

## **INTERACTIONS WITH CHILDREN POLICY**

**NQS 1.1.1, 5.1, 5.2, 6.1, 6.2 February 2018 Regulation 168 (2) (j) Regulation 155, Regulation 156 Version 1.11**

### **Preamble**

*At Roxby Downs Children's Centre we strive to provide a safe place for children to learn about themselves, others and the world and where learning can be fun, meaningful, exciting and engaging. These guidelines regarding interactions with children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.*

We acknowledge that families are the child's first educators and research confirms the powerful combined effect of home / prior to school and school has on every child's learning and life successes. We endeavour to establish and maintain positive partnerships with all families. The practices and principles of EYLF are implemented into everyday interactions with children and families. At Roxby Downs Children's Centre, relationships are the foundation for the construction of identity – 'who I am,' 'how do I belong' and 'what is my influence' (National Quality Standard Professional Learning Program Newsletter No. 50, 2013). We believe that everyone has the right to feel safe and that children should respect themselves, each other and the environment. It is important for children to develop a positive self-concept, and that the beliefs children have about themselves will not only affect what they do, but how they relate to others. The Educator's role is to develop a positive self-concept in each child and to share information about each child's learning and development with parents and families. All aspects of the program are critically evaluated to ensure appropriateness for all individual needs. We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately. Educators and parents need to share responsibility, maintain consistency at all times and create a safe, secure environment for children based on the understanding of the needs of individual children, while modelling appropriate behaviours.

Behaviour guidance should be used in situations where the child's behaviour may cause:

- Physical and/or emotional harm to themselves, another child/ren or another adult.
- Property damage ☒ Intrusion in another person's learning environment, physical space or rights.

### **Policy**

At Roxby Downs Children's Centre, the procedures are determined by developmental age of the child.

Behaviour guidance is carried out in a positive way and children are not physically/emotionally punished.

### **Site leaders will:**

- Provide access for all Educators to current information and research regarding behaviour guidance, either through written information or attending specific training sessions and workshops.

### **Educators will:**

- Plan for and provide an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play. Provide an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.

- Plan enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing appropriate risk taking, conflict resolution independence, leadership, respect for others and communication. Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices where possible. Use of the "You Can Do It" and "PAL" social-emotional skills programs
- Model positive behaviour including expressing feelings and emotions through language and communication and provide secure attachments through consistent, warm and nurturing relationships.
- Verbally reinforce positive behaviour in children at every opportunity by commenting on the behaviour e.g. "I like the way you are mixing the colours on your paper", or "Great listening", rather than "Good boy / girl."
- Define the limits of acceptable behaviour and ask children to participate in defining the limits.
- Involve children in goal setting developing group norms and the development of behavioural expectations and consequences
- Encourage children to make decisions for themselves and be offered choices to assist their decisions.
- Encourage children to verbalise feelings and ideas individually or within groups
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Explain consequences of certain situations so that children will be able to make decisions and be responsible for their own actions
- Educators may need to change the tone of their voice if necessary, rather than shout, while explaining to the child the correct way of behaving, e.g. "No throwing blocks. Blocks are for building."
- Instead of "time out," "time in" will be used for aggression only. The educator will remove the aggressive child from the child who has been hurt. The educator remains with the aggressive child and takes them to another experience while explaining to the child, e.g. "No hitting. Hitting hurts." The educator will encourage the child to participate in another learning experience. The child who has been hurt is to be reassured and comforted.
- Maintain consistency in guiding children's behaviour. Other educators, in the first instance, should support the decision made; however discussion and clarification can be sought, away from the presence of the children and after the event.
- Guide volunteers and Tertiary students in their interactions with children.
- Educators will communicate and liaise with families regarding their child's interactions with others at the Centre to ensure continuity of care for the child as much as possible. Educators or the Community Development Coordinator may provide resources such as books, web-sites, verbal information and support and when possible, parent sessions to assist them with any concerns on how to develop positive interactions at home which may include a list of agencies and support services.

**Educators will respond to challenging behaviours by:**

- Reminding children of expectations and limits and the reasons for these
- Support children to problem solve, negotiate, find resolutions and manage emotions appropriately
- Use Restorative Justice practices that support children to empathise with others and restore relationships
- Communicate with and involve families at the earliest opportunity to work together positively to assist the child's wellbeing and learning
- Assess individual children's learning and development and reflect on and review the planned program and how the active learning environment supports positive behaviours

- Create assertive teaching programs individually or within the group to build children’s resilience and coping strategies
- Be aware of our limitations and seek assistance when required
- Withdraw children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.

### **Supervision of children**

One on one supervision is not appropriate or achievable at all times throughout the day, although the Children’s Centre acknowledges and promotes close supervision at all times. Educators will position themselves throughout the indoor and outdoor areas to maximise supervision of all children to ensure that they are available to assist when necessary and help children to make positive decisions about their play. Preventative / safety measures are implemented when setting up or modifying the indoor and outdoor environments.

CREATED: August 2012

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SOURCED: DECD Supporting and Managing Children’s Behaviour: An early childhood resource (2004)  
 We Can Make a Difference – Learning and Developing in Child Care  
 Putting Children First – Issue 25 – March 2008  
 Early Years Learning Framework – 2009  
 Code of Ethics – Early Childhood Australia  
 Respect, Reflect, Relate (2008)  
 Site Behaviour Code Example – John Francis Clark Memorial Kindergarten  
 National Quality Standard Professional Learning Program, Newsletter No. 50 –  
 Perspectives on Quality (2013) Learning positive behaviour through educator-  
 child relationships (Early Childhood Australia 2013)