

## Manchester Early Learning Center's Behavior Management Plan

### Philosophy

The Manchester Early Learning Center's approach to discipline is to help the child learn self-control within the environment. Discipline is viewed as a learning process. In our programs this process is carried out by:

- Establishing roles and limits that are clearly defined and developmentally appropriate.
- Providing a learning environment where there is consistency and a daily routine of activity.
- Redirecting to refocus a child's attention and avoid unnecessary confrontations.

A positive approach is essential to reinforce a child's success. Appropriate discipline requires planning, setting clear limits, reasonable expectations, redirection and logical consequences. Staff shall not be abusive, neglectful, or use corporal, humiliating or frightening punishment under any circumstances. No child will be physically restrained. Parents are asked to follow these same guidelines at home and must refrain from any form of physical or verbal punishment while at our program sites.

### Guidance and Discipline

The Manchester Early Learning Center teaching staff shares the philosophy that guidance and discipline are opportunities to support each child's development of positive problem-solving skills and self-control. We understand that children are constantly striving for independence and an understanding of their environment. Therefore, it is our responsibility to create a safe and consistent environment that will enable them to gain self-confidence, self-control and an understanding of his or her feelings. We believe guidance and discipline are part of a lifelong continuous growth process. Together we can foster each child's development in making appropriate choices for today and for their future. We believe that children should be encouraged to verbalize their feelings, frustrations and anger in a constructive manner. They should be encouraged to resolve problems and work out solutions with appropriate staff interaction (unless it's dangerous to do so). Our goal is to help the child learn from his/her experience, separate the action from the child and to always treat the child with respect.

Our guidance and discipline goals are carried out by:

#### ***\*Teachers who serve as role models for appropriate behavior***

Our teaching staff sets examples and models ways for children to express their feelings and effectively problem-solve.

#### ***\*Creating an environment that is comfortable and safe for all children***

Our programs offer a variety of age-appropriate toys and activities, which provide children with the opportunity to experiment with their world and socialize with their peers.

#### ***\*Stating clear and concise rules***

Children are better able to express themselves and successfully work within their environments when they are aware of what is expected and of their limits.

#### ***\*Acknowledging and respecting each child's feelings***

Teachers help children to express and understand their feelings, which enables them to recognize their feelings and express them in a positive manner.

#### ***\*Using redirection to refocus the child's attention towards a more positive outcome***

Redirection helps to avoid unnecessary confrontations while guiding children to make appropriate choices.

#### ***\*Developing consistent and ongoing communication between teaching staff and parents***

Open lines of communication regarding each child's day will help the adults in the child's life better understand his/her stage of development. This shared knowledge will give the adults the information necessary to better meet the needs of each child.

## **Manchester Early Learning Center's Behavior Management Plan**

### **Procedures**

All staff will review and be familiar with MELC's Behavior Management Plan. To handle inappropriate / unacceptable behavior, MELC will use the following steps.

1. Behavior Reports will be completed for the following unacceptable behaviors:
  - A child who continuously interrupts the flow and continuity of the program and requires constant one – on – one attention.
  - A child inflicting physical or emotional harm on other children or staff.
  - A child who is consistently unable to follow the rules and expectations of the program.
  - A child / parent who uses abusive language or threatens other children or staff members.
  - A child who continues to behave against the Manchester Early Learning Center's childcare policies.
2. If a child receives three Behavior Reports within a four month period or if the Program Manager / Head Teacher have concerns about developmental delays, separation anxiety, etc., the Program Manager should fill out a Referral Form and email it (with all supporting documentation) to their Area Director.
3. Within one week of receiving the Referral Form, the Area Director will observe the child and facilitate a meeting to agree on a Behavior Plan. The meeting will include the Program Manager / Head Teacher and any appropriate MELC / Board of Education staff or consultants. Program Managers / Head Teachers will be responsible for notifying families of the meeting and the intention to create the plan. Family members are invited to attend. Behavior Plans may include (but are not limited to) strategies to be implemented in the program / classrooms and requests of the family to seek referrals or outside support.
4. Within one week of the meeting the Area Director will provide the Program Manager / Head Teacher with a formal Behavior Plan. The Program Manager / Head Teacher will be responsible for communicating the Behavior Plan with the family and obtain a parent / guardian signature before beginning the plan.
5. Area Directors will conduct observations and meet with the Program Manager / Head Teacher within the first four weeks of the Behavior Plan's implementation.
6. If unacceptable behaviors continue after four weeks of consistently using the Behavior Plan, the Program Manager / Head Teacher should submit an email request for a meeting with their Area Director.
7. Within one week of the request, the Area Director should set up a meeting with the Program Manager / Head Teacher to discuss next steps.
8. Immediately following the meeting, the Area Director should draft a letter to families detailing next steps. The approved letter should be signed by the Program Manager / Head Teacher and delivered to the family.

If at any point in the procedure, the Program Manager / Head Teacher feel as though a suspension is necessary while waiting for plans, meetings, etc., they may contact their Area Director and discuss this option. Suspensions will only be granted if children are inflicting physical or emotional harm on other children or consistently requiring staff to be one – on – one. Area Directors should immediately respond to suspensions requests by either: granting the suspension, offering strategic support or providing additional staff to assist.

If the above steps have been followed and the child continues to display unacceptable behaviors. Or, in the case of extreme behaviors, the Manchester Early Learning Center reserves the right to exclude children from the program. Exclusions must be approved by the Director of Operations. Whenever possible, the Manchester Early Learning Center will provide assistance to the family in accessing services and alternative care placement.

If at any point in the procedure staff or families do not agree with any of the decisions made, they may email a request for a meeting with Director of Operations. The Director of Operations will schedule a meeting within 1 week of the request. That meeting will include the Program Manager / Head Teacher and Area Director.