

# INTERACTIONS WITH CHILDREN POLICY

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## Mandatory – Quality Area 5

### PURPOSE

This policy will provide guidelines to ensure:

- the development of positive and respectful relationships with each child at Alfred Nuttall Memorial Kindergarten
- each child at Alfred Nuttall Memorial Kindergarten is supported to learn and develop in a secure and empowering environment.

### POLICY STATEMENT

#### 1. VALUES

Alfred Nuttall Memorial Kindergarten is committed to:

- maintaining the dignity and rights of each child at the service
- promoting fairness, respect and equity
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care (refer to *Definitions*) towards all children at the service
- considering the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child
- building collaborative relationships with families to improve learning and development outcomes for children
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the service.

#### 2. SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Alfred Nuttall Memorial Kindergarten.

#### 3. BACKGROUND AND LEGISLATION

##### Background

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them [*Early Years Learning Framework*, p. 20; *Framework for School Age Care*, p. 19]

'Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children's learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they

develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.’ (*Guide to National Quality Framework – refer to Sources*)

Child Safe Standard 7 requires services to have strategies to promote the participation and empowerment of children. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting the participation of children within a service has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service's *Code of Conduct Policy*.

### Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Charter of Human Rights and Responsibilities Act 2006* (Vic)
- *Children, Youth and Families Act 2005* (Vic)
- *Child Wellbeing and Safety Act 2005* (Vic)
- *Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015* (Vic)
- *Disability Discrimination Act 1992* (Cth)
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *Equal Opportunity Act 2010* (Vic)
- *National Quality Standard*, Quality Area 5: Relationships with Children

## 4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

**Adequate 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 plan:** A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties or challenging behaviours 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.

**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 complaints:** The Regulatory Authority is required to be notified of a complaint that alleges:

- a serious incident has occurred or is occurring while a child is being educated and cared for by a service
- the National Law and/or National Regulations have been contravened.

Complaints of this nature must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation.

Notification of complaints must be submitted within 24 hours through either the NQA IT System portal: <http://www.acecqa.gov.au> or where this is not possible, the Regulatory Authority must be contacted directly.

**Inclusion Support Program:** Funded by the Commonwealth Government to assist services to build their capacity and capability to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers: <https://www.education.gov.au/>

**Mental health:** In early childhood, a child's mental health is understood as a child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development. <https://www.kidsmatter.edu.au/>

**Preschool Field Officer (PSFO) Program:** The role of the PSFO Program is to support the access and participation of children with additional needs in preschool: <http://www.education.vic.gov.au>

**Serious incident:** A serious incident (regulation 12) is defined as any of the following:

- the death of a child while being educated and cared for at the service or following an incident at the service
- any incident involving serious injury or trauma while the child is being educated and cared for, which
  - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
  - the child attended or ought reasonably to have attended a hospital e.g. a broken limb\*
- any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g. severe asthma attack, seizure or anaphylaxis\*.
  - \*NOTE: In some cases (for example rural and remote locations) a General Practitioner conducts consultation from the hospital site. Only treatment related to serious injury or illness or trauma are required to be notified, not other health matters.

- any emergency for which emergency services attended. NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at an education and care service. It does not mean an incident where emergency services attended as a precaution.
- a child appears to be missing or cannot be accounted for at the service
- a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations
- a child was mistakenly locked in or out of the service premises or any part of the premises.

Examples of serious incidents include amputation (e.g. removal of fingers), anaphylactic reaction requiring hospitalisation, asthma requiring hospitalisation, broken bone/fractures, bronchiolitis, burns, diarrhoea requiring hospitalisation, epileptic seizures, head injuries, measles, meningococcal infection, sexual assault, witnessing violence or a frightening event.

If the approved provider is not aware that the incident was serious until sometime after the incident, they must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

Notifications of serious incidents should be made through the NQA IT System portal (<http://www.acecqa.gov.au>). If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.

## 5. SOURCES AND RELATED POLICIES

### Sources

- *Behaviour guidance practice note series* (DET): <http://www.education.vic.gov.au>
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*: <https://www.education.gov.au/>
- Early Childhood Australia *Code of Ethics*: <http://www.earlychildhoodaustralia.org.au/>
- *Guide to the National Quality Framework*, ACECQA: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Inclusion Support Program (ISP), Department of Education and Training: <https://www.education.gov.au/>
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: <https://www.kidsmatter.edu.au/>
- *The Kindergarten Funding Guide* (DET): <http://www.education.vic.gov.au>
- United Nations Convention on the Rights of the Child: <https://www.unicef.org/>
- Victorian Early Years Learning and Development Framework: <http://www.education.vic.gov.au>

### Service policies

- *Safe Environment Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Curriculum Development Policy*
- *Inclusion and Equity Policy*
- *Occupational Health and Safety Policy*
- *Privacy and Confidentiality Policy*
- *Supervision of Children Policy*

## PROCEDURES

### The Approved Provider and Persons with Management or Control are responsible for:

- developing and implementing the *Interactions with Children Policy* in consultation with the Nominated Supervisor, other staff and parents/guardians, and ensuring that it reflects the philosophy, beliefs and values of the service
- ensuring parents/guardians, the Nominated Supervisor and all other staff are provided with a copy of the *Interactions with Children Policy* and comply with its requirements
- ensuring the Nominated Supervisor and all other staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and interactions when working with children and families (refer to *Code of Conduct Policy*)
- ensuring children are adequately supervised (refer to *Definitions*) and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy*)
- ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (Regulation 156(2)). Smaller group sizes are considered optimal
- ensuring educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (Regulation 73) (refer to *Curriculum Development Policy*)
- ensuring that the service provides education and care to children in a way that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and the rights of each child at all times
  - offers positive guidance and encouragement towards acceptable behaviour
  - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (Regulation 155)
- ensure that the service provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service (Regulation 156(1))
- ensuring clear documentation of the assessment and evaluation of each child's:
  - developmental needs, interests, experiences and program participation
  - progress against the outcomes of the educational program (Regulation 74) (refer to *Curriculum Development Policy*)
- supporting educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing
- ensuring the environment at the service is safe, secure and free from hazards for children (refer to *Safe Environment Policy*, *Occupational Health and Safety Policy* and *Supervision of Children Policy*) and promotes the active participation of every child
- ensuring that the Nominated Supervisor and all other staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- promoting collaborative relationships between children/families and educators, staff and other professionals, to improve the quality of children's education and care experiences
- referring notifiable complaints (refer to *Definitions*), grievances (refer to *Definitions*) or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (refer to *Complaints and Grievances Policy*)

- informing DET, in writing, within 24 hours of receiving a notifiable complaint (refer to *Definitions*) (Section 174(4), Regulation 176(2)(b))
- notifying DET, in writing, within 24 hours of a serious incident (refer to *Definitions*) occurring at the service (Section 174(4), Regulation 176)
- ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- developing links with and referral pathways to services and/or professionals to support children experiencing social, emotional and behavioural difficulties and their families
- ensuring that there is a behaviour guidance plan developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk
- ensuring that parents/guardians and other professionals and support agencies (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour
- consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed
- ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan
- ensuring that educators/staff at the service are provided with appropriate training to guide the actions and responses of a child/children with challenging behaviour.
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

**The Nominated Supervisor and Persons in Day to Day Charge are responsible for:**

- implementing the *Interactions with Children Policy* at the service
- ensuring all staff and parents/guardians have access to the *Interactions with Children Policy* and comply with its requirements
- ensuring all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (refer to *Code of Conduct Policy*)
- ensuring children are adequately supervised (refer to *Definitions*) and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy*)
- ensuring that the environment is safe, secure and free from hazards (*Safe Environment, Supervision of Children Policy* and *Occupational Health and Safety Policy*)
- considering the size and composition of groups when planning program timetables to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service. Smaller group sizes are considered optimal
- developing and implementing educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (refer to *Curriculum Development Policy*)
- ensuring that educators provide education and care to children in a way that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and the rights of each child at all times
  - offers positive guidance and encouragement towards acceptable behaviour
  - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for

- ensuring clear and straightforward documentation of the assessment and evaluation of each child's:
  - developmental needs, interests, experiences and program participation
  - progress against the outcomes of the educational program (Regulation 74) (refer to *Curriculum Development Policy*)
- organising appropriate training for all staff to assist with the implementation of this policy
- ensuring all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships
- informing the Approved Provider of any notifiable complaints (refer to *Definitions*) or serious incidents (refer to *Definitions*) at the service
- ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- developing the behaviour guidance plan in consultation with the Approved Provider, educators and the parents/guardian of the child, and other professionals and services as appropriate
- supporting educators by assessing skills and identifying additional training needs in the area of behaviour guidance
- investigating the availability of extra assistance, financial support or training, by contacting the regional Preschool Field Officer (refer to *Definitions*), specialist children's services officers from DET or other agencies working with the child
- setting clear timelines for review and evaluation of the behaviour guidance plan.
- providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home
- co-operating with other services and/or professionals to support children and their families, where required
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

**All other staff are responsible for:**

- assisting with the development and implementation of the *Interactions with Children Policy*, in consultation with the Approved Provider, Nominated Supervisor, parents/guardians and families
- providing access to the *Interactions with Children Policy* for parents/guardians and families
- complying with the requirements of the *Interactions with Children Policy*
- being aware of service expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (refer to *Code of Conduct Policy*)
- providing adequate supervision of children at all times (refer to *Definitions* and *Supervision of Children Policy*)
- communicating and working collaboratively with parents/guardians and families in relation to their child's learning, development, interactions, behaviour and relationships
- delivering educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- delivering programs that develop a sense of wellbeing and identity, connection to community, and provide skills for lifelong learning in all children (refer to *Curriculum Development Policy*)
- providing education and care to children in a way that:
  - encourages children to express themselves and their opinions

- allows children to undertake experiences that develop self-reliance and self-esteem
- maintains the dignity and the rights of each child at all times
- offers positive guidance and encouragement towards acceptable behaviour
- has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- developing warm, responsive and trusting relationships with children that promote a sense of security, confidence and inclusion
- supporting each child to develop responsive relationships, and to work and learn in collaboration with others
- using positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- assisting the Nominated Supervisor to develop a behaviour guidance plan in consultation with parents/guardians and other professionals as appropriate
- implementing a behaviour guidance plan and incorporating identified strategies and resources into the service program
- undertaking relevant training that will enable them to guide children who exhibit challenging behaviour
- maintaining ongoing communication and consultation with parents/guardians
- providing regular progress reports to the Approved Provider and Nominated Supervisor on the implementation and effectiveness of the agreed strategies contained in an individual behaviour guidance plan
- documenting assessments and evaluations for each child to inform the educational program (Regulation 74)
- being aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

**Parents/guardians are responsible for:**

- reading and complying with the *Interactions with Children Policy*
- 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 service (e.g. moving house, relationship issues, a new sibling)
- informing educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviour
- working collaboratively with educators/staff and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.

## PROCEDURES SPECIFIC TO ALFRED NUTTALL MEMORIAL KINDERGARTEN

ANMK aims to provide children with the experience of nurturing, respectful relationships that build a foundation for children to develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively with others.

At ANMK educators interact positively with young children and are attuned to the children's thoughts and feelings. Educators are aware of and support the philosophy that when positive relationships are forged they contribute to a strong sense of wellbeing in children, forming the basis for learning.

The Kindergarten is committed to offering children, families and staff a safe and trusting environment where they are able to enjoy and contribute to the kindergarten's programmes and community. While developing their sense of individual identity, the children also form a strong sense of belonging to their group and to the Kindergarten community.

### Promoting relationships and interactions between children, between children and adults and between adults

- ANMK seeks to create a positive atmosphere that is relaxed and happy and which all children feel safe and confident.
- Educators can be seen fostering equitable, friendly and genuine interactions with the children
- Educators show genuine interest, understanding and respect for all children
- ANMK educators consistently respond positively to all children who require their attention
- ANMK encourages relaxed, unhurried meal times during which educators sit and talk with children and encourage interactions between children
- ANMK educators focus on engaging children in many conversations and interactions throughout the day or session. Conversations and interactions may be initiated by children or by adults.
- At ANMK Educators respect the children's right not to engage in conversations or interactions at particular times or for certain reasons.
- Educators use a range of strategies such as home visits, enrolment forms, discussions with families, information sheets, observations of children and conversations and interactions with children to assist them in forming meaningful relationships with children.
- Orientation programmes such as an initial visit, small group meetings with children and families and a staggered start enable educators to develop meaningful relationships with children and families as they settle into the Kindergarten programme.
- Consistency of staffing arrangements promote the development of secure, trusting and respectful relationships.
- ANMK educators encourage children to seek educator assistance if they feel concerned or worried and support children in the "settling in" phase at kinder each day, for example asking them what they are interested in doing or directing them towards activities or people they are comfortable with.
- ANMK educators show genuine interest in the children, for example this could involve adapting activities based on feedback from children and conversing and interacting with children about family activities and outside kindergarten activities
- ANMK educators provide comfort, support and encouragement to children who are upset or frustrated or show other signs of distress such as illness
- ANMK educators acknowledge children's efforts and achievements, this includes verbal encouragement and feedback, gestures e.g. signing/eye contact, commenting to parents about positive learning, taking photos and/or displaying special achievements
- Staff members develop and implement a range of strategies which assist in building relationships with children for example, active listening, assertiveness skills, role modelling, negotiating and facilitation

- Information will be provided to families regarding transition to kindergarten and the settling process

#### Developing a sense of identity within the community

ANMK educators demonstrate this philosophy in their practice through:

- encouraging children to identify with their kindergarten group
- social events are organised to encourage children and families to get to know each other and gain a feeling of belonging to a kinder community
- children are encouraged and shown how to care for and take responsibility for their peers, educators, the kindergarten environment and the kindergarten equipment
- a range of strategies are utilized to encourage children to develop their sense of identity within the group, such as group books, family photos
- incursions and local excursions in the local community
- individual learning folders and group programme books
- strategies and activities for children to come to know each other within the kindergarten setting
- Educators can be observed having interactions and conversations with each child that clearly reflect information received from families about their child

#### Education plans and experiences that promote opportunities for children to engage in meaningful conversations, relationships and interactions.

- ANMK plans open ended play experiences which allow for meaningful conversations and interactions between children and educators. For example, while intentional plans are implemented, all experiences offer the children opportunities for participation on an individual basis, incorporating a range of interests and developmental skills.
- ANMK designs play experiences in a way that allows one-to-one or smaller group conversations with educators. One way this is evidenced by the physical layout of the room, i.e. some learning experiences have 2 chairs, some 4, some 6 and some are more open plan.
- The focus of the programme plan is on children's participation in play experiences which offer many opportunities for meaningful interactions between children and between educators and children. To develop a sense of belonging to their group and to share learning with each other, there are also times when the children come together in small and larger groups. The experiences planned aimed to support children's growth and learning in all areas of development and in all outcome areas.
- Observations and assessment and discussion and collaboration with families, informs the focus, strategies and plans for each child.
- Through discussion and planning times, ANMK educators work together to reflect on teaching strategies and experiences and to identify each child's dispositions and interests in learning.
- Planning for each child's learning follows each child's interests and utilises intentional planned experiences by educators as well as responding to spontaneous experiences. Educators support, facilitate and guide children's participation in the programme. Educators interactions and conversations with children are guided by identified strategies and plans for each child and for the group and have the intention of fostering children's development in the five outcome areas. Both individual and group based experiences are planned. Intentional teaching practices are used and a range of documentation methods employed to demonstrate and inform future learning.

#### Educators engage in interactions and conversations with intentional teaching purpose.

ANMK aims to provide an environment and education program where every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. ANMK supports the Early Years Learning framework recommendations that (page 15) interactions and conversations are vitally important for learning. Children are regularly engaged in social contexts to provide them with opportunities for growth.

AT ANMK, we do the following:

- Engage children in intentional and spontaneous two-way conversations and interactions about their participation and learning. This can be individually or in group situations.
- A range of communication strategies are utilized to facilitate interactions with children with differing language needs, for example, children from non-english speaking backgrounds. Educators use interactions with children and families to support the use of home languages
- Children are encouraged by the educators to try new experiences and challenges, to develop independence and to solve problems.
- Children are supported to initiate interactions and conversations with trusted educators who help them to express and explore their feelings and ideas.
- Educators participate in children's activities and play, using the children's cues as a guide to the level of their involvement
- Educators respond positively and respectfully to children's comments, questions and requests for assistance
- Educators model reasoning, predicting, problem solving and reflective processes and language
- Educators collaborate with children about routines and experiences
- Educators utilize techniques and augmented communication such as sign language, visual cues and other resources and tools to support the inclusion of children with additional needs who may be non-verbal or have limited communication skills

### Equity and Inclusion

The kindergarten community and programme recognise the individuality of each child and welcomes children from all backgrounds. The kindergarten encourages equal opportunities for all children and is sensitive to individual needs regarding culture, development and family background.

ANMK educators achieve this through

- fostering an environment that reflects the lives of their children and the community, for example this includes supporting such activities as family celebrations and ensuring resources and experiences are reflective of the children and families
- gather information from families, other support services working with children, community members and cultural groups to extend knowledge and understanding of the diversity of the children and their families' lives and perspectives
- ANMK educators support the use of children's home language, i.e. becoming familiar with common terms, use of bilingual literature, membership of FKA, supporting families in the maintenance of their home language.
- Act as role models in developing children's sense of understanding and acceptance of similarity and difference and to foster positive, respectful and inclusive relationships and interactions between children
- Educators liaise with families and other professionals working with the child to maximize children's participation, interactions and development.

### Supporting Positive Relationships Between Children

ANMK aims to assist children to develop the skills, dispositions and understandings they need to interact positively with others. (Based on the Early Years Learning Framework, pg 12.) and to assist

each child to develop positive, respectful strategies to negotiate their rights in relation to the rights of others.

At ANMK Educators focus on helping children to learn about their roles and responsibilities to themselves and others. ANMK provides children with opportunities to experience the value of collaboration and teamwork.

At ANMK, the following practices can be observed:

- Children undertaking activities as part of a group that is an appropriate size and composition for their learning and development . This is supported through the physical layout of space. For example, flexible groupings responsive to the needs and dynamics of the group, experiences that offer opportunities for individual, partner, small group and larger group interactions
- Children engaging in and contributing to shared play experiences, working collaboratively and responding to ideas and suggestions from others , for example, opportunities to work individually on a puzzle or with another child on a larger floor puzzle
- Children being able to revisit group projects and play over extended periods of time. Such projects include research, planning, problem-solving and shared decision making. For example, being able to leave group projects, such as a block building, until the following session to continue play
- Children encouraged to engage in enjoyable interactions using verbal and non-verbal language
- Children establishing and maintaining respectful, trusting relationships with other children and the educators
- Children supported to participate in reciprocal relationships with their peers, sharing humour, happiness and satisfaction
- Children having opportunities to interact with others to explore ideas and concepts, clarify and challenge thinking, solve problems, explore leadership and follower roles and contribute to group outcomes for example, role play of social situations, discussions of expectations and responsibilities
- Children encouraged to seek out and accept new challenges, make discoveries and celebrate their own efforts and achievements and those of others for example, children invited to share learnings with each other at group times
- Educators supporting children to be responsible for and to share decision-making within the group for example, pre planning of a special event
- Educators modelling explicit communication strategies
- Educators using strategies to support inclusion of children from diverse backgrounds and capabilities in collaborative play, projects and experiences with others for example, promoting the children's interests and strengths and teaching children inclusive skills and practices
- Educators using children's interests to plan for further learning opportunities, for example, the use of children's interest to also draw other children into interactions and projects
- Educator's supporting children to problem solve together, talking with children about outcomes of actions/consequences, discussing feelings and emotions, brainstorming, negotiating, listening and using assertiveness skills

#### Learning opportunities for positive social interactions and reflection on actions

At ANMK, the following practices can be observed:

- Children being encouraged and supported to make decisions based on what they predict may be the outcome of a certain behaviour or action
- Children supported to show an increasing capacity to understand, self regulate and manage their emotions in ways that reflect the feelings and needs of others
- Children supported to show increasing awareness of the needs and rights of others
- Children encouraged to empathize with and express concern for others
- Opportunities for children to reflect on their actions and consider the consequences for others
- Children encouraged to express their ideas and feelings and to understand and respect the perspectives of others

- Educators discussing emotions and feelings with children in planned and spontaneous experiences.
- Educators talking with children about how the actions or behaviours of others make them (the educator or coordinator) feel
- Educators listening and responding empathically to children when they express their emotions
- Educators supporting children to negotiate their rights in relation to the rights of others and intervening sensitively when children experience difficulty in resolving a conflict
- Educators reassuring children that it is normal to experience positive and negative emotions at times
- Educators engaging in interactions with children that promote respect for diversity and value distinctiveness
- Groups arranged so that children are able to undertake activities and develop friendships as part of a small group.
- Children who have specifically diagnosed behavioural or social difficulties being genuinely and sensitively supported to understand how their own actions affect others
- Educators including all members of the group in conversations, play and projects.
- These practices are evident through setting limits and discussing their need and relevance, reflective listening and modelling empathy towards others, discussion, open ended questions, literature and children's stories, role modelling, skill development such as problem solving strategies, positive feedback for observed kind behaviours, enabling children to have opportunities to express their rights and to also listen to others, use of strategies such as visual cues or social stories to support children and relaxation activities.

### Positive Guidance

AT ANMK, the following practices can be observed:

- Educator's utilizing positive behaviour management strategies such redirection, giving choices, setting limits, role modelling and providing feedback
- Professional development opportunities will enable staff members to increase knowledge and skills about a range of positive guidance strategies. Staff planning times and staff meetings will provide opportunities for discussion and reflection on children's needs, interactions and behaviour guidance strategies.
- Educators using positive behaviour guidance strategies that are focussed on supporting children to develop the skills to self regulate esteem and do not isolate children for any reason other than illness, accident or a pre-arranged appointment with parental consent
  - Educators using positive guidance strategies consistently for all children
  - Educators pre-empting potential conflicts or challenging behaviours by monitoring and supporting interactions where there is conflict
  - Educators using positive language, gestures, facial expressions etc when redirecting children behaviour
  - Educators and coordinators guiding children's behaviour based on the information received from families, other professionals and resource agencies
  - Spaces, resources, activities and routines arranged to minimise times when children are likely to experience stress or frustration
  - Children being acknowledged positively by the educators when they make a positive choice in managing their own behaviour.
  - Information will be provided to families outlining the aims and range of positive guidance strategies implemented by educators

## **EVALUATION**

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider 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/guardians at least 14 days before making any changes to this policy or its procedures unless a lesser period is necessary because of a risk.

## **ATTACHMENTS**

Nil

## **AUTHORISATION**

This policy was adopted by the Approved Provider of Alfred Nuttall Memorial Kindergarten on 13 November 2017.