



Padthaway Preschool

Positive Interactions Policy

Rationale

Staff, children and families have the right to be respected and function in a psychologically and physically safe environment at all times.

Children can express a wide range of emotions for a large variety of reason and it crucial that no child should be made to feel rejected, insecure, embarrassed or ashamed by their thinking and feelings. Therefore it is necessary to provide them with the understanding and strategies to express themselves in a positive manner (language, tone, body language, actions) whether their emotions feel comfortable or not.

When a child approaches an adult with a problem, it is important to them and needs to be resolved. Harmful/inappropriate behaviour changes more quickly when handled in a positive way and this is why staff and parents share the responsibility of building effective relationships and lines of communication with each other. This will enable goals for children's wellbeing, learning and development to be established, supported and nurtured. Staff and parents need to work along side each other in being consistent in approaches, creating safe and secure environments for children with clear boundaries and expectations, and modelling appropriate/respectful behaviours. Throughout the day at preschool there may be conflicts or problems for children to deal with and they need to be encouraged to try to find solutions by explaining their thinking and feelings to other children or approaching an adult for assistance. By providing children with the tools and means to communicate positively and productively even if their feelings are uncomfortable, this will maintain the safety and respect of all children, enhancing strong relationships with between a child and their peers.

Promoting positive interactions and behaviours by:

- ▶ Anticipating potential difficulties, implementing early intervention strategies and planning programs and routines around these that support conflict resolution and development of positive social skills.
- ▶ Working with children, their families, professionals and other key adults to understand the environmental, social and family context of a child/young person's behaviours of concern, and to use the capacity of these parties to support positive behaviour change.
- ▶ Ensuring appropriate levels of supervision and adhering to staff - child ratios in line with the National Regulations.
- ▶ Understanding the developing capacity of young children's ability to wait, to share, to appropriately express feelings (e.g. anger, sadness, fear) to cope with tiredness / disappointment and to then provide them with appropriate time and opportunities to practice these skills.
- ▶ Educators will promote, model and support positive behaviour
- ▶ Positive reinforcement and encouragement for positive behaviour.
- ▶ Teaching of communication and problem solving skills that encourage self-awareness and self-regulation
- ▶ Conducting Risk Assessments with children to raise awareness of 'Safe' play
- ▶ Implementation of the Keeping Safe Child Protection Curriculum will be embedded into the curriculum
- ▶ support the participation of all students, taking special measures to support the inclusion of children and young people who are at higher risk of exclusionary responses to their behaviours (including Aboriginal children, children in care, and children with disabilities)
- ▶ Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- ▶ Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.

- ▶ Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.
- ▶ Using positive verbal and non-verbal communication and guidance.
- ▶ Demonstrate empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- ▶ Planning opportunities for the development of skills including resilience, agency, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- ▶ Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- ▶ Valuing children as individuals, and understanding how children are shaped within their family and cultural contexts.
- ▶ Involving children in the development of group norms, behavioural expectations or consequences, and risk benefit discussions.
- ▶ Intentional teaching of appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- ▶ Encouraging open communication with families to ensure that each child's needs are met.

Responding to challenging or inappropriate behaviour by:

- ▶ Reminding children of expectations and boundaries as well as the reasons for these.
- ▶ Supporting children to problem solve, negotiate, find resolutions, and regulate and manage emotions appropriately.
- ▶ Redirect the play or the child, reinforcing safe practices
- ▶ If appropriate, withdraw the child from the area and offer other choices OR if the child poses a threat to others safety, the other children will be moved away.
- ▶ Children will be given time to recover if upset and when the child is calm, we will follow up on the unacceptable behaviour by talking with them about what happened.
- ▶ Communicating with and involving families to positively support the child's wellbeing and learning.
- ▶ Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and student support services.
- ▶ Reflecting on how the active learning environment enables children to engage meaningfully and supports them to regulate their emotions, making adjustments to support individual children's needs.
- ▶ Being aware of personal limitations and biases and seek assistance when required.
- ▶ Using Restorative Practice principles and practices that support children to empathise with others and restore relationships.

Children need help to learn the difference between Appropriate Behaviour, which is safe and respectful, and Inappropriate Behaviour, which is harmful/unacceptable.

There are 3 possible inputs to resolving problems:

- ▶ Can be solved by a child or group of children
- ▶ Need adult support to help a child or group of children to solve the problem
- ▶ Needs to be solved by an adult

Link to National Quality Standards

5.2 - Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

5.2.2 - Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

5.2.3 - The dignity and rights of every child are maintained at all times.