



Government of South Australia

Department for Education and
Child Development



Interactions with Children Policy

VISION:

At the Plympton South Kindergarten all children are encouraged to engage in a supportive learning environment, where they become confident learners through partnerships with families and staff.

BELIEFS:

At the Plympton South Kindergarten we believe that:

- ❖ Children learn best through an *inquiry* and *play-based* curriculum, that is *child* initiated.
- ❖ All children need to respect themselves, others and the environment.
- ❖ Teachers act as facilitators and need to have trusting relationships with all children.
- ❖ Families need to be involved in their child's education, as they are the first and most influential teacher.
- ❖ The culture and values of all families are acknowledged and respected.
- ❖ All children need to have a positive sense of wellbeing in order to engage in learning.
- ❖ Communication between home and kindergarten is important in maintaining positive relationships.

At the Plympton South Kindergarten we believe that all children need to feel safe and secure in order to learn. Secure, respectful and reciprocal relationships are one of the basic principles of *Belonging, Being and Becoming*. The Early Years Learning framework

Education and Care Services National Regulation 2011:

Regulation 168 (2) (j)

Related Key Regulations: 155, 156

Links to the National Quality Standards:

National Quality Standard 5.1, 5.2

Reflect, Respect, Relate Resource:

Each year the kindergarten uses this resource to assess either one of the following:

-Relationships

-Active Learning Environments

- Wellbeing
- Involvement

The Plympton South Kindergarten Behaviour Code has been created to provide a safe, secure and supportive environment in which children are successful in learning appropriate behaviours.

The behaviours we encourage in children at the Plympton South Kindergarten:

- That everyone will be treated with respect at all times.
- To care for their own and others' belongings and each other.
- To understand there are consequences for all behaviours.
- Children are encouraged to use the 'Stop it I don't like it when.....' approach.
- Forming positive relationships outside their family contact.
- Realistic expectations of themselves and others.
- Verbal and non verbal ways to express their needs and feelings.
- Cooperation, Listening, Sharing.
- Using appropriate social language and actions.

Ways we maximise positive behaviour at the Plympton South Kindergarten include:

- All educators will build positive and respectful relationships with all children and their families.
- Children will be given the opportunities to practice appropriate behaviours (during play and through role play situations).
- Children will be given learning experiences that develop self –reliance and self-esteem.
- Staff will model verbal and non-verbal behaviours that are appropriate.
- Children are encouraged to express themselves and their opinions.
- Protective behaviours are taught on a regular basis.
- Children are actively involved in the development of the centre's behaviour expectations and consequences.
- Providing a range of quiet and active activities (following individual children's learning needs and interests).
- Adequate amount of free play is provided during each session and plenty of warning given for upcoming transition times.
- Praise the Positives (verbally and sticker chart).
- Be consistent and follow through when managing behaviours.
- Educators will maintain at all times the dignity and rights of each child.
- Support children to achieve appropriate behaviours.

The behaviours which are not acceptable or appropriate at the Plympton South Kindergarten are:

- Bullying
- Swearing
- Aggressive behaviours. E.g. hitting, kicking, pinching and pushing others.
- Harm to property
- Spitting and Biting
- Non-compliance when not safe
- Verbal Abuse

Ways we minimise challenging behaviour at Plympton South Kindergarten include:

- Children are supervised at all times.
- Staff will work together with a consistent approach.
- Staff will provide the children with a well-planned program that meets the needs of individual children and groups of children.
- A program that considers children's interests and takes into account the gender, race and cultural backgrounds of all children.
- Children that consistently display challenging behaviours will be referred to the Departments Childhood Psychologist.
- Staff will be fair and patient.
- Staff will be consistent with following up inappropriate behaviours and subsequent consequences.
- Focus will be placed on positive behaviours (praise, encouragement, positives chart).
- Please note that Individual Behaviour Plans may be developed for individual children depending on their needs and development.

Staff will:

- Be short, direct and clear and use specific language when making requests.
- Include words, such as 'now' or 'when you have finished that', to give a time frame
- Make it clear that the child will do as they are asked before doing something they want to do.
- Use 2 pronged choices i.e. "We need to come in now. Would you like to come by yourself or hold my hand?"
- When offered a choice a NO response will not be accepted.
- Use a firm but friendly tone if the request is non-negotiable.

When unacceptable behaviour is displayed the following strategies need to be considered:

Description of Centre consequences for inappropriate behaviour

Consequence	Student Responsibility	Teacher Responsibility
Non Verbal Cues	Practise and change the behaviour Child to change behaviour	To tell the student Model appropriate behaviour Visual clues may be used
Reminder	Practise appropriate behaviour	Remind the student of the appropriate behaviour and the rule broken Eg "It is not safe to be swinging that stick around" Encourage the child to reflect on the consequences of his/her behaviour. Alternative actions which would be socially acceptable will be discussed. Staff will inform the family and discuss ways of working together to support the child in a consistent and positive manner
Thinking chair	To go and sit on the Thinking Chair Reflect on the behaviour/rule and what they need to change Thinking time depends on age 2-4min	All thinking time needs to be documented in the Daily Diary Children are not to be left alone Only staff not volunteers or students are to carry it out

This Policy has been developed by the Governing Council

The policy will be reviewed and evaluated regularly by both the staff and Governing Council and modified as required to ensure continued relevance for the Centre. This policy has been developed by the Preschool director in consultation with staff and the Governing Council endorsed by the Governing Council on August 2012

Chairperson

Policy Issue Number 1

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