



Rainbow Preschool Policy and Guidelines

Policy Name: Interactions with Children

Links to National Quality Framework:

**Children (Education and Care Services National Law Application) Act 2010 No 104
New South Wales – Section 3 (2)(b); 3(3)(a)(b)(c)(d)(e)(f);166**

Education and Care Services National Regulations: 155-156,168(2)j

**National Quality Standard for Early Childhood Education and Care and School Age
Care: Standards: 1.1; 2.3.1; 2.3.4; 3.2.2; 4.1; 4.2; 5.1; 5.2; 6.2; 6.3.1; 6.3.2; 6.3.3**

The Early Years Learning Framework for Australia: Belonging, Being & Becoming

Principles: 1. Secure, respectful and reciprocal relationships; 2.Partnerships; 3. High expectations and equity 4. Respect for diversity.

Practice: Holistic approaches; Responsiveness to children; Learning through play;
Intentional teaching; Cultural competence; Continuity of learning and transitions –

Outcomes: 1,2,3,4,5

Policy Statement:

Forming relationships with children and supporting children's behaviour are processes which focus on the 'whole' child. Rainbow Preschool will provide a secure, welcoming and stimulating environment which will encourage respectful and reciprocal relationships with children. Educators will support the development of a strong sense of wellbeing with children through positive interactions, nurturing relationships and providing children with consistent emotional support. This support will assist children to develop the skills and understandings they need to interact positively with others. Through being responsive to all children's strengths, abilities and interests, educators will acknowledge children's complex relationships and will be able to sensitively intervene in children's interactions in ways that promote consideration of alternative perspectives and social inclusion. Educators will promote children interacting with others with care, empathy and respect through modelling care, empathy and respect for children, staff and their families. Educators will also model explicit communication strategies to support children to initiate interactions and join in play and social experiences in ways that sustain productive relationships with other children.

Educators will form mutually respectful relationships with families and through open communication families will be involved in determining appropriate strategies for dealing with challenging behaviours. Information regarding avenues for support for families will be available.



Educators will support each other and critically reflect on ways to improve relationships and interactions with children and their families. Educators will be provided with up to date training and resources on dealing with challenging behaviours and will be given support to develop educational programs that cater for children's strengths, interests and developing skills which will support any additional behavioural needs.

Rainbow Preschool recognises and understands that a child's behaviour may be affected by their:

- Age and development;
- Unique personality and individual interests;
- Level of familiarity with our centre's routines and room expectations;
- General health and wellbeing - whether the child has appropriate and adequate nutrition and whether the child has had adequate rest and sleep;
- Relationships with their family;
- Play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- Educator's teaching strategies and caring practices, which includes how these strategies are implemented;
- Psychological and emotional influences on the child;
- Relationships with other children and adults in the centre;
- External factors, such as family, home life, school or peer group experiences, or media coverage of traumatic events.

Creating the right environment

- Educators create a welcoming and positive environment where children and families develop a trusting and respectful relationship.
- Children and families are actively encouraged to collaborate with educators about curriculum decisions in order to ensure that learning experiences are meaningful.
- Families are encouraged to openly communicate with educators regarding their child's individual needs, change in behaviours or concerns they may have. Families are also encouraged to inform educators of any relevant information that may influence their child e.g. environmental, psychological or emotional.
- Educators plan and implement experiences to promote co-operation and collaboration.
- Educators create learning environments with sufficient space that are open ended and flexible and that are likely to encourage positive social interactions e.g. enough and varied equipment offered to cater for each age level, clear traffic flow etc...
- Educators provide opportunities for children to use processes such as exploration, collaboration and problem solving across all aspects of the curriculum. Opportunities will be provided to enable children to initiate their own experiences using equipment and resources that they can access independently in a supported and active learning environment.



- Educators provide spaces that respond to the individual interests and strengths of children and encourage curiosity, persistence and creativity. These spaces encourage confident and involved learners who are increasingly able to take responsibility for their own learning, personal regulation and contribution to the social environment. These experiences will enable the development of cooperation, sharing and helping skills.
- How children move from one experience to another is planned to allow smooth transitions and limit disruption.
- Educators establish regular routines to create a predictable, safe environment and to create smooth transitions where children understand where they need to be and what they need to do at a certain time or during an activity e.g. lunch routine, seated activities
- Educators plan a pattern of quiet and active activities to prevent over-excitement or over-tiredness

Positive Interactions with children

- Educators will provide children with strategies to make informed choices about their behaviours
- Educators will maintain high expectations of each child's capabilities
- Educators will mediate and assist children to negotiate their rights in relation to the rights of others
- Educators recognise and encourage positive, friendly and supportive behaviours of children towards each other. Children's strengths, efforts and achievements are acknowledged to promote a positive environment.
- Educators show their respect for children by using an appropriate, sensitive tone and volume when speaking with children. Educator's model positive interactions and communication at all times.
- Educators allow children appropriate freedom and responsibilities based on their developmental stage.
- Children are encouraged to express their feelings in acceptable ways and to settle their differences in a calm manner. Educators talk to children about the types of emotions they experience and how to recognise similar feelings in the future.
- Educators listen to children's needs and provide them with opportunities to work through their emotions with support and independently. Children's attempts to deal with their emotions are acknowledged and supported.
- Children's behaviour can be redirected by offering alternative experiences or providing a choice of activities.
- Educators will consistently model care, empathy and respect for children, staff and families. Educators will model behaviour that encourages inclusion, a sense of fairness, empathy and co-operation with others.
- Educators will show respect for diversity, acknowledging the varying approaches of children, families, communities and cultures



- Educators will help all children to understand how their behaviour affects others and will ensure children's play:
 - Does not make any other child feel frightened or intimidated.
 - Respects the rights and feelings of others.
 - Is not overly boisterous or at a level that is disruptive or unsettling for other children.
 - Is valued and supported.

Setting limits:

- Clear guidelines about acceptable behaviours are developed with input from children, families, educators/staff, committee members and management. Open communication is encouraged between families and educators/management.
- Behaviour expectations will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.
- Educators will negotiate with children and involve them in setting agreed rules and safety and behaviour limits to encourage ownership of the limits. Children will be supported in assuming responsibility for their actions and behaviour.

Challenging behaviours

Rainbow Preschool believes that developing a positive and supportive relationship with children encourages them to learn skills in dealing with situations that arise in an appropriate manner and using socially acceptable methods and techniques.

- Educators will try to distract/diffuse a situation, if appropriate, before behaviours escalate.
- Behaviour expectations will be clearly expressed using positive, simple and clear language.
- Educators will speak in terms of the behaviour and not the child when referring to behaviours of concern.
- Educators will use a firm, calm manner indicating what they expect from the child – presenting it to the child as a choice wherever possible.
- Educators will not react to conflict situations by getting angry themselves as this could inflame the situation further. If an educator feels they are getting angry and may be unable to control their anger in a particular situation, they will ask for assistance from another educator while they remove themselves from the incident to cool down.
- Educators will be clear about the consequences for the child's behaviour and will consistently follow through with consequences.
- *If a child is hurt or a child displays violent behaviours then please follow the guidelines under 'specific behaviours'.*
- A period of time may be needed, so the child can calm down before discussing an incident or behaviour, and sharing their feelings with the educator.



- Where a dispute or conflict occurs educators will talk separately to all children involved, be calm, fair, positive and firm in their assessment of the situation. Wherever possible the children will be involved in deciding on the appropriate course of action to follow.
- No child will be isolated for any reason other than illness or accident for any period of time. Children will be supervised by an educator at all times.
- Rainbow Preschool does not support any disciplinary action involving corporal punishment, isolation, physical restraint, demeaning, humiliating or frightening punishment, or withholding food or drink.
- It is important that educators restore a positive relationship with the child before they go home e.g. read a story, comment on a positive behaviour they have displayed.

Specific Behaviours

Physical violence: biting, hitting, punching, kicking, scratching, attacking, throwing things

If a child significantly hurts another child the following procedures will apply:

- Educators will attend first to the injured child to comfort and assess their injuries (call another educator if necessary). First aid will be applied in accordance with **Rainbow Preschool's Incident/Accident/Illness Report**.
- The educator will talk about the incident with the child engaged in the inappropriate behaviour, explaining what the unacceptable behaviour was and explain the consequences of his/her action, using language they will understand.
- Educators will investigate the incident further to determine appropriate actions and consequences.
- **Rainbow Preschool's Incident/Accident/Illness Report** will be completed and a copy given to the injured child's parents/guardian and the parents/guardians of the child engaged in the inappropriate behaviour. Educators will not disclose names of the other children involved in the incident.
- If violent behaviours are an ongoing concern than a behaviour management plan will need to be developed, in consultation with the child's parent's/guardian's.

Parents/Guardians interactions with children

- Parents/guardians who wish to discipline their own children whilst in the service will not at any time use any form of corporal punishment or use unacceptable language.
- Non-enrolled children in the company of their parents/guardians will be required to conform to service policy on acceptable behaviour. If a parent/ guardian are not able to control their non-enrolled child's behaviour they will be asked to remove the children from the service.



Managing extreme or persistent behavioural challenges

- If a child's behaviour places him/herself or another child in danger, educators will act immediately to prevent the danger, and then talk through the problem with the child or children concerned.
- Educators will ensure that the child's parents are kept informed of any behavioural and developmental issues or concerns relating to their child.
- If children consistently display unacceptable behaviour the educator will consult with the director to try and establish a pattern or cause and ensure:
 - The expectations of the child's behaviour are realistic and appropriate for their developmental level
 - The child understands the limits.
 - There is no conflict between service and home expectations.
 - The child's needs are being met.
 - The service is set up to encourage independence, experiences are fun and stimulating.
 - The child has no impediments which may cause the unacceptable behaviours e.g. language difficulties, sensory processing difficulties, attention difficulties.
 - The child isn't copying observed behaviours.
 - Interactions are appropriate and positive between child and educator.
 - Triggers for behaviours are investigated e.g. educators/staff/students or particular times, events, transitions.
 - Events at the service have not encouraged the behaviour.
 - Consequences of the behaviour do not encourage it to persist.
 - Strategies are consistently followed by all educators in contact with the child.
- Where children exhibit recurring behavioural challenges the nominated supervisor / coordinator and the child's educator will work with the child and the child's family to develop a behaviour guidance management plan to ensure that management of the behaviour is consistent between the service and home.
- Information regarding avenues for support for families or referrals to appropriate agencies or health professionals will be discussed if necessary.
- Monitoring and follow up meetings may be needed in order to assess the effectiveness of the plan.

Guidelines for Physical restraint

- Educators may make legitimate use of physical restraint if all non-physical interventions have been exhausted or are impossible in the circumstances and a child is:
 - attacking another child or adult
 - posing an immediate danger to him/herself or others
- The use of restraint with a child in situations where the safety of others is threatened is to prevent injury. The restraint must be reasonable in the particular circumstances of the incident. It must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the child.



- Educators who may be expected to use physical restraint should access appropriate training.
- Educators are to use physical restraint only as a last resort and not as a response to:
 - disruption to the education or care facility
 - refusal to comply
 - verbal threats
 - leaving a classroom or school
 - a need to maintain good order

Unless someone's safety is clearly threatened
- Use of appropriate physical force may be permitted to ensure that the educator's duty of care to protect children and staff from foreseeable risks of injury is met.
- Educators are not expected to place their own safety at risk in responding to violence or aggression in others and are supported by Work Health and Safety (WHS) legislation, regulations and codes of practice.

Further Sources:

Policy Created Date: August 2013

Policy Review Date: August 2015

Signature: _____

Date: _____

Signature: _____

Date: _____