



Giralang Primary School

ADVENTURE IN LEARNING, CARING AND ACHIEVING



Giralang Preschool

Interactions with Children Procedures

Purpose

The Giralang Primary School Preschool Unit's 'Interactions with Children Procedure' has been developed to highlight our belief of the vital importance of developing positive, caring and nurturing relationships with all children within the preschool. The educator's communication practices and interactions with children highly influence the child's brain development and overall learning and development in all areas. Educators and children form special relationships and attachments within each room of the preschool.

General 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)
- 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 (EYFL p.12).
- Educators will spend time listening to children and responding appropriately so they learn their opinions are valued and can build self esteem and self concept
- Educators will take every opportunity to help children learn about other cultures and lifestyles in everyday situations in order to facilitate respect for diversity. This will help children become aware of connections, similarities and differences between people (EYLF p. 27)
- Will support all children's attempts to interact and communicate regardless of the child's communication abilities and form caring and trusting relationships and secure attachments with all of the children in their immediate care
- Will support new children in care and provide them with extra special attention to form secure attachments
- Will develop rituals to help settle children at arrival and departure times
- Will engage in play with children
- Allow children to initiate their own play and make choices

- Allow and encourage children to express themselves and their opinions
- Help children to develop self-help skills and foster their independence
- empower children to feel confident in their learning environment, foster their self-esteem and feel a sense of belonging and ownership within their room
- Will develop a balance of quiet and noisy experiences
- Will observe children for signs of distress and attend to their emotional needs
- Will communicate with families about their child's care practices and aim to connect the home to the preschool by working in collaboration together ensure that all children feel a sense of belonging in their own room
- Will pay close attention to what children are saying and communicate through active listening, talking and observing
- Will collaborate with children in their learning experiences
Will ensure that the atmosphere is relaxed and happy
- Will sit and engage in conversations at mealtimes and provide an unhurried meal time which is relaxed
- Will support the child's home language by using routine words where appropriate with parent collaboration
- Will ensure each child is supported to feel, secure, confident and included
- Will encourage and acknowledge children's efforts and achievements
- Will respect children and ensure the dignity and rights of the child are maintained at all times
- Will allow children to use items of comfort from home, e.g. a favourite toy
- Will support children in developing positive relationships with their peers by role modelling, initiating play in small groups and peer scaffolding
- Will identify children's individual and shared interests and program experiences to support them
- Will identify children who are displaying problems with their learning or development and work collaboratively with the preschool, families and community services (if applicable) to work towards helping the child by developing an 'Inclusion Support Plan'
- Assist children to develop dispositions to regulate their own behaviour and support them to identify their own feelings
- Will ensure that each child is positively guided and encouraged towards socially and developmentally acceptable behaviour
- Will put the child first at all times by asking "what's good for children?" when problem solving
- Will develop relationships with all members of a child's family

Educators will be observed to:

- be continually developing respectful relationships with children and their families
- speak with children at the child's eye level 80% of the time

- use calm quiet voices (no shouting) and non-coercive body language (no finger pointing, hand on hips, rolling of eyes)
- respond to children using sentences
- intentionally guide conversations using active listening
- role model appropriate communication skills
- restrict the use of the word 'no' for certain occasions
- actively pre plan all learning experiences and transitions to ensure inclusion and success
- acknowledge each child's uniqueness in positive ways
- ensuring mealtimes are relaxed and unhurried and educators take the time to sit and talk with children
- encouraging children to initiate conversations about their experiences inside and outside the preschool as well as what is happening around them, express their ideas and feelings, share humour with all educators and seek assistance as they take on new challenges and try to do things for themselves
- developing routines, as well as planned and spontaneous experiences, that are organised to maximise opportunity for meaningful conversations between children and educators and we will ensure that all children have equal opportunity to engage in one-to-one and small group conversations with educators
- actively 'walk the' statement of philosophy which is visible and accessible for all stake-holders.
- participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance
- model reasoning, prediction and reflection processes and language
- collaborate with children about routines and experiences
- use techniques such as sign language and other resources and tools to support children with additional needs when this is helpful to them
- use information from their observations of interactions with children to extend the children's thinking and learning
- contribute to reconciliation and equity by ensuring all children are familiar with the rich and long history of Aboriginal and Torres Strait Islander cultures

Educators ensure that interactions with children 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
- 4) Are not required to perform inappropriate duties with regard to each child's age and cultural values

Interactions between educators and children ensure that the dignity and rights of each child are maintained at all times and that:

- 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 if they are sick, had an accident or with pre-arranged parental consent
- 4) A child is given positive guidance towards developing and practising positive behaviours
- 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

Interactions between educators and children will ensure that all children are well supervised:

- 1) No member of the primary contact team is to perform other duties while supervising children
- 2) All children are supervised at all times having regard to their age and development and activities in which they are engaged
- 3) Children are supervised when going to the bathroom for toileting and hand-washing in an organised group situation
- 4) Children are monitored as much as possible to ensure they do not climb over or under fences

Parents/carers are responsible for:

- Reading and complying with the 'Interactions with Children Procedure'.
- Engaging in open communication with educators about their child.
- Informing educators/staff of events or incidents that may impact on their child's behaviour at the preschool (e.g. moving house, relationship issues, a new sibling).
- Informing educators/staff of any concerns regarding their child's behaviour or the impact of others.
- Working collaboratively with educators/staff and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.

Guiding Positive Behaviours

The terms defined in this section relate specifically to this procedure.

Adequate supervision:

(In relation to this policy) supervision entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during

toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Behaviour guidance:

A means of assisting children to self-manage their behaviour. It differs from traditional 'behaviour management' or 'discipline' which generally implies that an adult is 'managing' children's behaviour or using punishment to control children. Behaviour guidance applies to all forms of behaviour, not just behaviours labelled as 'negative'.

Positive Behaviour Support Plan: A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties to self-manage his/her behaviour. The plan is developed in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professional support agencies as applicable. At Giralang Preschool Unit the Disability Education Coordinator will support the development of plans.

Challenging behaviour: Behaviour that: disrupts others or causes disputes between children, but which is part of normal social development infringes on the rights of others causes harm or risk to the child, other children, adults or living things is destructive to the environment and/or equipment inhibits the child's learning and relationship with others is inappropriate relative to the child's developmental age and background.

Notifiable complaint:

A complaint that alleges a breach of the Act or Regulation, or alleges that the health, safety or wellbeing of a child at the service may have been compromised. Any complaint of this nature must be reported by the Principal to the Office for Schools of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). reports to the Office for Schools must include:

- details of the event or incident

- the name of the person who initially made the complaint
- if appropriate, the name of the child concerned and the condition of the child, including an AIR (accident or incident report) where relevant
- any other relevant information.

Serious incident:

An incident resulting in the death of a child, or an injury, trauma or illness for which the attention of a registered medical practitioner, emergency services or hospital is sought or should have been sought. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the Regulations or is mistakenly locked in/out of the service premises (Regulation 12). A serious incident should be documented in an Incident, Injury, Trauma and Illness Record (AIR) as soon as possible and within 24 hours of the incident. The Regulatory Authority (through Office for Schools) must be notified within 24 hours of a serious incident occurring at the service (Regulation 176(2)(a)). Records are required to be retained for the periods specified in Regulation 183.

Sources

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia:
- www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/EarlyYearsLearningFramework Early Childhood Australia (ECA) Code of Ethics (2006): www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html
- Guide to the National Quality Standard, ACECQA: www.acecqa.gov.au and <http://acecqa.gov.au/links-and-resources/national-quality-framework-resources/>
- Guiding children's behaviour in child care – a NCAC Factsheet for Families:
- http://ncac.acecqa.gov.au/familyresources/factsheets/guiding_children's_behaviour.pdf
- Inclusion and Professional Support Program (IPSP), Department of Education, Employment and Workplace Relations, Australian Government:
- www.deewr.gov.au/earlychildhood/programs/childcareforservices/supportfamilyccs/pages/
- [inclusionsupportprogram.aspx](http://www.deewr.gov.au/earlychildhood/programs/childcareforservices/supportfamilyccs/pages/inclusionsupportprogram.aspx)
- Rothwell, Philip (2008), 'Guiding Children's Behaviour', from Putting Children First, Newsletter of the National Childcare Accreditation Council, 25 March, p16–18
- United Nations Convention on the Rights of the Child: www.unicef.org/crc/

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, the Nominated Supervisor will: regularly seek feedback from everyone affected by the policy regarding its effectiveness monitor the implementation, compliance, complaints and

incidents in relation to this policy keep the policy up to date with current legislation, research, policy and best practice revise the policy and procedures as part of the service's policy review cycle, or as required notify parents/carers at least 14 days before making any changes to this policy or its procedures.

Review:

The procedure is reviewed annually.

Last Reviewed: January 2022

Date for next Review: January 2023

NQS Quality Areas: 1, 5 & 6

EYLF Learning Outcome: 1, 2, 3 & 4

Regulations: 155, 156, **168**, 170 & 171

Who is affected by this policy?

Children
Families
Educators
Management