

**Policy Title:** Draft Discipline Policy

**Date Created:** 2000

**Review Date:**

**Policy Number:** Faculty-6

**Body of Origin:** Faculty

**Review Authority:** Faculty

**Purpose:** Three Rivers Waldorf School seeks to provide positive guidance, redirection, and the setting of clear limits. *Discipline is designed to help children develop self-control, self-esteem, problem-solving skills, awareness of health and safety, and respect for self, others, physical surroundings and the learning environment.* Specific rules of conduct include:

- Walk quietly in the halls.
- Keep hands, feet, and all objects to yourself.
- Do not use offensive language or gestures.

In the Early Childhood classrooms, teachers, staff, and volunteers strive to create a calm and loving atmosphere through mutual trust and respect, along with the children's natural imitation of their teacher's behavior. Patience, sharing, gentleness and self-discipline are carefully cultivated in the classroom. In the new social experiences that young children confront, much of the learning involves developing an awareness of social boundaries. The teacher responds individually, with love and firmness to each child's needs, but if behavior is disruptive or hurtful to another child, then the child may be removed from the situation and/or placed on a chair until the teacher is assured that the child is ready and able to return to classroom activities. Such "time-outs" will not exceed five minutes.

In the grades classrooms, all children are expected to respect self and others, follow directions, listen to the teacher and participate actively in classroom activities. The teachers serve as models of authority. The grades teachers follow the Social Inclusion approach to guide students in constructive problem solving.

### **Policy Details:**

The core of our behavior expectations is simply to respect yourself and others by following the principles listed below:

#### ***Respectful Speech***

- All language usage is appropriate, supportive and respectful (no swearing).
- Gratitude is expressed, especially for the efforts of others.

#### ***Respectful Action***

Students respect:

- Others' personal boundaries (maintain respectful bodily contact).
- Others' belongings.
- School property.

#### ***A Culture of Social Inclusion***

- In all activities, students do not intentionally exclude others.
- Students become full participants in group work. Students will learn skills in social building, social awareness, community building skills and community work. When age appropriate, students will learn peer mentoring skills, and create and uphold social conduct expectations.
- Students and adults create a climate where bullying and teasing are not tolerated.

Bullying includes:

- Physical hitting, kicking, taking belongings, pushing, biting, pinching, spitting, and throwing objects at a person.
- Verbal put-downs, name-calling, teasing, insulting, derogatory language and threats.
- Indirect negative behavior such as gossiping, spreading nasty stories, excluding individuals from groups and ignoring individuals.
- Negative facial expressions, body language and tone of voice.

Additional information about the social inclusion approach is available from the class teacher.

### ***Care Group***

When a child is identified as needing help beyond what can be provided in the classroom, a teacher may call for a care group meeting. The care group consists of three or more TRWS teachers and staff. The group develops a plan for helping the child, including a list of available resources and a timeline for progress. Member of the care group meet with parents to share and amend the plan. The plan may range from simply raising the consciousness of a child or family to seeking assistance from resources outside of Three Rivers Waldorf School.

### ***Remediation***

Either as part of a care group plan or as a separate initiative from the teacher working together with a child's parents, a plan for remediation may be created to identify areas needing extra attention. A remediation form is kept in the student's file in the office. Parents also receive a copy. The form identifies specific areas of concern, a plan for intervention by teacher, parents, other TRWS staff or outside care providers and a timeline for follow-up and review.

**Related Policies and References:** Conflict Resolution Policy & Procedure (Faculty-3a)