



## INTERACTIONS WITH CHILDREN POLICY (Including Behaviour Support)

We are committed to the cultural safety of all children, including Aboriginal and Torres Strait Islander children, children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability.

### **Rationale:**

Positive interactions between Educators and Children ensure that children develop to their optimum in all areas – physical, emotional/social, cognitive, and spiritual. Interactions and relationships ensure that children can develop a sense of belonging to the Centre and wider community. Providing positive interactions with children will allow children to feel safe, secure, supported, and respected.

### **Aims:**

To ensure that all interactions between children and staff are in adherence with our Centre Philosophy and are in tune with the overall wellbeing of each child.

To ensure that every child is safe while in our care.

To support each child to manage their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflicts.

To have guidelines for supporting children's behaviours that are God centred, encourage children to cooperate, enhance the child's self-esteem, and build skills to be aware of, and interact positively with, others.

To ensure we recognise the importance of our role in a child's life, to respond, record, and report incidents, disclosures, or suspicions of child abuse or misconduct.

### **Implementation:**

We, as educators and carers, understand the privilege and responsibility that we hold in each child's life, and therefore aim to care and educate each child through interactions that are meaningful, caring, respectful, warm, and friendly. In doing so, we hope to pass on the same values and attitudes to the children in their own future interactions.

*Educator's interactions with children will occur in a way that ensures the children:*

1. Have the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
2. Are given the opportunity to build resilience and self-reliance and to develop self-esteem
3. Are guided towards positive and responsible behaviour, based on control, and understanding of self and understanding and appreciation of other people's needs, rights and feelings.

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4. Each child's individual needs are considered, including gender, age, background, additional needs, etc. and children will not be required to perform tasks which are outside their personal limitations.

*Interactions between educators and children ensure that the dignity and rights of each child are maintained always. This is demonstrated when:*

1. Child management techniques do not include physical, verbal or emotional punishment.
2. Children are not frightened, threatened or humiliated.
3. A child is not isolated, other than in accordance with the sickness, or accident policies, or with pre-arranged parental consent as per the child's specific behaviour support plan.
4. A child is supported in developing an understanding of acceptable behaviour through positive interactions with educators and peers. Educators will demonstrate positive behaviour and engagement with children, staff, families, and the community.
5. The values of the child's family are respected.
6. The child is supported in learning experiences.
7. The child is given emotional support and guidance.
8. The child is provided with a safe place for communicating wants and needs, and their voice is listened to, and respected by their educators.

### **Procedures and Strategies**

- The environment will provide places for children to play in both small and large groups (facilitating choice of peer group and choice of experience).
- The environment will be set up to provide children with play choices based on interests and intentional teaching (EYLF p. 15)
- The environment and the program will provide for the child to succeed at regulating their behaviours.
- Educators will actively engage with children.
- Educators will notice escalations in play and join in to redirect.
- Limits will be set and explained to children so there is consistency of expectations.
- Educators will give priority to nurturing relationships and providing children with consistent emotional support, so children can be assisted to develop skills and understandings about how to interact positively with others. (EYLF, p.12).
- Educators will spend time listening to children and responding appropriately so children learn that their opinions are respected and valued.
- Educators will take every opportunity to help children learn about other cultures and lifestyles in everyday situations in order to facilitate respect for diversity. (EYLF. p. 27).
- The environment and interactions of educators will reflect the culture and values of families attending the centre and the wider community, so children have opportunities to explore diversity of culture, heritage, background, and tradition. (EYLF, p.27)
- Educators are not merely 'supervisors' of play but will facilitate learning in the environment by moving around between children's play and experiences offered.
- set up to prevent problems

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- Educators will take time to discuss calmly with children what he or she is feeling, giving the children access to their voice and feelings. This will form the basis for learning moments which support positive choices and interactions with peers and educators. When children demonstrate an extended pattern of difficult behaviours, we will work with the family, child, and primary educators to develop a support plan.

### **Procedures for supporting difficult behaviours**

If a child is unable to self-regulate, they will need the support of their educators, family, peers, and sometimes the community to develop the skills to self-regulate. When developing a support plan, we will remember that each child is created in the image of God for a purpose and is of great value. We will ensure they are aware that their voices are heard, and they are included in the process of supporting their behaviours.

Each individual centre, on a child-by-child basis, will develop strategies to support the child as part of his or her support plan. This will ensure that each child's individual needs, cultural background, family values, etc. are considered and respected. All members of the child's support system will work together to develop the support plan (educators, children, parents, and, if needed, members of the community or allied health professionals).

### **Educator responsibilities:**

To help children learn to self-regulate.

To set up the environment to allow children to succeed at all things, including self-regulation.

To fully reflect on behaviours and the impact of an educator's actions on the child.

To reflect on personal factors that may be affecting the child.

To consider what they, as the adult and skilled educator, can change.

Record reflections.

To record behaviours of concern in a detailed way. Record what has occurred, when and all of the other circumstances that were occurring at the time. Record over a period of time and analyse the entries looking for patterns, and to share this information with the child's family to develop a support plan for the child.

### **This policy links to:**

Biting Policy

Inclusion and Cultural Diversity

Temporary Separation of a Child from the Early Learning Service

National Quality Standards: 2.2.1, 2.2.2, 4.2.2, 5.1.1, 5.1.2, 5.2.2, 6.1.2, 6.1.3, 6.2, 7.1.2.

National Law (section) and National Regulations (regulation 155-15)

\*For centres who wish to use it, the Rumpus Room Behaviour Incident record can be used. Educators may also choose to utilise the Incident reports on OWNA for this purpose, or any forms which best suits the needs of the children in their centre.