



Policy No: CE-POL-014/3/2013

Supporting Interactions with Children

Custodian: Management
Committee

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Version No: 3

Approved By:
Melissa Smithen
Chairperson

**On behalf of the Management
Committee.**

Approval Date: 15/8/18

Next Review Date: 15/6/20

Supersedes:
Site Behaviour Code version 2

1 Purpose:

All children have the right to feel safe and to have trusting, secure relationships. All children have the right to be treated with dignity and respect, to be listened to and to have a voice in decisions that affect them. At C.a.F.E. Enfield Children's Centre we are committed to ensuring these rights for children. This policy aims to nurture and uphold respect and shared responsibility for and by all.

2 Scope:

Approved Provider (At this site we have 2 approved providers-the Management Committee & Dept. for Education)
Nominated Supervisor
Educators
Parents & Children
Students & Volunteers

3 Supporting Documents:

[Centre Philosophy](#)
[Early Childhood Australia Code of Ethics](#)
[United Nations Conventions on the Rights of the Child](#)
[Supervision of Children Policy](#)
Keeping Safe; Child Protection Curriculum

4 Policy Details:

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. Educators acknowledge that children's behaviour is a purposeful form of communication, and they actively support children to recognise, name, understand and manage their feelings.

5 Procedures:

It is the responsibility of all educators to model consistent positive behaviours to support and guide children towards developing positive relationships. In their daily interactions with children, educators draw on current theoretical knowledge and multidisciplinary perspectives (Eg Marte Meo, Occupational Therapy principles) which support children's sensory and emotional regulation.

Positive relationships we encourage are:

- Listening and responding to others
- Being inclusive and respectful of each other
- Being caring and empathetic towards others
- Engaging in positive social interaction with others and the development of friendships
- Expression of acceptance and tolerance of all differences, cultures and backgrounds.
- Resilience, confidence and persistence, supporting all to have a go, to work through problems and look for solutions
- Care and respect for the physical environment

Ways Educators can support positive behaviours

- Value and support parents as their child's first educator and respect their right to make decisions about their child. Communicate openly and respectfully about their child, and engage in shared decision-making in relation to their child's learning, development and wellbeing
- Support and empower children to negotiate their rights in relation to the rights of others and intervening sensitively when children experience difficulty in resolving disagreement (NQS 5.2).
- Engage in discussions with children about responsible choices and responsibilities
- Use Fair/ Unfair, Safe/Unsafe language & visual cues when talking about behaviour
- Be clear about expectations and whenever possible, consult with children in order to formulate these expectations
- Promote an inclusive positive outlook, sense of humour, enthusiasm and fun
- Provide opportunities for children to take risks and experience achievement and allow time for practice, failure and success.
- Support children to work collaboratively with others
- Model respectful behaviour and positive language.
- Notice and name appropriate behavioural responses by children
- Plan flexible learning environments that provide a balance of quiet and active spaces, experiences to support emotional self-regulation, and that cater for the individual learning needs and interests of all children
- Use intentional teaching strategies to support the development of children's play skills and group entry skills
- Engage in critical reflection about the curriculum, learning environments and educator's intentional teaching strategies and the ways that these can influence behaviour.

Behaviours which are considered unfair/unsafe:

- Any behaviour that puts a child or others at risk of physical harm, for example: bullying, hitting, kicking, pinching, biting and consistently not following safety rules.
- Any behaviours that places a child or others at risk of psychological harm, for example name calling, put downs, exclusion from play and bullying
- Any behaviour that is disruptive to the child's or group's learning, for example exclusion or distracting others,

- Any other behaviour which is socially unacceptable for example spitting, intentional toileting in the play space.

Procedure for responding to unfair/ unsafe behaviour (individual children)

- Step 1 Clear and open communication is used to talk to the child about the behaviour. Work collaboratively with the child to resolve the issue, whilst acknowledging
- a. The child's and others feelings- name their feelings
 - b. The developmental understandings of the child and others
 - c. And ensuring the safety of all children.
 - d. These are learning opportunities for children
- Step 2 If the unfair/unsafe behaviour reoccurs, the child will be directed to an alternative play activity. An educator must remain in close proximity to the child to:
- a. Model and scaffold appropriate play skills and
 - b. Continue to ensure the safety of all children
 - c. In the event of behaviours continuing, Educators will work with room team to document concerns as per child observation folder for the purpose of developing a consistent response to these behaviours.
- Step 3 When continued ongoing unfair/unsafe behaviours occur, the Team Leader will work with the Director to inform the family/carers. A meeting will be set up to formulate a Behaviour Support plan for the child. This will contain agreed strategies, expectations and goals.
In cases of continuing or serious concerning behaviours consultation with available support services for advice and/or referral may be sought.

When a group of children are collectively engaging in unfair/unsafe behaviour, refer to procedure below

Procedure for responding to unfair/ unsafe behaviour (group of children)

- Step 1 Talk to the group about agreed guidelines for safe behaviour to ensure all children understand.
- Step 2 If children divert from the guidelines, they will be reminded of the guidelines, with the agreed consequence highlighted.
Room teams will work together to document behaviours for discussion to develop a consistent approach/action to such behaviours.
- Step 3 When continued ongoing unfair/unsafe behaviours occur, the Team Leader will work with the Director to inform the families/carers. A meeting will be set up to formulate a Behaviour Support Plan to benefit the children. This will contain agreed strategies, expectations and goals.
In cases of continuing or serious concerning behaviours consultation with available support services for advice and/or referral may be sought.

6 Related Legislation and Regulations

Education and Care National Regulations

Reg 73 Educational Program

Reg 74 Documenting of child assessments or evaluations for delivery of an educational program

Reg 155 Interactions with children

Reg 156 Relationships in groups

Education and Care National Law Act 2010: Sections 166, 167

7 Definitions of Terms:

Bullying

'Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies. Conflict or fights between equals and single incidents are not defined as bullying.

Bullying of any form or for any reason can have long-term effects on those involved, including bystanders.

Examples of bullying

Examples of bullying behaviour include:

- Deliberate and repeated name-calling
- Physical contact – hitting, kicking, unwanted touching
- Making sexist or racist remarks
- Spreading rumours
- Texting abusive messages, sending images online or comments on social networking sites
- Threatening someone
- Excluding someone from groups, social activities or games.

8 References:

Belonging, Being & Becoming, Early Years Learning framework (EYLF) 2009

Education and Care National regulations 2011

Guide to the National Quality Framework 2018

United Nations Convention on the Rights of the Child, UNICEF, 1996

<http://www.schools.sa.gov.au/speced2/bullying/bullyharassment/> Department of Education and Child Development (DECD) Accessed 18/05/2016

Early Childhood Australia Code of Ethics 2016

Sample Policy-Interactions with Children, Community Early Learning Australia, accessed online 28/6/18 at <https://www.cela.org.au>

9 Reviewing Strategy and History:

Review should be conducted biennially to ensure compliance with this procedure

Version No.	Reviewed By	Approved By	Approval Date	Review Notes
1	Management Committee Educators Parents	Liam Fudali- Chairperson	24/7/13	Supersedes Positive behaviour guidance policy New format
2	Management Committee Educators Parents	Josephine Salisbury- Chairperson	15/6/16	Added regulations & legislation Amended wording in Purpose Minor amendments Updated referencing
3	Management Committee Educators Parents	Melissa Smithen Chairperson	15/8/18	Changed Title from "Site Behaviour Code". Changed title of Procedure sections Amended wording in Policy Details & Procedures Updated referencing

