



Interactions with Children Policy

1998, 2010, 2013

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	Review date
Title changed from <i>Behaviour Management</i> to <i>Interactions with Children</i> to match EYLF language. Content aligned with rationale and expectations. Reference to responsibility and consequences, and confidentiality added. References cited.	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.

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

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

References

Australian Children's Education and Care Quality Authority (2011), 3 Guide to the National Quality Standard. Accessed 20 August 2012 <http://acecqa.gov.au/resources-and-templates/>

Child Youth Health, Parent easy guide 02 (Discipline (0-12 years)). Accessed 12 November 2012 <http://www.parenting.sa.gov.au/pegs/>

DECS (2010) Family Day Care *Guiding Children's Behaviour Policy*, accessed 20 August 2012, <http://www.decd.sa.gov.au/familydaycare/pages/standards/>

The Ministerial Council for Education, Early Childhood Development and Youth Affairs (2011), *Education and Care Services National Regulations*, under the Education and Care Services National Law. Accessed 27 August 2012 <http://acecqa.gov.au/national-quality-framework/national-regulations/>