

Interactions with Children Policy

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

As Educators we believe:

- All children have the right to feel secure, and to learn and develop in a safe, environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development.
- That the consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.
- Bullying behaviours are not tolerated within our Centre.

As an educator team we promote positive behaviour and interactions by:

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Incorporating Kimochis, Occupational Therapy and Child Protection aspects into the curriculum.
- Ensuring that limits set are reasonable and understood by all children and adults.
- Providing 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.
- Using positive verbal and non-verbal guidance.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning to enable opportunities for the development of skills, and dispositions including: resilience and agency; entry and exit skills when playing; considered and safe risk taking; conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open two way communication with families to ensure that each child's rights are met.

We respond to challenging behaviours by:

- Reminding children of expectations and limits and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice Practices that support children to empathise with others and restore Relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Assessing individual 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 behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is nearby during this time.

**Endorsed September 2016
Next Review September 2018**