriate.



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We take unsafe or disrespectful behavior seriously. It is important to remember that there is no one right way to address this type of behavior in that the circumstances, frequency, complexity, and special needs are all considerations when determining appropriate strategy to handle misconduct. Misbehavior is an opportunity to teach the child kindness, self-discipline, trustworthiness, and respect.

We use various strategies to address misconduct including:

- Student assigned to cozy corner calm their body and mind before reflecting on an incident.
- Student is redirected to another activity.
- Student is redirected to administration.
- Parents are informed about the incident.
- Administration is informed about the incident.

Signature: _____