



Liberman Kindergarten

Supporting Positive Interactions

Rationale: We believe that everyone has the right to feel safe and secure at all times and that children should respect themselves, each other, educators, the environment and resources. We accept that children feel angry, frustrated and upset at times and that they have differing abilities to manage negative feelings. They have different levels of understanding and experiences of boundaries/limits and the reasons for them.

Links to Quality Standards:

1.2.1 Educational Program and Practice - Educators are deliberate, purposeful, and thoughtful in their decisions and actions

2.1.1 Children's Health and Safety - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation

5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

Families will:

- Communicate with Educators regarding any concerns throughout their child's time at kindergarten and work with educators to ensure a safe environment for all children.
- Share the responsibility for encouraging and modelling effective strategies for positive interactions for their child.

Educators will:

- Involve children in defining safe and unsafe behaviours and strategies for supporting positive interactions (e.g. green/red choice program).
- Maintain consistency and respect for each child's dignity when guiding their interactions.
- Role model positive interactions, including expressing feelings and emotions through appropriate language or actions, including appropriate body language, tone of voice and facial expressions.
- Be inclusive of everyone, encourage friendships and role model inclusive language and actions.
- Be responsive to teaching moments that reinforce positive interactions between children so that they can experience success and positive self-esteem. Likewise,

Reviewed August 2022

To be reviewed August 2024

acknowledge children's feelings in times of challenge (e.g. frustration, anger, sadness, etc) and reinforce positive strategies to manage them.

- Embed strategies for supporting children's emotional literacy and capacity to self-regulate their emotions (e.g. yoga, sensory toys, stamping mat, punching bag, sign language etc).
- Adopt a collaborative approach by communicating and liaising with families regarding their child's interactions to ensure consistent expectations for their child.
- Be aware of children's backgrounds and different cultural practices
- Provide resources to parents to assist them with supporting children's positive interactions at home
- Refer children when there are ongoing and concerning interactions to Department for Education support services (or other agencies) and plan, implement, monitor and review individual learning plans in partnerships with families and support services.
- Utilise pedagogical documentation to reflect collaboratively on underlying causes and functions of concerning interactions
- Provide individualised strategies to support children's learning where required – all children are individuals and the strategies for guiding interactions should reflect this.

SOURCED:

Convention on the Rights of the Child

Dept for Education – Keeping Safe: Child Protection Curriculum 2nd edition August 2021

Dept for Education - Behaviour Support Toolkit

