Interactions with Children Policy

Rationale
This policy aims to support the development of positive relationships between children and with each child and their family.

We believe that everyone has the right to feel safe and secure, to feel a sense of belonging, and to have warm relationships with people they can trust. We believe that children learn best when they are treated with consistency and respect, experience success and have positive self-esteem. We acknowledge and accept that there are times that children will feel angry, frustrated and upset, and need help to express their feelings appropriately. We support a child’s right to make decisions and to have choices. We encourage all to accept responsibility for their own behaviour and its consequence, and to respond appropriately according to their developmental ability.

We share these responsibilities of creating safe environments for children, modeling appropriate behaviours and providing consistency with parents and caregivers.

What You Can Expect
Staff will:

• Value the dignity of each child as an individual
• Be fair and understanding
• Be positive
• Help children to recognize their feelings
• Model appropriate behaviours and provide clear guidelines and expectations for all
• Provide opportunities for children to take risks and experience success
• Encourage children to accept responsibility
• Provide opportunities for children to interact and develop respectful and positive relationships with each other and with staff and volunteers
• Provide opportunities for problem solving and managing conflicts
• Provide many opportunities for talking and asking questions
• Make learning relevant and manageable for children
• Be consistent and follow through when supporting positive choices and behaviours
• Maintain confidentiality at all times when discussing children’s behaviour.

We support children to:

• Be safe and happy
• Be relaxed
• Share
• Be confident and take risks

Last revision description
Title changed from Behaviour Management to Interactions with Children to match EYLF language. Content aligned with rationale and expectations. Reference to responsibility and consequences, and confidentiality added. References cited.

Review date
May 2015
• Become assertive and show initiative
• Solve problems
• Be able to communicate effectively
• Be able to express themselves and to be heard
• Be able to work together in a cooperative manner
• Show respect for others
• Take responsibility for their actions

When unsafe or unacceptable behaviour occurs staff will:
1. Remind children of expectations and offer choices
2. Redirect the play or the child
3. Talk about the problem, eg what would happen if... thereby encouraging children to consider the consequences and to set reasonable limits and boundaries
4. If unsafe behaviours are repeated ‘time away’ will be initiated

**NB Time away** for a brief period in a quiet space away from activity provides time for individuals to think about their behaviour, what they have done, and what they can change. The child is accompanied by a staff member and supported to recognise their feelings and to consider how to react to them in a positive way. When the child is in control and ready, they are supported to rejoin the group. Actions are recorded and the parent is notified.

Below is a table providing some examples of acceptable and unacceptable behaviours at kindergarten.

<table>
<thead>
<tr>
<th>Acceptable Behaviours</th>
<th>Unacceptable Behaviours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respecting and caring for others</td>
<td>Hitting</td>
</tr>
<tr>
<td>Sharing and taking turns</td>
<td>Kicking</td>
</tr>
<tr>
<td>Being cooperative</td>
<td>Spitting</td>
</tr>
<tr>
<td>Being polite</td>
<td>Pushing</td>
</tr>
<tr>
<td>Participating in activities</td>
<td>Pinching</td>
</tr>
<tr>
<td>Being friendly</td>
<td>Swearing</td>
</tr>
<tr>
<td>Listening</td>
<td>Biting</td>
</tr>
<tr>
<td>Helping</td>
<td>Throwing – sand, stones or toys</td>
</tr>
<tr>
<td>Using appropriate social language (eg “please stop, I don’t like that“)</td>
<td>Non-Physical (emotional behaviours)</td>
</tr>
<tr>
<td>Valuing other people’s property (including something they made or built)</td>
<td>Verbal abuse</td>
</tr>
<tr>
<td>Walking inside the building</td>
<td>Threats</td>
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<tr>
<td>Washing hands before eating and after going to the toilet</td>
<td>Bullying</td>
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<td></td>
<td>Racial or sexist taunts</td>
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<tr>
<td></td>
<td>Yelling and screaming</td>
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<td>Name calling</td>
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</tbody>
</table>

If you have any queries or concerns, don’t hesitate to speak to staff. We thank you for your support.

**References**
