

## Preschool Disciplinary Policy - GISW

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This document outlines the Preschool Disciplinary Policy of the German International School Washington (GISW), now revised to integrate the educational philosophy from the Preschool Concept. The policy ensures that all children at our Preschool are guided toward positive behaviors, supported in their emotional and social development, and encouraged to be respectful and responsible individuals.

It also complies with the Maryland State Department of Education (MSDE) COMAR regulations.

### **1. Guiding Principles**

Discipline in preschool focuses on guiding children toward positive behaviors, helping them understand their emotions, and learning how to interact respectfully with others. This approach is aligned with the Thuringian educational framework, which emphasizes holistic development, including social, emotional, and cognitive growth. This aligns with the Preschool's mission to not only provide academic education but also to help children find their place in the greater community.

### **2. Positive Guidance Strategies**

The following strategies are employed to guide children toward positive behavior:

1. Clear Rules: Clear and simple rules are set to encourage appropriate behavior.
2. Natural Consequences: Children learn the impact of their actions.
3. Emotional Expression: Children are encouraged to express their feelings appropriately.
4. Modeling: Teachers model positive behavior at all times.
5. Choices: Children are offered choices and alternatives.
6. Redirection: Teachers gently redirect children when a behavior needs to change.

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### 3. Handling Physical Aggression

Aggressive behavior such as hitting, biting, or stomping is handled immediately and calmly. Children are taught better ways to express frustration or anger.

1. Intervention: Teachers intervene to stop aggression.
2. Explanation: Children are taught why the behavior is inappropriate.
3. Calm Down: A moment to calm down, either in the classroom or a quiet area.
4. Teach Alternatives: Teachers teach children to use words to express frustration.

### 4. Age-Appropriate Consequences

Consequences are developmentally appropriate, ensuring children understand the results of their behavior.

1. Reminders and Redirection: Gentle reminders of rules.
2. Short Break: If needed, a brief break to regain composure.
3. Parent Meetings: If behavior issues persist, meetings with parents are arranged.

### 5. Prohibited Practices

The following practices are strictly prohibited in the preschool setting:

1. No Physical Punishment: Any form of corporal punishment is prohibited.
2. No Emotional Abuse or Humiliation: Children must be treated with respect.
3. No Withdrawal of Needs: Essential needs (food, rest) cannot be used as punishment.

Additionally, children will not be forced to eat or punished for refusing food or drink, in full compliance with COMAR regulations.

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### **6. Chronic or Severe Disruptive Behavior**

Teachers will document disruptive behavior and notify parents. A collaborative approach with parents will be used to address ongoing issues.

1. Observation and Documentation: Teachers track and document disruptive behaviors.
2. Collaboration with Parents: Parents work with teachers to address concerns.
3. Individual Support Plan: A personalized plan may be developed. If the school has

### **7. Role of Parents**

Parents are essential partners in their child's development, with regular communication encouraged to address behavioral concerns and ensure consistency.

1. Regular Communication: Parents are informed when behavior negatively impacts others.
2. Collaboration: Teachers and parents work together to plan the next steps and interventions.
3. Access to Documentation: All documents related to physical or psychological assessments and therapy sessions should be available for review by the school, ensuring transparency and collaboration in supporting the child's development.

### **8. Immediate Action for Serious Behavior Issues**

Immediate action is taken for extreme or unsafe behavior to ensure the safety of all children and staff.

1. Immediate Pick-Up: Parents may be asked to pick up their child immediately.
2. Parent-Teacher Meeting: A meeting will be scheduled to discuss the behavior.
3. External Support: Professionals may be consulted if needed.

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### 9. Consultation Process and Escalation

A structured consultation process will be followed if behavioral issues persist:

1. **Initial Consultation:** A meeting with teachers and parents to discuss the concerns and potential strategies.
2. **Consultation Conference:** A follow-up meeting with teachers and parents, which may include external support if available within the school structure (e.g., counselors or special needs educators, if applicable in the future).
3. **Second Consultation:** A meeting with teachers, the preschool principal, and parents, potentially with additional staff or external support, to further address the issue.

### 10. Consequences for Repeated Disruptive Behavior

For repeated violations, interventions will escalate:

Aggressive behavior, such as hitting, biting, throwing objects, or kicking, will be addressed immediately and calmly. If aggressive behavior persists, the following steps will be taken:

- **First and Second Incidents:** Teachers will intervene immediately and inform the parents.
- **Second Incident:** The child will need to stay home for one day. A meeting will be arranged with the parents to develop a behavior plan, with follow-ups to track progress.
- **Third Incident:** The child will be required to stay home for two days after the third incident.
- **Continued Incidents:** If aggressive behavior continues, further violations may result in dismissal from the program, as all other interventions will have been exhausted.