

Relationships with children QA 5

INTERACTIONS WITH CHILDREN, including BEHAVIOUR CODE Policies and Procedures

Links to Regulations: 84, 155-156, 168 (2) (h) (i) (j) Links to quality areas, standards or elements: 1, 2, 4.2, 5.1, 5.2, 6, 7.1, 7.3

Rationale:

We believe that everyone has the right to feel safe at all times:

Our Vision: We are committed to creating a friendly, positive, fun environment, enabling all children the opportunity to be stimulated and expand their knowledge in a caring and supportive manner.

Our Values: Staff and Governing Council aim to maintain a caring, inclusive and pleasant learning and care environment for all children and adults by imbedding the Centre's core Values (*Respect, Family, Community, Teamwork, Happiness, Support and Honesty*) into daily practice, decision-making and interactions with the BCCC community.

BCCC Values



Our Philosophy Statement: *Children and their families are at the centre of everything we do. BCCC Educators are committed to quality learning and care. Relationships help children feel they belong, giving them the security to be who they are & the confidence to become who they want to be. Wellbeing: We believe children thrive when they feel safe & supported and can become all they hope to be. Play: We believe that by supporting them in play, we help children learn lessons for life. Literacy: By providing children with opportunities to communicate, we help them lay foundations for the lifelong learners they will become.*

- The staff and Governing Council will endeavour to protect children, parent, guardians, students, staff and volunteers from unwelcome and uninvited behaviour. This includes supporting the Yorke & Mid North Region of the Department for Education and Child Development's agreement on violence and bullying behaviours.
- Children learn best when they experience success and have positive self-esteem.
- We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately. This is part of an Educator's role, to work with families to support behaviour learning.
- Staff and parents ideally share responsibility, being consistent at all times, creating a safe, secure environment for all children, and modelling appropriate behaviours.
- Whilst on the premises, parents, guardians and visitors will abide by the Centre's Behaviour Code, especially when they discipline their own child. Under no circumstances should a parent or guardian discipline other children. This includes visitors and parents and guardians attending Playgroup. If this occurs, an Educator will talk to the parent or guardian, and inform the Director or Assistant Director as soon as possible.
- All parents and guardians will be notified of this policy on enrolment, or when joining Playgroup and it will be displayed as a reminder at the Centre.

INTERACTIONS WITH CHILDREN policy and procedures:

- Centre Policies and Procedures and Educator practice are guided by the Centre's Vision, Values and Philosophy Statements.
- *Protective Practices for staff in their interactions with children and young people. Guidelines for staff working or volunteering in education and care settings, the Early Childhood Australia and The SA Public Sector Code of Ethics provide a sound foundation to guide educator practice.*

Early Childhood Australia Code of Ethics:

- is intended for use by all early childhood professionals working with or on behalf of children and families in early childhood setting
- states the protection and wellbeing of children is paramount. Therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility
- considers the following values and processes as central : respect, democracy, honesty, integrity, justice, courage, inclusivity, social responsiveness, cultural responsiveness, education.

The SA Public Sector Code of Ethics:

- exists to support public sector employees, including people who are employed under the Children's Services Act, Education Act, or the Public Sector Act in their professional activities and personal conduct
 - provides a guide that defines standards of behaviour and the values that underpin them. These are prescribed as Professional Conduct Standards
 - these values are the foundation of ethical behaviour in the public sector: Democratic values, Service, respect and courtesy, Honesty and integrity, Accountability, Professional conduct standards.
 - Professional Conduct Standards are: Courteous Behaviour, Public Comment, Handling Official Information, Criminal Offences, Use of Government/ Public Resources, Conflicts of Interest, Outside Employment, Acceptance of Gifts and Benefits Reporting Unethical Behaviour.
- No form of corporal punishment or inappropriate language is acceptable to be used by Educators.
 - All reports of harassment and/or bullying will be taken seriously and handled with sensitivity in a confidential manner.

BCCC Behaviour Code- Strategies, Practices and Procedures:

To promote acceptable behaviour Educators will:

- help all children to understand how their behaviour affects others through conversations and explicit teaching and by encouraging them to talk about their behaviour and help if they have hurt someone eg by getting them a tissue, helping them up etc.
- role model respectful play and the use of welcoming language and support children in positive behaviours which is inclusive of all children
- quickly intervene and respond to children when incidents of bullying, violence or harassment are reported or observed. Educators will take appropriate action to eliminate bullying at the Centre
- set clear goals and consistent rules and boundaries that are suitable for the age and developmental stage of children
- initially provide children with guidance in achieving the positive behaviour expected eg. "Please walk inside". Use explicit and intentional language and where appropriate support children through the use of other forms of communications eg Key Word Signs, photos books, signs or symbols
- help children learn to recognise and express their feelings in an appropriate way, e.g. saying, "Stop I don't like it" and using the hand signal for "Stop"
- help children solve their problems in a non-threatening way by encouraging and supporting children to offer solutions to conflict in positive ways
- redirect or change the play to make play safer, and give children simple reasons for this
- let children know they have behaved in an acceptable way through positive interactions, language and nonverbal behaviour eg. the use of smiles, handshakes, thumbs up, verbal

praise, stamps/stickers and activity rewards directly after the appropriate behaviour is used

- use books/songs/games/puppets and even TV characters to teach children positive self-management and social behaviours
- remind children who engage in superhero or war play of the need to respect and care for other people and their environment. They will generally be redirected to another activity if play is rough or threatening
- deliver a flexible program which stimulates spontaneous free play and provides structured planned experiences to support the holistic development of children
- recognise that biting may be a stage that some children go through and that it may be a reflection that the individual is not yet fully equipped to be social in a group setting. Alternative play options will be considered as a form of proactive intervention:
 - Biting is not something to blame on children, parents or other Educators but needs addressing
 - The child who has bitten, is spoken to age appropriately as soon as possible after the incident. The child is then re-directed to other play
 - Every occurrence including attempted bites will be treated as an accident and documented accordingly in the '**Biting Book**' in the Childcare room and on the '*Incident, Injury, Trauma and Illness Record*' in Preschool. Preschool Educators will discuss concerning patterns of behavior as a team.
 - Educators will look closely at the situation of each incident and look for patterns based on past incidents. If a child is biting, in order to resolve conflict or out of frustration, Educators will work with the child in an appropriate manner. The programme will be planned taking into consideration the known triggers to minimise the potential risk of a child biting
 - Educators will make particular efforts to identify and protect potential biting victims
 - The parents of both the child who is biting and the victim will be informed. Confidentiality will be maintained by not naming other children involved
 - Educators will maintain positive relationships with parents and in the case of persistent biting, will work with them to develop a joint strategy to address this behaviour
 - Educators will follow first aid procedures as outlined in the *Incident, Injury, Trauma and Illness Policy and Procedures*
 - When notifying staff of any issues, concerns or complaints parents, guardians and visitors can refer to the grievance procedure outlined in the *Communication, including Dealing with Complaints Policy and Procedures*.
- A child who has been a victim of bullying behaviour will be supported through agreements made with the family- this may be in a face to face meeting, over the phone or through correspondence. In situations where it is needed interagency support will be offered.

To address inappropriate or ongoing unacceptable behaviour Educators may:

- Ignore the behaviour if it isn't affecting others.
- Give reminders and redirect behaviour.
- Use 'calm down time' / 'time away' / 'time in'. Time away/ in will be carried out by trained Educators (not volunteers or students.) A timer may be used. Children may be asked to sit on the 'calming chair/lounge/ X' for a short period of time in order to keep other children and Educators safe, and to allow the child time to calm down, or children may be asked to sit under the verandah or walk with an Educator for a short time (generally one minute per year of their age).
- The child will be given specific feedback about their behaviour and what behaviour is expected next time. If a child is finding it difficult to manage their own behaviour eg they experience repeated time away, parents will be informed. Educators will then endeavour to work with the child, family and possibly other staff to promote behaviour learning.
- Support (including referral for Support Services as required) will be offered and information provided to parents with children who may need additional help with behaviour management.

Educators and parents may develop a behaviour plan to assist in providing consistent and clear guidelines between the Centre and home.

ACCEPTABLE BEHAVIOUR	UNACCEPTABLE BEHAVIOUR
<ul style="list-style-type: none"> ▪ Respecting and caring for others ▪ Sharing and taking turns ▪ Being cooperative ▪ Participating purposefully in activities ▪ Being friendly & using a friendly tone of voice ▪ Listening ▪ Helping ▪ Using appropriate social language and actions (eg. Please stop it, I don't like it!) ▪ Valuing other people's property (including something they have made or built) ▪ Walking inside the building ▪ Inviting others to play 	<ul style="list-style-type: none"> ▪ Bullying-name calling, exclusion, physical intimidation, verbal threats including cyber bullying ▪ Harassment or abuse- verbal, physical, emotional, sexual or cyber bullying ▪ Hitting, pushing, pinching, kicking, hair pulling ▪ Biting ▪ Swearing ▪ Spitting ▪ Speaking unkindly or rudely, including saying you are not my friend or threatening to take friendship away ▪ Playing inappropriately with sticks ▪ Climbing fences ▪ Running inside the building ▪ Destruction of property (including plants and trees) ▪ Violence based on war toys/guns etc. (Please discourage your child from bringing these to the Centre.) ▪ Throwing sand

Children's Daily Routines:

- Daily Routines support children's wellbeing as they know what to expect, how to behave, and supports them to be independent participants and have a sense of agency within and ownership of their learning and care environment.
- Whilst the routines outlined below may be subject to change at short notice, based on Educator decisions, children's interest and needs or external factors such as weather conditions, they act as a general guideline for the day:-

Times	CHILDCARE DAILY ROUTINE	Times	PRESCHOOL DAILY ROUTINE
7.45am	Childcare service opens. Families are greeted and children settled. Children's free play / programmed experiences	8.25am	Kindy service opens- bus children begin to arrive Educators greet children and families and support the morning routine, including unpacking water bottle, lunch and snacks , library bags and Bus Folders. Play based activities inside Kindy room
9.00am	Nappy checks / toileting	9.30am	
9.15am	Tidy up / transition time / group time / sunscreen routine/wash hands	9.30am	Group time/s includes roll, sunscreen, handwashing and snack time
9.30 am	Snack time/wash hands	10.00am	Play-based learning experiences inside or out
10.00am	Clean up duties. Children's free play indoors or outdoors /programmed experiences	11.30am	Play-based learning experiences inside or out. Tidy up, group time/s, sunscreen, handwashing
11.00am	Nappy checks / toileting		
11.15am	Tidy up / rest time / group time / wash hands	11.45am	Lunch
11.30am	Lunch time/wash hands	12.15pm	Relaxation, literacy experience/s
12.15pm	Clean up duties Quiet play inside / children get ready for sleep time	12.30pm	Play-based learning experiences inside or out
1.00pm	Sleep / rest / children's free play indoors or outdoors/ programmed experiences	2.30pm	Pack up routine and group time - children are supported to pack their own bags - generally starting with bus children-
2.00pm	Children's free play / children awake / check nappies / toileting. Daily jobs	3.00pm	Session ends- parents arrive to collect children; (2 staff members are generally needed to accompany bus children on the bus and deliver them to their bus stops at BPS & HCS)
2.15pm	Tidy up / transition time / group time / sunscreen/wash hands	3.15pm	Kindy educators reflect on the day, set up the learning environment and complete tasks eg Learning stories, photo management, contact families, add to Communication Books
2.30pm	Snack time		
3:00pm	Children get ready for home		
3.15pm	School children arrive. Nappy checks / toileting / clean up duties		
3.45pm	Children's free play indoors or outdoors		
4.30pm	Pack up outdoor equipment / jobs / nappy checks / toileting. Children's free play		
4.45pm	Children wash hands and offered late snack		
5.00pm	Pack up / children pack their bags. Quiet play indoors		
5.45 pm	Centre lock up procedures. Centre closes		

Supporting Resources:

- *BCCC Vision, Values and Philosophy Statements*
- *Protective Practices for staff in their interactions with children and young people. Guidelines for staff working or volunteering in education and care settings, Government of South Australia, Department of Education and Children's Services 2011, South Australia*
- *Early Childhood Australia: Code of Ethics, www.earlychildhoodaustralia.org.au*
- *SA Public Sector Code of Ethics Code of Ethics resources are available at: <http://www.decd.sa.gov.au/hrstaff/pages/default/CodeOfEthics/>*
- *Yorke & Mid North Region of the Department for Education and Child Development's agreement on violence and bullying behaviours.*

Sources:

- *DECD Behaviour Support Policy for Early Childhood Services*
- *DECD Behaviour Support: Supporting and Managing Children's Behaviour Early Childhood Resource*
- *DECD Bullying and Harassment at School: Advice for parents and caregivers*
- *DECD Child Protection: Guidelines for Schools, Preschools and Out of School Hours Care*
- *Australian Children's Education & Care Quality Authority, October 2011, **National Quality Framework Resource Kit***

Policy last reviewed: Term 3 2013

Policy review due: Term 3 2014

Approval Signature:

