

Interactions with Children

National Quality Standard 5.1 and 5.2

Signed: A Tyler
Director

Regulation 168(2) (i) **Key Regulations 155, 156**

Signed: G D'Agostino
Chairperson

Rationale

Review Date: August 2024

Our Policy is based on:

- **the Centre's Philosophy: "is founded on our knowledge that early childhood development focuses on the whole child, fostering each child's identity and wellbeing and view them as capable and competent learners".**
- **'Commitments To Action' (the Early Childhood Australia, Code of Ethics)**

All Staff will:

- Act in the best interests of all children
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- Ensure childhood is a time for being in the here and now and not solely about preparation for the future
- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- Value the relationship between children and their families and enhance these relationships through practice
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- Negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- Respect children as capable learners by including their perspectives in teaching, learning and assessment
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms. Information is password protected.

By focusing on what the child CAN do rather than what they can't, we aim to support all children to develop the confidence and skills to:

Treat themselves and others with RESPECT

- Care for each other
- Greet and welcome each other
- Value each other's property and belongings

- Care for the Kindy environment and resources
- Learn that verbal abuse i.e. threats, racial taunts and name calling are not okay

Show RESPONSIBILITY towards themselves, others and the environment

- Share and take turns
- Look after equipment and resources
- Help others
- Healthy and safe practices i.e. hand washing, healthy food options and playing safely
- Learn that biting, hitting, kicking, spitting, hurting, bullying, pushing, pinching, throwing sand, toys or stones etc. is not okay

Demonstrate the PERSISTENCE needed to develop and maintain positive relationships

- Use appropriate social language and behaviours e.g., saying “please stop it, I don’t like it” and holding up hand as a stop signal
- Keep on trying even if it is hard

STRATEGIES TO SUPPORT AND GUIDE CHILDREN WILL INCLUDE

1. Re-directing the play or the child
2. Offering choices
3. Talking about the problem
4. Using ‘time in’ by sitting with or near the child until they are in control of their emotions. This does not mean giving into them. It means supporting them to manage their own anger/frustration/sadness etc.
5. Using visual aids e.g., pictures and social stories to support children’s learning
6. Child Protection Curriculum. Implementing the Department of Education, Child Protection Curriculum.

Staff will also:

- Model appropriate behaviour
- Provide opportunities to take risks and experience success
- Be positive
- Value children as individuals
- Encourage children to accept responsibility
- Provide opportunities for problem solving
- Help children to recognise and manage their feelings
- Be fair, patient and consistent
- Discuss each child’s social/emotional wellbeing and development with the family at the parent chats in Terms 1 and 3, and as required throughout the year as appropriate
- Organise further meetings, referrals, or services as needed to ensure each individual child is supported in the best possible way.

We will respond to Extreme behaviours by:

- Remove the child or other children to a safe place.
- Ensure the safety of the child and educator/s. (physical restraint may be necessary if there is threat of harm to others)
- Staff to support the child to self-regulate their emotions.
- Refer to strategies to support and guide children for next steps
- Document process, behaviors, injuries, and outcomes.
- Contact and discuss with families
- Contact support services if extreme behaviors continue

<u>Encouraged Behaviours</u>	<u>Discouraged Behaviours</u>
<p>Language that encourages others</p> <p>Giving, sharing and taking turns</p> <p>Positive attitude</p> <p>Caring and kindness</p> <p>Working together cooperatively</p> <p>Safe / constructive play</p> <p>Being polite</p> <p>Listening to others</p> <p>Taking responsibility for own behaviour</p> <p>Self-control</p> <p>Using appropriate social language</p> <p>Respecting and caring for others</p> <p>Participating in activities</p> <p>Being friendly</p> <p>Helping</p> <p>Using appropriate social language and actions (eg. "please", "I don't like that")</p> <p>Valuing other people's property (including something they made or built)</p> <p>Walking inside the building</p> <p>Washing hands before eating and after going to the toilet</p>	<p>Name calling, teasing</p> <p>Hitting, kicking, pinching, biting, spitting</p> <p>Throwing objects inappropriately</p> <p>Disrespecting themselves, others, property the environment</p> <p>Climbing fences/gates</p> <p><u>Non Physical (emotional behaviours)</u></p> <p>Verbal abuse</p> <p>Threats</p> <p>Bullying</p> <p>Racial taunts</p> <p>Yelling and screaming (directed at an individual)</p> <p>Swearing</p>

Resources

Code of Ethics Early Childhood Australia <http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care(login required)
<https://edi.sa.edu.au/library/document-library/controlled-guidelines/protective-practices-staff-interactions-children-young-people.pdf>