



## Interaction with children Policy

## Purpose of the Policy:

Wonder Kidz will ensure that all reasonable steps are taken to maintain a safe, welcoming environment for children and that staff interact with children in a positive and supportive manner. New children to the service will be actively supported through a positive transition to the program. Children will be encouraged to develop positive relationships with others, express their selves, make choices, and develop a variety of social interactions.

Staff and children establish accepted behaviours at the start of each program. These agreements are displayed in the program and are positively reinforced daily. Positive behaviour management relies on effective communication between all parties (children, parent/guardians, and staff).

## POLICY OBJECTIVES

Staff members will give each child positive guidance and encourage acceptable behaviour. They will be respectful of children's family and cultural heritage and values. Children will be supported according to their age and stage of development and staff members will ensure that the dignity and rights of all children are always maintained. They will also encourage all children to respect other children and their rights and to interact with the program in a positive manner.

## Procedure:

### Children's Behaviour

This policy supports the Wonder Kidz Antibullying-violence-behaviour guidance process.

Wonder Kidz reserves the right to send any child home from the program where the child:

- Acts in such a way that threatens the physical and or emotional health of any child, staff member or themselves repeatedly.
- Consistently absconds or leaves the premises without adult supervision or permission
- Has an illness or other health-related issue that may be dangerous to other children, staff members or themselves
- Deliberately damages any property or belongings regardless of redirecting and distracting from the actual action.

Where a child's behaviour is not appropriate, the team leader will involve parents/guardians to positively manage the behaviour.

If the inappropriate behaviour persists, the Manager will be informed to determine a further course of action. This may include a discussion with the child's parents to determine further if the program is still appropriate for the child in question.

#### Staff members' Role:

- All behaviour has meaning.
- Look past the words or the behaviour to get to the meaning/feelings behind it.
- Staff should respect and acknowledge the feelings of the children – active listening.

### Put the behaviour in context:

- What might the child be thinking/feeling?
- Time of day, food and water intake, and energy levels.
- Is this behaviour normal for this child?

### Ensure that your expectations are appropriate:

- Is the behaviour hurting anyone?
- What age and stage is the child at?
- Does it really matter?
- Is it safe?

There are some elements that influence interactions with children. The elements listed below should be considered by staff members to always provide appropriate interactions with children.

### Ensure that the program:

- Promotes children's agency in both experiences and with children's interactions with each other
- Is open-ended
- Encourages staff to interact directly with children to support their development
- Has the choice for children to be on their own, while still being actively supervised
- encourages the children to have most of the control over the program (Child-Led) approach.
- Supports the theory that 'process is just as important as product'

### Environment:

- The environment should show that the children have a say in the development and implementation of the program.
- There should be a choice of activities and choice within activities.
- Choose the activity and then choose how to do it (quietly, tidy up, give everyone a turn, etc.)

### Agreed behaviours

For this policy to be successful, staff must ensure that:

- Agreed behaviours are positively reinforced daily.
- always Talk to the children and remind them about behaviour in a way they are likely to understand. Some examples: 'Care for the feelings of others, 'Follow instructions from staff,' 'Look after equipment', 'Use equipment responsibly.'

### REFERENCES :

- ACECQA National Quality Framework Resource Kit (2012)
- Quality Area 1 – Educational program and practice.
- Quality Area 2 – Children's health and safety
- Quality Area 5 – Relationships with children
- Education and Care Services National Regulations (2011), R 155 & 156

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