

LEARNING HARBOR PREPARATORY

POSITIVE DISCIPLINE GUIDE FOR TEACHERS WITHIN THE CLASSROOM



TABLE OF CONTENTS

INTRODUCTION	3
What Is Positive Discipline?	3
Why Is It Important?	3
Our Positive Discipline Policy	3
TYPES OF BEHAVIOR	4
Acceptable Behaviors	4
Unacceptable Behaviors	4
Learning Environments	5
POSITIVE DISCIPLINE IN THE CLASSROOM	7
Essential Skills	7
Class Agreements	7
Class Meetings	8
OUR DISCIPLINARY PROCESS	9
The 3 Tiers	9
Implementation Of Tier 1 In The Classroom	10
CONFLICT RESOLUTION	11
Goal Of Conflict Resolution	11
The 6 Steps	11
RESOURCES	12

INTRODUCTION

This is a guide written strictly for Learning Harbor Preparatory teachers. This guide is based on *Positive Discipline in the School and Classroom Manual* and *Bringing the High/Scope Approach to Your Early Years Practice*.

WHAT IS POSITIVE DISCIPLINE?

Positive Discipline is based on the work of Viennese psychiatrists, Alfred Adler and Rudolf Dreikurs. It is a trauma-informed practice which links behavior to a sense of connection to a person's community, by focusing on **5 socio-emotional skills**.

1. Self-Awareness
2. Social Awareness
3. Responsible Decision-Making
4. Self-Management
5. Relationship Skills

However, most importantly, positive discipline teaches students to practice self-regulation. They benefit from the experience of being able to repair mistakes without the use of incentives or rewards.

WHY IS IT IMPORTANT?

Positive Discipline builds character by supporting the development of an internal center of control. Students work collaboratively to develop communities. They develop a sense of social interest and awareness of actions that benefit the common good.

OUR POSITIVE DISCIPLINE POLICY

At Learning Harbor Preparatory, we know that making mistakes is a part of the growing process. Our goal is for students to learn from their mistakes and develop the socio-emotional skills that lead them to be respectful people. The role of faculty/staff/teachers is to guide the student in the process of developing these skills.

TYPES OF BEHAVIOR

ACCEPTABLE BEHAVIORS

Behaviors that show respect for oneself, others, and the learning community; promote learning; and guarantee the safety of everyone in the learning community.

These behaviors are reflected in socio-emotional skills such as:

- respect
- responsibility
- humility
- collaboration
- empathy
- self-regulation
- teamwork

UNACCEPTABLE BEHAVIORS

Behaviors that show disrespect, hinder learning or endanger others' safety in the learning community.

1. Behaviors that disrupt classroom learning:

- Failure to follow to adhere to class agreements
- The unnecessary use of digital devices within the classroom.
- Using digital devices for activities unrelated to the learning process, such as:
 - playing with apps
 - messaging
 - video gaming
 - social networking

2. Actions that disrespect another person or thing within the learning community:

- Intentionally embarrassing or humiliating someone through:
 - criticism
 - sarcasm
 - bullying
 - offensive language (verbal and non-verbal)
- The vandalization of school property or facilities

3. Behaviors that defame others or endanger the security (physical or non-physical) of other people:

- Any physical aggression whether committed with the intent to harm or not.
- The possession of any type of weapon on school property, such as:
 - guns
 - knives
 - stun guns/tasers
 - any mace-like spray
- Bullying (repeated and abusive behavior with the intention to inflict harm on another person or persons).
- The possession, consumption, distribution, or exchange (monetary or otherwise) of chemical substances on school grounds, which may cause physical or emotional harm.
- Any type of cybercrime such as:
 - fraud
 - information and/or identity theft
 - hacking
- The use, creation, and/or distribution of pornography, as well as any sexualized content, such as (but not limited to):
 - language
 - memes
- The distribution of any photograph, video, or audio of another student or faculty (within the school facilities) without their consent.
- Any defamatory actions, such as:
 - lies
 - manipulation
 - blackmail
 - rumors
 - libel

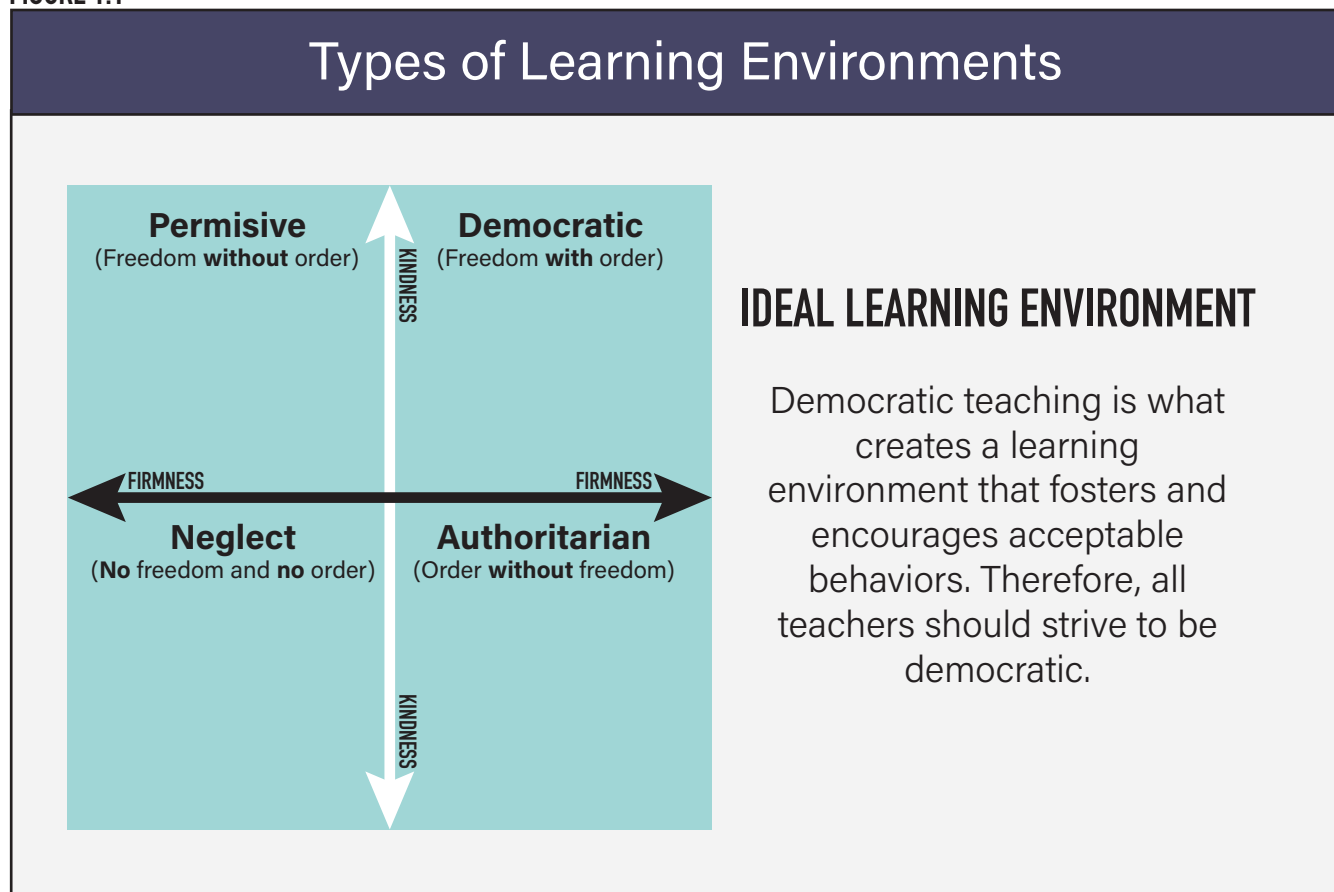
4. Disrespect for other people's property.

- Taking or using objects, materials, tools, ideas, or work from either another classmate or the internet, as well as cheating on an exam.

LEARNING ENVIRONMENTS

At Great Harbor, we believe that the way you teach impacts the behavior of your students. Effective teaching is about striking the perfect balance between firm and kind. Therefore, it is important for Great Harbor teachers to look at how students might behave given the different learning environments. On the following page, Figure 11. shows the four types of learning environments and which is the ideal environment for student success.

FIGURE 1.1



Discussion Questions:

- Have you ever had a permissive teacher? What was it like?
- Why is it important to have order in the classroom?

POSITIVE DISCIPLINE IN THE CLASSROOM

ESSENTIAL SKILLS

There are 11 essential skills needed for a positive discipline classroom. From the following list, this section will **focus on 3** of these.

1. Agreements and Guidelines

- 2. Routines
- 3. Meaningful work
- 4. Self-regulation
- 5. Communication skills

6. Mutual respect

- 7. Building cooperation
- 8. Mistakes and how to fix them
- 9. Encouragement
- 10. Respecting differences

11. Class Meetings

CLASS AGREEMENTS

Class agreements are guidelines created by the group to determine their course of action. In many traditional classrooms, students walk into the classroom and the “rules” are already posted on the wall. Creating the agreements as a class encourages student cooperation, as well as makes students aware of their actions and how their behaviors affect those around them.

Class agreements are important for the following reasons.

- They create a ‘shared’ class vision.
- Students learn to pause and reflect on their actions, which leads to self-regulation.

Teachers should use the guidelines to lead students through self-reflection and self-correction so that the whole class can work effectively and cohesively.

REMEMBER

Guidelines are not rules. They are flexible and can be amended at a later date (in a class meeting) if needed.

CLASS MEETINGS

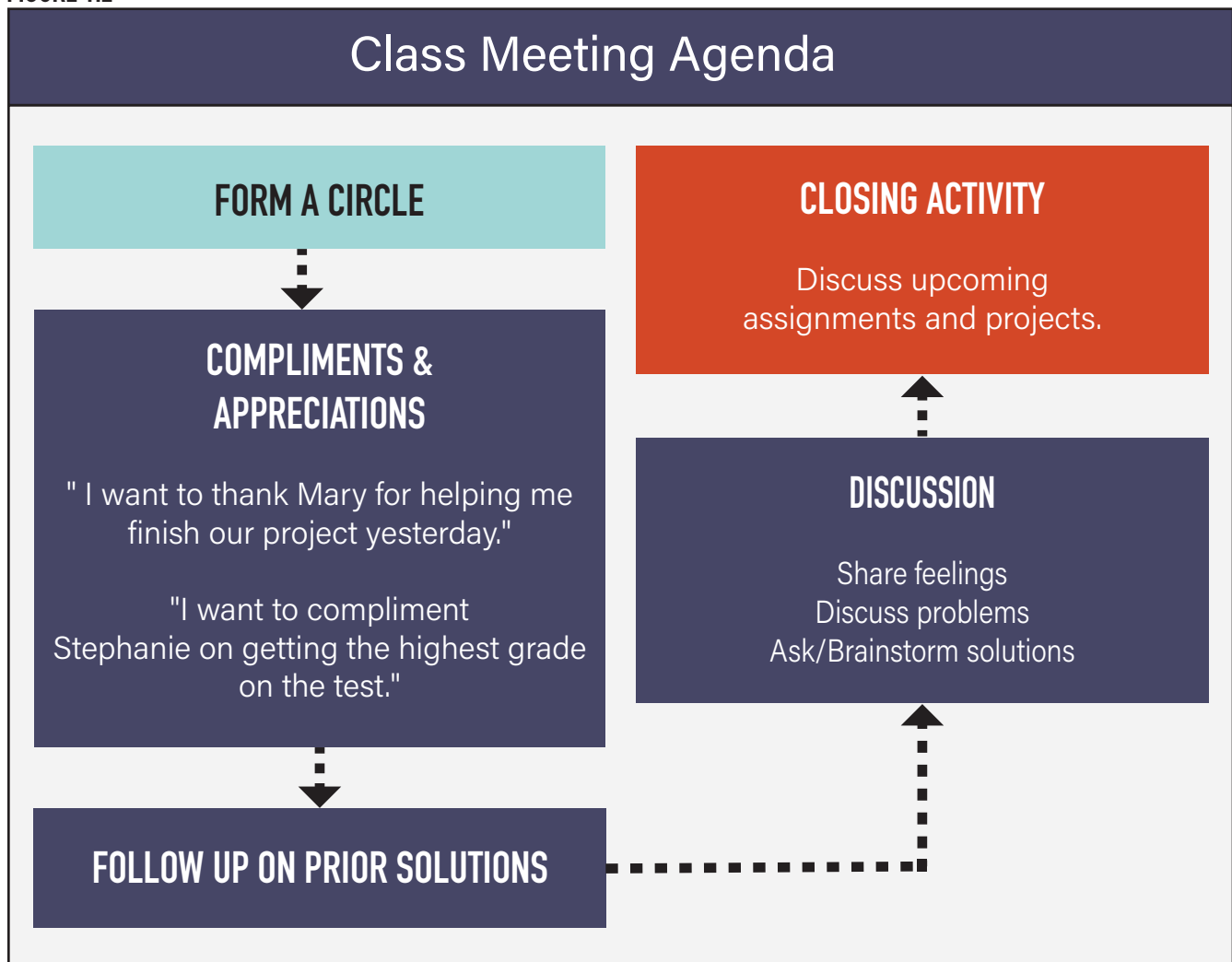
Class meetings are foundational for positive discipline in any classroom. They should be held by the teacher **once a week** (preferably on the same day).

To conduct a class meeting there are **6 essential skills** that must be used.

- Forming a circle
- Practicing compliments and appreciation
- Respecting differences
- Using respectful communication skills
- brainstorming solutions
- using the agenda and class meeting format

Figure 1.2 demonstrates how these skills should be used to conduct class meetings.

FIGURE 1.2



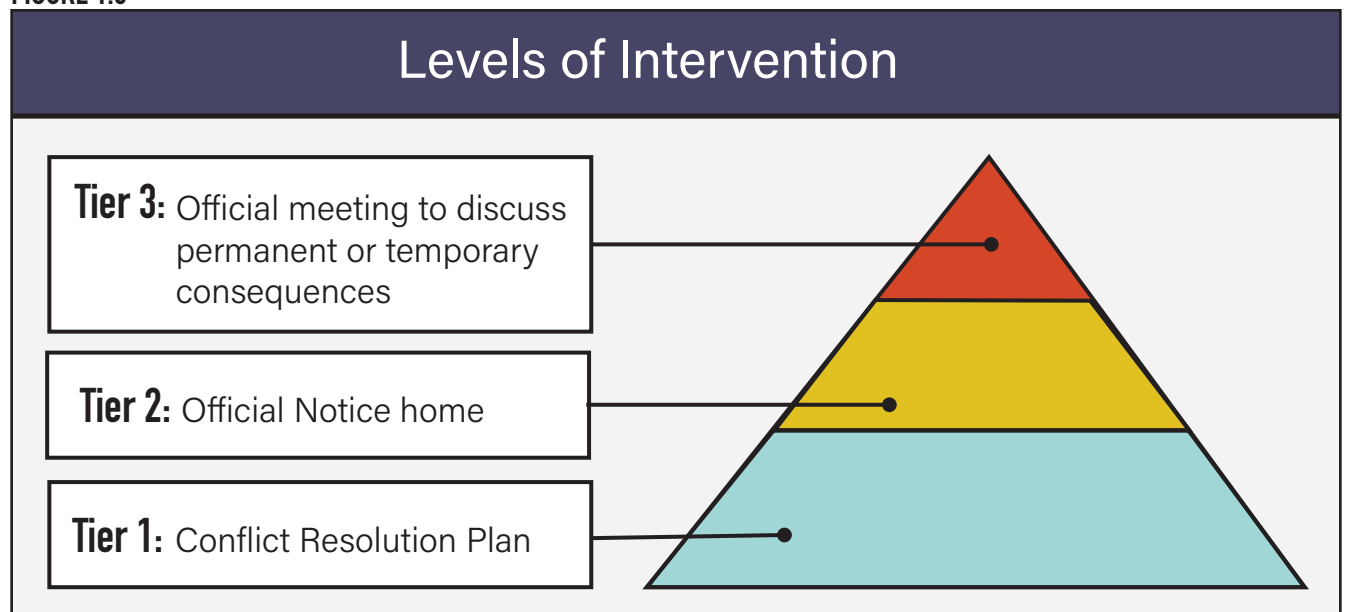
OUR DISCIPLINARY PROCESS

THE 3 TIERS

Great Harbor implements a 3 Tier disciplinary process. The same tier system is implemented for all grade levels throughout the school (Figure 1.3). **The 3 tiers are as follows:**

- **Tier 1:** Unacceptable yet unintentional behaviors, which can be efficiently redirected. In this case, the teacher guides the student through the 6-step conflict resolution plan.
- **Tier 2:** Persistent unacceptable behaviors in spite of reoccurring interventions. In this case, the teacher and counselor's office will coordinate in informing the guardian, through an official Notice on the school's communication platform. The goal is to work with the student's family to find causes and solutions to the student's unacceptable behavior.
- **Tier 3:** Behaviors that endanger the physical/emotional well-being of the student themselves, and/or others; behaviors that endanger school property. In this case, disciplinary intervention is mandated. The teacher's and counselor's office will jointly notify the guardians of the student through the school's communication site. Furthermore, a meeting will be held with the student, parents, and necessary school faculty. During this meeting, the administration will decide on a solution, such as a Disciplinary Warning, suspension, or expulsion, depending on the seriousness of the circumstance.

FIGURE 1.3



IMPLEMENTATION OF TIER 1 IN THE CLASSROOM

Below, Figure 1.4 shows a step-by-step process on how teachers can implement Tier 1, based on the students' behavior.

FIGURE 1.4

Teacher Observes Student Behavior	
Behavior is deemed Acceptable	Behavior is deemed Unacceptable
<p>Encourage the student's behavior by first acknowledging the behavior and then appreciating it.</p> <p>Example: "Samantha, you always turn in your homework on time. Thank you for your hard work!"</p>	<p>The teacher should commence with the following conflict resolution plan.</p> <ol style="list-style-type: none"> 1. Calmly address the situation. <ul style="list-style-type: none"> ▪ don't raise your voice ▪ adjust your height to the child's level 2. Acknowledge the child's feelings. <p>Example: "John, you look upset."</p> 3. Ask questions about the issue and restate the problem. <p>Example: "What happened?.... So you tripped while running?"</p> 4. Encourage them to create a solution to the problem. <p>Example: "What can we do next time to make sure this doesn't happen again?"</p> 5. Restate and accept the offered solution. <p>Example: "So you're going to walk next time instead of running?"</p> 6. Encourage the students to act on the solution for any similar situations in the future.

CONFLICT RESOLUTION

GOAL OF CONFLICT RESOLUTION

The goal of this plan (Figure 1.5) is to help the student develop the necessary socio-emotional skills for better behaviors and decision-making processes. The student is guided through the steps by their teacher.

THE 6 STEPS

FIGURE 1.5

1. Calmly address the situation. <ul style="list-style-type: none">▪ don't raise your voice▪ adjust your height to the child's level
2. Acknowledge the child's feelings. Example: "John you look upset."
3. Ask questions about the issue and restate the problem. Example: "What happened?....So you tripped while running?"
4. Encourage them to create a solution to the problem. Example: "What can we do next time to make sure this doesn't happen again?"
5. Restate and accept the offered solution. Example: "So you're going to walk next time instead of running?"
6. Encourage the students to act on the solution for any similar situations in the future.

RESOURCES

Lasala, McVittie & Smitha, Suzanne. (2018) Positive Discipline in the School and Classroom Manual. United States: Positive Discipline Association.

Green & Holt, Nicky. (2010) Bringing the High/Scope Approach to Your Early Years Practice (2nd edition). New York, NY: Routledge.

IMPORTANT NOTE

All visual aids within this guide can be found [here](#), as a downloadable PDF. All teachers are strongly encouraged to print these extra materials for their personal files.