



## Elizabeth North Early Learning Centre

### Policy Statement Interactions with Children

#### **Rationale**

At Elizabeth North Preschool we believe that all children have the right to feel safe, secure, supported and to be treated with respect. Educators developing responsive, warm, trusting and respectful relationships with children promote their wellbeing, self-esteem, sense of security and belonging encouraging children to explore the environment and engage in meaningful play and learning.

Exploring and learning to socialise appropriately with others and to manage feelings, behaviours and responsibilities is a complex process. When educational leaders, coordinators and educators take a positive, strengths-based approach to guiding children's behaviour, they ultimately empower children to regulate their own behaviour and develop the skills needed to interact and negotiate effectively with others (Guide to the National Quality Standard, p.224).

#### **Policy Statement**

Based on the National Quality Framework, Early Years Learning Framework and the United Nations Convention on the Rights of the Child it is emphasized that:

- Respectful and equitable relationships are maintained with each child
- Responsive and meaningful interactions build trusting relationships which engage and support each child to feel safe, confident and included
- The dignity and rights of every child are maintained
- Each child is supported to build and maintain sensitive and responsive relationships
- Children are supported to collaborate, learn from and help each other
- Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

#### **As educators we believe:**

- All children have the right to feel safe and secure
- All children have the right to learn and develop in a psychologically and physically 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 a child's well being, learning and development
- Consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- 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.

#### **As educators we promote positive behaviours and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides greater opportunities for learning through play
- Ensuring that limits set are reasonable and understood by all children and adults
- Engaging children in conversations related to safe/unsafe play and the impact these behaviours have on self and others
- 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
- Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, problem solving skills, respect for others and communication
- Interacting positively, using positive language, listening, 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 will 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 plans in partnership with families and DECD support services (eg. Behaviour Coach or Child Wellbeing Practitioner) as necessary
- Seeking assistance when required
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time.

This policy relates to the following National Law and Regulations:

*Education and Care Services National Law Act 2010:*

Section 166 – Inappropriate discipline

Section 168 – Policies and Procedures (2) (h) providing a child safe environment

Section 155 – Interactions with children

Section 156 – Relationships in groups

National Quality Standards

Quality Area 5 – Relationships with children

5.1 Relationships between educators and children

5.2 Relationships between children

Quality Area 6 – Collaborative partnerships with families and communities  
6.1 Supportive relationships with families

Quality Area 7 – Governance and Leadership  
7.1 Governance supports the operation of a quality service

**Approved at Governing Council on** \_\_\_\_\_

**Approved by Principal/Deputy Principal:** Graham Wood and Celeste Matthews

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