

Reviewed by Governing Council Sept 2023

## Interactions with Children Code

### Purpose

Children's behaviour is a form of communication and is purposeful. Children's capacity to choose appropriate behavior is influenced by their temperament, interactions, life experiences and environmental factors.

1. Golden Grove Kindergarten will provide a safe, secure, and supportive environment in which to guide children in learning appropriate behaviours
2. Golden Grove Kindergarten educators will use a positive approach to behavior management that takes into account child and contextual factors
3. Educators work in partnership with families to support children's learning needs
4. Challenging behaviours are addressed in a timely and appropriate manner.

This policy aligns with the DfE Behaviour Support Policy 2022.

This policy meets the requirements of the Regulations within the National Quality Standard (Quality Area 5.2.2 – Interactions with children policy)

This policy reflects a focus on the relationship with children.

### Children have the right:

- To express their feelings and emotions and to be supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- To feel protected and develop in a psychological and physically safe environment
- To be supported by educators who model appropriate behaviours and ensure consistent expectations are maintained and implemented
- No child should be made to feel rejected, insecure, embarrassed, or ashamed

### As a team we believe

- Effective communication and learning occur when families and educators work together to develop common goals for children's wellbeing, learning and development
- Consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours
- Family partnerships are essential, and their individual perspectives are valued and respected.

**Families can support their children by:**

- Sharing their ideas and experiences about children's behavior with staff
- Discussing concerns with staff at the earliest possible opportunity
- Participating in open two-way communication with educators to ensure that each child's rights are met.

**Educators will support children through:**

- Planning for and providing an active learning environment, enabling every child to experience success which promotes a sense of belonging, being, becoming and provides enhanced opportunities to express feelings and learning through sensory and other forms of play.
- Intentionally teaching the development of skills and competencies, including resilience, communication agency, play entry and exit skill, appropriate risk taking, conflict resolution, independence, leadership, respect and care for others and belongings.
- Providing support when children are struggling to problem solve, negotiate, find solutions, and manage their behaviours appropriately, implementing a range of strategies.
- Providing support to children when they are at risk of hurting themselves or others, accompanying them to an alternate area and supporting them to work through the situation aiming for positive outcomes for all involved, withdrawing other children away, and creating calm spaces for children to calm down. Refer to the guidelines of restraint in "Protective Practices" when making professional judgements on how to ensure all children's safety. If a child's actions and behaviours continually affect the safety and wellbeing of others, educators will collaborate with families and support services personnel to develop strategies to assist the child to positively and safely engage and interact with others and the curriculum.
- Working with parents to enact an agreement outlining strategies to assist in supporting the child's self-regulation and active and positive involvement in the daily curriculum, such as the child staggering their finish times whilst they are building self-regulation strategies to successfully complete a full day, or parents staying at kindy for a while in the morning to ensure the child feels safe and secure to stay for the day.
- Interacting positively using positive language and non-verbal guidance (ie. signing, pictures, gestures) and acknowledging and modeling respectful behaviours.
- Making professional judgements which values the relationship with the child when working to maximize children's positive behaviours
- Using Restorative Justice practices that support children to empathise with others and restore relationships.
- Assessing individual and groups of children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours
- Planning, implementing, monitoring, and reviewing individual learning plans in partnership with families and support services.
- Seeking assistance where required from internal service providers within Student Support Services
- Involving families in effective consultation and communication, working with families to develop common goals for a child's wellbeing, learning and development.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the children's wellbeing and learning.
- Attending PD sessions to develop further knowledge and understanding around children's literacy, emotional and self-regulation development and child protection strategies.