



# Victor Harbor Community Kindergarten

## **QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN**

### **Interactions with Children, including Behaviour**

### **Guidance Code**

11.12.2020

*Updated and amended 8/3/2021*

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#### **Purpose**

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At Victor Harbour Community Kindergarten, we believe children develop trust, positive self-esteem and confidence through the provision of a supportive and nurturing environment. Children learn through creating social groups, testing out ideas, challenging each other's thinking and building new understandings. Underlying this is the importance of educators developing responsive, warm, trusting and respectful relationships that promote children's wellbeing, self-esteem, sense of security and belonging. This policy outlines the guidance approach taken at the centre to promote positive interactions with children as well as supporting children to self-regulate their emotions and behaviours.

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#### **Rationale**

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Young children require time to develop the skills needed to manage their feelings and behaviours. It is a process that is influenced by their temperament, ability, developmental needs and family circumstances. Each child is an individual and will develop at their own pace. When Educators take a positive, strengths-based approach to guiding children's behaviour, they ultimately empower children to regulate their own behaviour and develop the skills needed to interact and negotiate effectively with others. Consistent emotional support contributes to children developing a strong sense of wellbeing and belonging.

#### **As a Staff team we believe:**

- All children have the right to feel secure and to learn and develop in a psychologically and physically safe environment.
- Children have a right to express their feelings and to be supported while developing positive behaviours. This will assist in the development of relationships with peers and adults.
- Effective communication and learning occur when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- By considering the child's individual and contextual needs, successful learning outcomes will be reached, along with the development of positive behaviours.
- That family consultation is invaluable, and their individual perspectives are respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

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#### **Procedures**

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#### **As a Staff team we promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of belonging, being and becoming by providing enhanced opportunities for learning through play.
- Ensuring that the limits that are set are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory activities and other forms of play.

- Using positive verbal language, facial expressions and tone of voice when redirecting or discussing children’s behavior with them
- Responding promptly to children’s disruptive behavior by acknowledging their feelings, spending time with them and suggesting alternative ways of responding
- Being patient, gentle, calm and reassuring even when children strongly express distress, frustration or anger
- Using the ‘Zones of Regulation’ program with all the children to help with self- regulation and articulating feelings
- Demonstrate empathy and sensitivity to each child, while being mindful of the variety of factors that influence behavior, as well as talking to children about the importance of empathy , treating others equally and celebrating differences
- Supporting children to treat each other with dignity and respect in their interactions
- Encouraging children to reflect on and consider the impact of their behaviour
- Planning opportunities for the development of skills, including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication skills.
- Interacting with children, using positive language and acknowledging and modelling respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences.
- Intentional teaching of appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices where possible.
- Promoting safety and wellbeing to children by implementing the ‘Keeping Safe Child Protection’ Curriculum
- Supporting social and emotional wellbeing by using ‘Be You’ strategies (A national initiative for educators aimed at promoting positive mental health)
- Encouraging open, two-way communication with families to ensure that the rights of all children are met. Wellbeing Plans will be offered to families.

**Examples of Acceptable and Unacceptable Behaviour:**

<b>Acceptable</b>	<b>Unacceptable</b>
Respecting and caring for others	Physical hurting of others- hitting, pushing, biting, pinching, kicking
Sharing and taking turns	Not sharing, destructive and uncooperative play with peers
Being cooperative, helping	Un-cooperative, avoiding responsibilities ie. Packing away
Being polite, using manners	Inappropriate and bad language, swearing
Participating in activities and experiences	Throwing equipment, sand, stones
Being friendly	Bullying
Listening, participating at group time	Disturbing others at group time
Using appropriate social language	Inappropriate language, verbal abuse
Respecting and caring for furniture and equipment as well as other people’s belongings	Destruction of furniture and equipment or taking of others property
Walking inside and under the verandah	Running inside and under the verandah

**As a Staff Team we will respond to challenging behaviours by:**

- Reminding children of the behavioural expectations and limits, while explaining the reasons for these expectations. Staff will support children by using a variety of visuals and fidget toys.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Using Restorative Justice practices that support children to empathise with others and restore relationships.eg How would you feel if....., What would happen if.....
- Using the 'Zones of Regulation' program to help children to self-regulate and be aware of their own and others feelings
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child's wellbeing and learning.
- Assessing individual children's learning and developmental needs by frequently reviewing the planned program and reflect on how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual 'Wellbeing plans' in partnership with families and support services.
- Being aware of the centre's limitations and seeking assistance as required eg. Support services, Southern Fleurieu support services, Psychologist
- Staff members will help and support children in the development of self-regulation techniques. Children are supported to use the 'Calming down' area.
- Staff members will ensure they are looking at ways to meet the child's needs, such as being calm in interactions and finding ways to diffuse behaviours quickly
- Participating in staff development that informs us of strategies that can be used to support children with difficult behaviours
- If behaviours that make other children and staff feel unsafe or threatened, bad language and /or physical behaviours towards others continue, despite all of the above being implemented, then meetings will be held with support services and the child's parents. An agreement will be made to reduce attendance hours. A plan will be put in place with steps to be followed to enable the child to progress towards or attending for longer hours. This plan will be reviewed as needed.

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## Sources

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- National Quality Standard 5.1, 5.2 Regulations:155,156
- Behaviour Guidance Code (DfE)
- Early Years Learning Framework
- 'Be You' – Promoting Positive Mental Health initiative
- 'Keeping Safe Child Protection' Curriculum
- 'Zones of Regulation' Program

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## Approved and Checked By

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Review 2022 or as required

Approved and Checked By:

Centre Director

.....Date .....

Governing Council Representative

.....Date .....