Introduction

The requirements of the National Quality Framework on an education and care service in the area of interactions with children are outlined across in the Education and Care Services National Law and Regulations, the Learning Frameworks and on professional requirements from the National Quality Standards, teaching standards and Teacher Registration Boards.

Core references are given in the main reference list is at the back of the Manual, however the reader should consider the references that apply for their local situation.

The national Early Childhood Australia Code of Ethics is an important part of this work.

Critical areas of concern

These policies are a requirement of all staff in the service without exception. This service supports the National Quality Framework and the Learning Frameworks which we know to be influenced by the United Nation's Convention on the Rights of the Child and recognise the importance of all children's rights to:

- Have their voices heard
- Feel a sense of belonging
- Have free access to safe and appropriate play environments and resources
- Engage daily in social interactions with their peers and supportive adults
- Develop their independence at a pace that is right for them

Implementation

The service philosophy guides the development and implementation of all its policies and practices, the curriculum is no exception.

Knowledge Development

Staff in this service are required to have or be working toward the relevant baseline qualification and then continue their ongoing learning. In this area, it includes:

- Orientation
- Professional learning through staff meetings
- Ongoing reading, discussion and self-reflection
- External professional development as decided with the Director
- Professional development as decided by the service as being essential for all staff in the area:
  - Learning Frameworks
  - Curriculum development
  - Inclusion
  - Reflection and analysis of learning.

Contents

Acknowledgements

Policy: Interactions with children

Policy statement

Our practices are embedded in the Early Years Learning Framework, the Framework for School Age Care and the National Quality Standard.

Quality interactions provide children with a model for the development of the skills they need to interact confidently and positively with others.

The Centre has established staffing levels that ensure continuity of care and that interactions with children are given priority.

Educators will:

- respond sensitively to children's attempts to initiate interactions and conversations
- initiate one to one interactions with children look for opportunities to have a conversation with each child
- support children's communication, assisting and encouraging as appropriate
- support children's expression of their thoughts and feelings
- encourage children to make choices and decisions
- acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives including social inclusion
- acknowledge each child's uniqueness in positive ways
- respect cultural differences in communication and consider alternative approaches to their own.

Related policies
Code of Conduct
Orientation
Diversity
Dealing with complaints

Related Centre publications
Staff Handbook
Orientation - General
Orientation - Health and Safety

Related education
Parent orientation session
Staff orientation session

Review schedule
2 years or at need

Legal and professional requirements

Education and Care Services National Regulations 73, 74, 155, 156

United Nations Convention on the Rights of the Child
The Early Years Learning Framework

Rationale

National Quality Standard requires us to meet the following:
- 5.1.3 Each child is supported to feel secure, confident and included
- 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times (Rosters support continuity of care).
- 4.2 Professional standards guide practice, interactions and relationships
- 6.3.2 Continuity of learning and transitions for each child are supported by sharing relevant information and clarifying responsibilities
- 7.1.3 Every effort is made to promote continuity of educators at the service.

Professional practice note:

Inclusive pedagogy is defined as an approach, intended to promote a culture of accommodating all and ensuring practice is based on the use of diverse teaching strategies (Corbett, 2001).

Policy: Continuity of care

Policy statement

This service supports the following essential understandings:

"Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understanding they need to interact positively with others" Early Years Learning Framework DEEWR, 2009, p. 12

The Service willstrive to minimise the turnover of employees to better nuture and establish existing relationships with the children.

We believe that the sense of belonging that children form over the time inthe service, supports their emotional development and their learning. To support this, we will act with parents to ensure that wherever possible children remain with their cohort within the service.

We commit to the objectives of the Educational and Care Services National Law that the best interest of the child are paramount. To enact this belief:

- we will ensure that the staffing cohort of the area are kept as stable as is possible

Related policies
Acceptance and refusal of authorisations
Confidentiality of records
Diversity and inclusion
Enrolment
Orientation
Dealing with complaints
Visitors (and volunteers)

Related Centre publications
Staff Handbook
Orientation - General
Orientation - Health and Safety

Related education
Parent orientation session
Staff orientation session

Review schedule
2 years or at need

Legal and professional requirements

Education and Care Services National Law - Section 165

Education and Care Services National Regulations 2012
Regulations 145, 149, 150, 151, 152

National Quality Standard - Standards 4.2, 5.1

Policy: Guiding Children's Behaviour

RATIONALE & POLICY CONSIDERATIONS:

"An important aspect of children's belonging, being and becoming involves them learning how their behaviours and actions affect themselves and others and developing skills to regulate these independently ." Standard 5.3 - National Quality Standard for Early Childhood Education and Care and School Age Care.

Positive guidance towards acceptable behaviour enables children to learn over lime how to manage their feelings, and take responsibility for their own actions.

Older children need guidance in making responsible choices and regulating their own behaviour. Children learn to consider alternative behaviours and recognise inappropriate behaviour within the group.

The Education and Care Services National Regulations requires Subiaco Children's Centre (SCC) to have a written policy on positive guidance of child behaviour that reflects current practice. The use of physical punishment (which includes smacking, hitting, kicking, pinching, pulling, pushing, shoving or the inappropriate manhandling of a child by an adult) and restraint, physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child is prohibited.

Philosophy
Documented approach to the development of secure, respectful and reciprocal relationships, approach to access and participation, and commitment to quality outcomes for children, children's rights and interests are paramount; approach to educator/staff professionalism and responsible conduct.

Legislation and Government Requirements
Education and Care Services National Law (WA) Act 2012.
Education and Care Services National Regulations 2012
The National Quality Standard for Early Childhood Education and Care and School Age Care

Children's needs
To have their feelings acknowledged and accepted and be able to express their emotions appropriately; to feel safe and protected; to have their cultural, religious and racial diversity respected; consistent expectations; maintain children's dignity and rights, and provide children with positive guidance towards acceptable behaviour.

Families' needs
Their children are respected and liked; educators develop responsive, warm, trusting relationships with children and their families; clear guidelines about acceptable behaviours, involvement in determining appropriate strategies for dealing with poor behaviour, avenues of support for parenting skills; non-judgemental communication from staff.

Educator needs
Educators to support each other and reflect on ways to improve relationships and interactions with children and their families; access to up-to-date training and resources on dealing with behaviour issues and ensuring that learning programs are meeting the child's developmental, social, emotional and cognitive needs, support from families and management in dealing with difficult behaviours

Management needs
Educators and nominated supervisor to interact in a respectful and cooperative manner and be positive role models for children, appropriately trained educators and budget to sustain this; support from relevant agencies and professionals to make appropriate decisions in the best interests of the individual child and other children at SCC.

NATIONAL QUALITY FRAMEWORK

Education and Care Services National Law (WA) Act 2010 -Section 3(2)(b); 3(3)(a)(b)(c)(d)(e)(f) ; 166

Education and Care Services National Regulations 2012- Reg 75(g); 81(2); 85; 87

National Quality Standard for Early Childhood Education and Care and School Age Care (Nov 2010) - Element 1.1.1; Element 2.3.1; Element 2.3.4, Element 4.2.1; Element 4.2.2; Element 4.3.1;Element 4.3.2; Element 5.1.1;Element 5.1.2; Element 5.2.1;Element 5.2 2; Element 5.3.1; Element 5.3.2; Element 6.2.1

Framework for School Age Care in Australia - - Principles: 1. Secure, respectful and reciprocal relationships;4. Respect for diversity - Practice: Holistic approaches, Collaboration with children; Cultural competence; Continuity and transitions - Outcomes: 1, 2, 3, 5

POLICY STATEMENT:

The purpose of the SCC's Guiding Children's Behaviour Policy is to:
- o encourage acceptable forms of behaviour by using strategies that build children's confidence and self-esteem;
- o provide children with support, guidance and opportunities to manage their emotions and develop ways to appropriately control their own behaviour, and
- o promote collaborative approaches to behaviour guidance between SCC's stakeholders and/or external agencies

Behaviour guidance is a process that focuses on the "whole" child. SCC will provide a secure, loving and stimulating environment which encourages children to co-operate, enhances their self-esteem and encourages their ability to interact with others, and where acceptable behaviour is promoted and any recriminations are kept to a minimum. The educators/staff will endeavour to build relationships with children based on mutual respect and trust.

The service recognises and understands that a child's behaviour may be affected by their:
- o age and development;
- o level of familiarity sec routines and play limits i.e. when they first start education and care children may not understand what behaviour is expected of them;
- o general health and wellbeing;
- o relationships with their family;
- o play and learning environments, which includes the physical indoor/outdoor settings, the weather, the time of year, the time of day;
- o educator's teaching strategies and caring practices, which includes how those strategies are implemented ;
- o relationship with other children and stakeholders, such as students, volunteers and visitors; and
- o external factors, such as family, home life,school or peer group experiences or media coverage of traumatic events

Educators will encourage children to talk about any concerns they may have, and will ensure the program reflects and encourages core values such as friendliness, acceptance, respect, kindness, tolerance and co-operation Educators will always listen and respond to children when incidents of bullying, violence or harassment are reported or observed and will act to eliminate such incidents at sec Where a child continues to behave in an unacceptable manner, families will be consulted to establish behaviour management strategies, which ensure that children are treated with the same respect and empathy as an adult would expect.

STRATEGIES FOR POLICY IMPLEMENTATION:

Creating the right environment
- Educators create environments with sufficient space that are likely to encourage positive social interactions.
- Children can act independently and have easy access to equipment and toys when choosing activities.
- Educators plan activities in which children practice cooperating, sharing and helping, and point out the advantages of behaving this way.
- How children move from one activity to another is planned to allow smooth transitions and limit interruptions for other children.
- Adequate resources are provided to reduce conflict, but still provide opportunities for children to share.

Positive behaviour guidance strategies
Educators build relationships with children that are safe, secure, and convey respect Educators show their respect by using normal tone and volume when speaking with children; allowing older children greater freedom and responsibility in recognition of their developmental stage, and working co-operatively with children to solve problems Shouting at children is not acceptable

Children's appropriate behaviours are acknowledged so that children know when they have acted appropriately.

Positive behaviours are encouraged by diverting children to more appropriate activities, showing appreciation for appropriate behaviour and building on each child's strengths and achievements.

Children are encouraged to express their feelings in acceptable ways and to settle their differences in a peaceful 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 independently. Children's attempts to deal with their emotions are acknowledged and supported.

Educators will help all children to understand how their behaviour affects others and will ensure children's self-initiated play:
- does not make any other child feel frightened or intimidated;
- respects the rights and feelings of others;
- is not overly boisterous or loud; and
- is valued and supported

Educators will always model behaviour that encourages inclusion, a sense of fairness. empathy and co-operation with others

Setting limits

- Clear guidelines about acceptable behaviours are developed with input from children, families, educators and management Families will be made aware of expected child behaviours at the service at the enrolment interview and through communication strategies such as the Parent/Guardian Handbook, service newsletters, and daily contact with their child's educator.
- Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.
- Children are involved in establishing play and safety limits in SCC, which reflect recommended best practices, and the consequences involved when limits are not adhered to.
- Educators will negotiate with older children and involve them in setting agreed rules and behaviour limits to encourage ownership of the limits and responsibility for their own behaviour.

Challenging behaviours

- SCC believes that developing a supportive relationship with the children encourages them to learn skills in self-control. Punishing a child stops the negative behaviour for a while but does not teach the child self-restraint. The consequences of negative behaviour will be discussed with the child and will be consistently followed through. No further punishment will be given and the child will be reminded in positive terms of the expected behaviour.

- Educators will label the negative behaviour and not the individual child so that it is always the behaviour that is being managed and not the child.

- A "cooling-off" period may be needed so the child can calm down before discussing what happened and sharing their feelings with the educator, who will in turn talk about their own feelings and responsibilities with the child. Educators will always talk to the child quietly and as an equal, and preferably away from the rest of the group. Time out to cool down will vary from child to child and may include:
  - listening quietly to soothing music;
  - sitting quietly with the educator;
  - doing something physical ie. kicking a football;
  - sitting quietly with a book;
  - talking to a close friend;
  - being left alone (but not out of sight of the educator)

- Where a dispute or conflict occurs educators will talk separately to all the 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. Educators will not react to conflict situations by getting angry themselves as this could inflame the situation further If an educator feels they are 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.

- 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.

- No child will receive any form of corporal punishment, punishment by solitary confinement, punishment by physical restraint or other demeaning, humiliating or frightening punishment, or withheld food or drink as a form of punishment
- Parents/Guardians who wish to discipline their own children whilst at SCC 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 SCC policy on acceptable behaviour.

9

References

Guide to the National Quality Standard (ACECQA) http://files.acecga.gov.au/files/National-Quali tv-Framework-Resources-Kit/NQF03-Guide-to-NQS-130902. pdf

Guide to the National Law and National Regulations (ACECQA)
http://files.acecga.gov.au/files/National-Quality-Framework-Resources-Kit/2014/NQF02%20Guide%20to%20ECS%20Law%2Oand%20Regs web.pdf

Belonging, Being and Becoming: The Early Years Learning Framework (ACECQA)
http://www.acecga.gov.au/ResourceCategory.aspx?pi d=412&gcpid=2 (Useful Word Version and PDF)

My Time, Our Place: Framework for School Age Care (ACECQA)
http://www.acecga.gov.au/ResourceCategory.aspx?pid=41 2&gcpid=2 (Useful Word Version and PDF)

In our reading, we used and recommend the resources in the Early Childhood Resource Hub (Australian and state governments) http://www.ecrh.edu.au/#/

Child Australia
http://www.childaustralia.org.au

Disclaimer

This resource is based on the most current information available in April 2016.

In developing this resource, we have referred to legislation and regulations, sought advice from professional organisations and reviewed contemporary research. This document should be used as a guide to compliment and develop service's existing practices. Services should always check the currency of information at the time of use and consider the information in this resource in the context of their particular service.