

Forest Hill Community Preschool Inc. Policies and Procedures

INTERACTIONS WITH CHILDREN QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN

Education and Care Services National Regulations 2011: regulation 155, 168
Link to National Quality Standard: 5.2.1; 5.2.3; 7.3.5

INTRODUCTION

A positive atmosphere and the wellbeing of children within Forest Hill Community Preschool is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected and feel a sense of belonging.

GOALS

Interactions with children will

- Promote a safe, secure and nurturing environment
- Be authentic and responsive
- Be based on fairness, acceptance and empathy with respect for culture, rights, community and the individual

STRATEGIES

- Staff interactions with children are warm and friendly
- Staff treat all children equally and accommodate their individual needs, respecting diversity of background
- Staff use a positive approach in guidance and discipline
- Staff are responsive to children's feelings and needs
- Staff initiate and maintain communication with children and their communication conveys respect
- Staff show respect for children's developing competence and foster their self-esteem and independence
- Staff interact with children to stimulate their curiosity and thinking
- Staff create a stimulating and pleasant atmosphere

The National Regulations do not specify how often policies should be reviewed but Policies should be looked at and reviewed as regulations/ legislation or circumstances change or arise and kept in line with changes in the industry or Preschool, and with current research and contemporary views on best practice. We acknowledge Community Child Care Cooperative for use of their example policies to develop our services policies.

Date Adopted: 2nd August 2000

Date Reviewed: July 2013

Due for Review: July 2014

Date Amended:

The Nominated Supervisor and Educational Leader shall:

1. Guide professional development and practice to promote interactions with children that are positive and respectful
2. Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference

Educators and staff will

1. Respond to children's communication in a just and consistent manner
2. Respond sensitively to children's attempts to initiate interactions and conversations
3. Initiate one to one interactions with children during daily routines and conversations with each child
4. Support children's efforts, assisting and encouraging as appropriate
5. Support children's secure attachment through consistent and warm nurturing relationships
6. Support children's expression of their thoughts and feelings
7. Encourage children to express themselves and show an interest and participate in what the child is doing
8. Encourage children to make choices and decisions
9. Acknowledge children's uniqueness in positive ways
10. Respect cultural differences in communication and consider alternative approaches to own
11. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach

Children's Rights, Family and Cultural Values

Interactions within the Preschool are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administration procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication

Listening

Educators and staff must use listening as a foundation for interactions. Listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communications, suspending judgment and in giving full attention to children as they communicate. Truly attending to children as they communicate promotes a strong culture of listening.

The National Regulations do not specify how often policies should be reviewed but Policies should be looked at and reviewed as regulations/ legislation or circumstances change or arise and kept in line with changes in the industry or Preschool, and with current research and contemporary views on best practice. We acknowledge Community Child Care Cooperative for use of their example policies to develop our services policies.

Date Adopted: 2nd August 2000

Date Reviewed: July 2013

Due for Review: July 2014

Date Amended:

Children and Families

A culture of respectful interactions is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

Time is dedicating to reflecting upon interactions with children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

Role Modelling

Educators model positive interactions when they

- Show care, empathy and respect for children, other educators and staff and families
- Learn and use effective communication strategies

Quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop skills and understandings they need to interact positively with others

EVALUATION

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, cooperation and empathy. This is evident in conversations, communication, pedagogy and planning for children and families.

The National Regulations do not specify how often policies should be reviewed but Policies should be looked at and reviewed as regulations/ legislation or circumstances change or arise and kept in line with changes in the industry or Preschool, and with current research and contemporary views on best practice. We acknowledge Community Child Care Cooperative for use of their example policies to develop our services policies.

Date Adopted: 2nd August 2000

Date Reviewed: July 2013

Due for Review: July 2014

Date Amended:

BEHAVIOUR MANAGEMENT.

RATIONALE:

By setting appropriate and consistent limits to behaviour we can provide a secure environment in which children can explore their physical and social world. Setting limits helps children to feel secure and safe and to find appropriate expressions for feelings that are hard to control.

Behaviour management is about teaching children about what is good to do, what is not good and what is safe, and what angers or hurts other people. It needs to help children learn what to do instead of what not to do. Behaviour management is based on self discipline and self control- not coercion. It is a gradual and developmental process.

AIMS

- To foster behaviour based on control of self and understanding and appreciating other peoples needs, rights and feelings.
- To ensure that positive behavioural strategies are used with the children in order to promote their self-esteem and security.
- For each child to develop an understanding of self control and of other peoples rights and needs.
- To ensure that staff set consistent limits and use positive behavioural strategies to develop appropriate social behaviour in the children.

PRACTICES:

- Staff must ensure children are given positive guidance towards socially acceptable behaviour
- Staff should encourage children to use appropriate strategies to resolve conflict.
- Staff should help children care for each other and their surroundings.
- Staff should provide appropriate role models of behaviour for the children.
- Staff should be kept informed about changes in behaviour management philosophy in Early childhood settings.
- Staff should discuss their behaviour management techniques with the parents and incorporate positive behavioural strategies that are used in the child's home.
- Behaviour management and expectations of behaviour will vary greatly among individuals, different cultures and child rearing practices and staff must be sensitive towards this, respecting the believes and values of the families at Pre school.

Date Adopted 2nd August 2000

Date reviewed: 7th May 2003 04 05 06 07 08

Date amended:

Behaviour Management Techniques:

- **No Physical punishment is to be used at any time.**
- When you stop a child or redirect them or reprimand them you should explain why eg 'we don't ride the bikes on the verandah because if you fall off you will get hurt from the hard cement'.
- Avoid using threats like 'if you don't help pack up you won't be able to have lunch' instead give positive encouragement to get the child to pack up like 'I know you are really good at packing up those puzzles'.
- Staff are to avoid labelling the child as 'naughty' or 'bad' but are to explain to the child why the behaviour is unacceptable.
- Show children what they can do rather than what they can't.
- Only give choices to children when they can make the decision eg don't say 'would you like to come inside now?' when it's lunch time and you need the child inside.
- Accentuate the positive, suggest appropriate alternatives, try not to focus attention on the inappropriate behaviour.
- Stress the consequences of the child's actions eg "we won't be able to play if all the toys are broken".
- Have appropriate limits and expectations suited to the developmental ages stages and needs of the individual and groups of children.
- Be consistent, set limits and stick to them.
- Support other staff in behaviour management, eg if you hear another staff member saying 'no' to a child don't say 'yes' if the child approaches you.
- If you disagree with another staff member discuss it later (not in front of the children).
- Limit the options you give children eg 'if you don't wish to join in our game you may sit over there'.
- Divert attention, make suggestions for ways to solve the problem.
- Continually observe the children and when necessary step in before a potential problem arises.
- When possible ignore inappropriate behaviour. Sometimes reacting to inappropriate behaviour is like rewarding it because the child is getting attention.
- Give lots of praise and encouragement for appropriate behaviour.
- Encourage the children to learn to say 'NO' to others inappropriate behaviour and to seek adult help when necessary.
- Encourage the children to talk through their problems and to tell the other person how they are feeling rather than resorting to lashing out

Date Adopted 2nd August 2000

Date reviewed: 7th May 2003; 04, 05, 06, 07, 08

Date amended: