

### **INTERACTIONS WITH CHILDREN Regulation 168 (2) (j) Regulation 155, Regulation 156 Version 1.16**

At Keithcot Farm Children's Centre, we acknowledge that families are the child's first Educators and research confirms the powerful combined effect of home / prior to school settings and school has on every child's learning and life trajectory. We aim to establish and maintain positive partnerships with all families. The practices and principles of EYLF are implemented into everyday interactions with children and families. Relationships are the foundation for the construction of identity – 'who I am,' 'how do I belong' and 'what is my influence' (National Quality Standard Professional Learning Program Newsletter No. 50, 2013).

We believe that everyone has the right to feel safe and that children should respect themselves, each other and the environment. It is important for children to develop a positive self-efficacy, and that the beliefs children have about themselves will not only affect what they do, but how they relate to others. The Educator's role is to promote a positive self - concept in each child and to share information about each child's learning and development with parents and families. All aspects of the program are critically evaluated to ensure appropriateness for all individuals.

We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately. Educators and parents need to share responsibility, maintain consistency at all times and create a safe, secure environment for children based on the understanding of the needs of individual children, while modelling appropriate behaviours.

Behaviour guidance should be used in situations where the child's behaviour may cause:

- Physical and/or emotional harm to themselves, another child/ren or another adult.
- Property damage
- Intrusion in another person's learning environment, physical space or rights.

#### **Policy**

- At Keithcot Farm Children's Centre, the procedures are determined by the developmental age of the child.
- Behaviour guidance is carried out in a positive way and children are not physically or emotionally punished.

#### **Site leaders will:**

- Provide access for all Educators to current information and research regarding behaviour guidance, either through written information or attending specific training sessions and workshops.

#### **Educators and Allied Health staff will:**

- Model positive behaviour including expressing feelings and emotions through language and communication and provide secure attachments through consistent, warm and nurturing relationships.
- **Verbally reinforce positive behaviour in children at every opportunity by commenting on the behaviour e.g. "I like the way you are mixing the colours on your paper", or "Great listening", rather than "Good boy / girl."**
- Define the limits of acceptable behaviour and ask children to participate in defining the limits.
- Encourage children to make decisions for themselves and be offered choices to assist their decisions.
- Explain consequences of certain situations so that children will be able to make decisions and be responsible for their own actions.
- Educators may need to **change the tone of their voice if necessary, rather than shout**, lower their voice and speak slowly and firmly while explaining to the child the correct way of behaving, e.g. **"Remember to walk inside.** Outside is for running."
- If a child has been hurt as a result of another child's challenging behaviour, they will be reassured and comforted.
- Instead of "time out," "time in" will be used for challenging behaviours. The Educator will remove an aggressive child and remain with them. The Educator may say "I can see that you are feeling angry, but hitting hurts. If you feel like hitting, we could go outside and hit the punching bag." The Educator will encourage the child to participate in another learning experience.
- Maintain consistency in guiding children's behaviour. Other Educators, in the first instance, should support the decision made; however discussion and clarification can be sought, away from the presence of the children and after

the event.

- Educators need to constantly initiate a risk assessment of the environment – who is needing an Educator's support and involvement? Who is managing the environment independently? Which children can be invited to join the play rather than 1:1 supervision.
- Guide volunteers and Tertiary students in their interactions with children.
- Educators will communicate and liaise with families regarding their child's interactions with others at the Centre to ensure continuity of care for the child as much as possible. Educators or Allied Health staff may provide resources such as books, web-sites, verbal information and support and when possible, parent sessions to assist them with any concerns on how to develop positive interactions at home which may include a list of agencies and support services.

**CREATED:** November 2007

**REVIEWED:** November 2007, November 2008, June 2009, June 2010, June 2011, April 2012, April 2013, April 2014, April 2015, April 2015, April 2016, April 2017, April 2018, April 2019, January 2020, January 2021, January 2022

**TO BE REVIEWED:** January 2023

**SOURCED:** DECS Behaviour Management Guidelines: Supporting and Managing Children's Behaviour (2004)  
 South Australian Curriculum Standards Accountability Framework (2001)  
 We Can Make a Difference – Learning and Developing in Child Care  
 Putting Children First – Issue 25 – March 2008  
 Code of Ethics – Early Childhood Australia  
 Belonging, Being & Becoming – The Early Years Learning Framework for Australia (2009)  
 Respect, Reflect, Relate (2008)  
 Site Behaviour Code Example – John Francis Clark Memorial Kindergarten  
 National Quality Standard Professional Learning Program, Newsletter No. 50 – Perspectives on Quality  
 Learning positive behaviour through educator-child relationships (Early Childhood Australia 2013)