

Policy 16: Interactions with Children

RATIONALE

Relationships of trust are strengthened when interactions with children are warm and responsive. All staff are guided by a variety of learning frameworks to ensure children are safe – physically and psychologically, equitable, engaging, purposeful and meaningful for the child. Learning frameworks include *The Early Years Learning Framework – Belonging, Being and Becoming, Reflect, Respect, Relate* and the *You Can Do It Program*.

OUR RIGHTS:

At Flaxmill Preschool we believe that children:

- Have the right to learn and play in a friendly, safe, inclusive and supportive environment.
- Have a right to express their feelings and to be supported to develop positive behaviours.
- Learn best when they experience success and have a positive sense of wellbeing and self-esteem.

At Flaxmill Preschool we believe that staff:

- Have the right to be safe and teach in a friendly, cooperative and supportive environment.

OUR RESPONSIBILITIES:

- Staff and parents/caregivers need to share responsibility and work together by:
 - Being as consistent as possible
 - Creating a safe, secure environment for children
 - Modelling appropriate behaviours
- Children need to take responsibility of their own behaviour with the support of staff and parents.
- Children need to respect and care for themselves, others and the environment and property.

AS A STAFF TEAM WE WILL:

- Model appropriate behaviour
- Provide opportunities for children to take risks, experience success, engage in conflict resolution, problem solving, independence, respect for others and communication.
- Interact positively, using positive verbal and nonverbal guidance.
- Value and recognise the individual strengths, skills and interests of each child and use intentional teaching of appropriate behaviours and play skills.
- Provide lots of opportunities to communicate and ask open questions.
- Help children to recognise and articulate their feelings through sensory and other forms of play.
- Be fair, patient and sensitive to each child.

- Involve children in goal setting, developing rules and behaviour expectations and consequences.
- Be consistent and follow through when managing challenging behaviours.
- Respect others.
- Encourage open two-way communication with families.

We accept that:

- All children can feel angry, frustrated and upset at times and sometimes need help to express their feelings appropriately.
- Children learn from doing and seeing and not just being talked to about what acceptable behaviour looks and feels like.
- Children need to experience and know how to manage negative feelings from other people and that they are not always going to “get it right”.

For all children there are agreed ACCEPTABLE BEHAVIOURS and UNACCEPTABLE BEHAVIOURS.

Support and encourage these ACCEPTABLE BEHAVIOURS:

- Respecting and caring for each other
- Sharing equipment/adult time
- Taking turns
- Being cooperative
- Being polite and friendly to other children and adults
- Listening to others ideas and opinions
- Helping someone
- Using appropriate language and actions to express feelings
- Respecting others work
- Encouraging others to do their best work

Discourage these UNACCEPTABLE BEHAVIOURS:

- Shouting / talking loudly / interrupting
- Hitting / pushing / kicking
- Spitting / biting
- Swearing / name calling
- Uncontrolled running and chasing
- Throwing things / breaking equipment and property
- Snatching items
- Destroying what someone has made without their permission
- Gun play
- Upsetting or scaring others

Rules help to respect our rights and to encourage responsibility.

CONSEQUENCES:

Appropriate Behaviour:

- On-going positive encouragement and reinforcement
- Opportunity to be a leader or bell ringer.

Inappropriate Behaviour:

When we observe unsafe/unacceptable/aggressive behaviour occurring we will:

- Remind the child of the right for all people to feel safe, expectations and limits at preschool.
- Give a warning.
- Support the child to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Offer the option of staying at the activity or the chance to play elsewhere.
- Redirect the play or the child.
- Repair any damaged caused.
- Provide the child / children with some quiet thinking time with an educator either on the thinking chair or in the cosy corner.
- Communicate with parents about the child's behaviour.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring there is an adult with them at all times.
- When unacceptable behaviours are persistently repeated we will develop a behaviour support plan for the child, in consultation with parents and Department support services and a member of the school leadership team.

There may be times when staff choose to ignore the behaviour of a child if it is not dangerous. This may be because the behaviour will not physically or emotionally hurt another person.

SUPPORTIVE RESOURCES

Publication Date	June 2022	Review Date	June 2023
Related Policies, Procedures, Guidelines, Standards, Frameworks	National Quality Standard 2.2.pdf National Quality Standards 5.1 and 5.2 The Early Years Learning Framework for Australia.pdf Berry Street Education Model https://www.berrystreet.org.au/learning-and-resources/berry-street-education-model Regulation 155 Interactions with children http://classic.austlii.edu.au/au/legis/nsw/consol_reg/eacsnr422/s155.html Regulation 156 Relationships in groups http://classic.austlii.edu.au/au/legis/nsw/consol_reg/eacsnr422/s156.html Preschool support programs for children with disability and/or complex needs.pdf		

	<p>Reflect, respect, relate https://edi.sa.edu.au/educating/curriculum-pedagogy-frameworks/early-years-learning-framework/reflect-respect-relate</p> <p>Behaviour support policy.pdf</p> <p>Curriculum, pedagogy, assessment and reporting early childhood services to year 12 policy.pdf</p> <p>http://web.seru.sa.edu.au/</p> <p>Inclusive Education Support Program (IESP).pdf</p> <p>IESP - Frequently Asked Questions for Preschool.pdf</p> <p>Specialised education options for children and students with disability placement procedure.pdf</p> <p>Strategies for Managing Abuse Related Trauma – training.pdf</p> <p>Child protection in schools early childhood education and care policy.pdf</p>
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Endorsed by Staff and Governing Council June 2022

Policy review: This policy will be reviewed annually and/or as required based on department policy updates and/or advice.