

INTERACTION WITH CHILDREN

QUALITY AREA 5 | ANMK version 1.0



PURPOSE

This policy provides a clear set of guidelines to ensure:

- the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging at Alfred Nuttall Memorial Kindergarten
- each child at Alfred Nuttall Memorial Kindergarten is supported to learn and develop in a secure and empowering environment.



POLICY STATEMENT

VALUES

Alfred Nuttall Memorial Kindergarten is committed to:

- maintaining the dignity, agency and rights of each child at the service
- promoting fairness, respect and equity
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care (*refer to Definitions*) towards all children at Alfred Nuttall Memorial Kindergarten
- considering the diversity of individual children at the service, including family and cultural values, age, gender, and the physical and intellectual development and abilities of each child
- building collaborative relationships with families to improve learning and development outcomes for children
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the service.

SCOPE

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, staff, students, volunteers, parents/guardians, children, and others attending the programs and activities of Alfred Nuttall Memorial Kindergarten, including during offsite excursions and activities.

RESPONSIBILITIES R indicates legislation requirements	Approved provider and persons with management or control	Nominated supervisor and persons in day-to-day charge	Early childhood teacher, educators and all other staff	Parents/guardians	Contractors, volunteers and students
Developing and implementing the <i>Interactions with Children Policy</i> in consultation with stakeholders, and ensuring that it reflects the philosophy, beliefs, and values of the service	R	√	√	√	√
Ensuring all stakeholders are provided with a copy of the <i>Interactions with Children Policy</i> and comply with its requirements	R	√	√	√	√
Ensuring all staff are aware of the service’s expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and warm, trusting and reciprocal interactions when working with children and families (<i>refer to Code of Conduct Policy</i>)	R	√			
Ensuring children are adequately supervised (<i>refer to Definitions</i>) and that educator-to-child ratios are maintained at all times (<i>refer to Supervision of Children Policy</i>)	R	√	√		√
Ensuring the environment at the service is safe, secure, free from any hazards (<i>National Law: Section 167</i>) (<i>refer to Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy</i>) and promotes the active participation of every child	R	R	√		√
Ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (<i>Regulation 156(2)</i>). Smaller group sizes are considered optimal, to promote intentional teaching strategies and responsive engagement opportunities.	R	√	√		√
Developing and implementing educational programs that are delivered in accordance with an approved learning framework (<i>refer to Definitions</i>), are based on the developmental needs, interests and experiences of each child, and take into account the individual differences and strengths of each child (<i>refer to Inclusion and Equity Policy</i>)	R	R	√		√
Ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (<i>Regulation 73</i>) (<i>refer to Curriculum Development Policy</i>)	R	√	√		√
Ensuring that the service provides education and care to children in a way that:	R	√	√		√

<ul style="list-style-type: none"> encourages children to express themselves and their opinions allows children to undertake experiences that develop self-reliance and self-esteem maintains the dignity and the rights of each child at all times offers positive guidance and encouragement towards acceptable behaviour has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (<i>Regulation 155</i>) 					
Ensure that Alfred Nuttall Memorial Kindergarten provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service (<i>Regulation 156(1)</i>)	R	√	√		√
Recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected	√	√	√		√
Ensuring clear documentation of the assessment and evaluation of each child's: <ul style="list-style-type: none"> developmental needs, interests, experiences and program participation progress against the outcomes of the educational program (<i>Regulation 74</i>) (<i>refer to Curriculum Development Policy</i>) 	R	√	√		√
Ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships	R	√	√		√
Supporting ECT/educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing	√	√			
Ensuring that staff members at Alfred Nuttall Memorial Kindergarten who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (<i>National Law: Section 166</i>)	R	R	R	√	√
Promoting collaborative relationships between children/families and program support groups (if required) (<i>refer to Definitions</i>), to improve the quality of children's education and care experiences	√	√	√	√	√
Ensuring notifications of serious incidents (<i>refer to Definitions</i>) are made to the regulatory authority (DE) (<i>refer to Definition</i>) through the NQA IT System (<i>refer to Definitions</i>) as soon as is practicable but not later than 24 hours after the occurrence (<i>National Law: Section 174(2)(a), Regulations 176 (2)(a)</i>)	R	√			
Notifying DE within 24 hours of becoming aware of a notifiable complaint (<i>refer to Definitions</i>) or allegation regarding the safety, health and/or welfare of a child at the service (<i>National Law: Section 174(2)(b), Regulations 176 (2)(a)</i>)	R	√			

Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises	R	R	√		√
Ensuring all staff, volunteers and contractors use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others	R	√	√		√
Developing links with and referral pathways to services and/or program support groups (<i>refer to Definitions</i>) to support children experiencing social, emotional and behavioural difficulties and their families	√	√	√		√
Ensuring that there is a behaviour guidance plan (<i>refer to Definitions</i>) developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk	√	√	√	√	
Ensuring that parents/guardians and program support groups (<i>refer to Definitions</i>) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour	√	√	√	√	
Working collaboratively with educators/staff and program support groups (<i>refer to Definitions</i>) to develop or review an individual behaviour guidance plan for their child, where appropriate.	√	√	√	√	√
Setting clear timelines for review and evaluation of the behaviour guidance plan.	√	√	√		
Providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home	√	√	√		
Consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed	R	√	√		
Investigating the availability of extra assistance, such as Kindergarten Inclusion Support (<i>refer to Definitions</i>) or training, by contacting the regional Preschool Field Officer (<i>refer to Definitions</i>), specialist children's services officers from DE or other agencies working with the child	R	√	√		
Ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan	R	√			
Ensuring that educators/staff at the service are provided with appropriate training to guide the actions and their responses to a child/children with challenging behaviour.	√	√			
Informing educators/staff of concerns, events or incidents that may impact on their child's behaviour at the service (e.g. moving house, relationship issues, a new sibling)				√	
Maintaining confidentiality (<i>refer to Privacy and Confidentiality Policy</i>)	R	√	√	√	√

BACKGROUND AND LEGISLATION

BACKGROUND

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them [Early Years Learning Framework, p. 20; Framework for School Age Care, p. 19]

'Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children's learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.' (*Guide to National Quality Framework – refer to Sources*)

Child Safe Standard 3 requires services to have strategies to empower children about their rights, ensure children can participate in decisions affecting them and are taken seriously. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting empowerment and the participation of children within a service has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service's *Code of Conduct Policy*.

LEGISLATION AND STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Equal Opportunity Act 2010 (Vic)
- National Quality Standard, Quality Area 5: Relationships with Children

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable complaints, Serious incidents, Duty of care, etc. refer to the *ANMK Policy General Definitions*.



Adequate supervision: entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Behaviour guidance: a means of assisting children in a positive and effective ways to help children gain understanding and learn skills that will help them learn to manage their own behaviour.

Behaviour guidance plan: A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties or challenging behaviours to self-manage their behaviour. The plan is developed in consultation with the nominated supervisor, early childhood teachers, educators, parents/guardians and families, and other professional support agencies as applicable.

Challenging behaviour: behaviour that can be described as:

- infringes on the rights of others
- disrupts others or causes disputes between children
- causes harm or risk to the child, other children, adults or living things
- is destructive to the environment and/or equipment
- inhibits the child's learning and relationship with others
- a child presenting as shy, withdrawn or excessively passive in a way which is inhibiting their learning and/or development
- is inappropriate relative to the child's developmental age and background.

Inclusion Support Program (ISP): is a key component of the Government's Child Care Safety Net. The program provides support for eligible mainstream Early Childhood Education and Care services to build their capacity and capability to include children with additional needs, alongside their typically developing peers, so all children have genuine opportunities to access, participate and achieve positive learning outcomes. For more information visit: www.dese.gov.au

Kindergarten Inclusion Support Program (KIS): Supports funded kindergartens to plan and implement a program that is responsive to the individual abilities, interests and needs of children with a disability, developmental delay or complex medical needs. Long Day Care services can apply for the KIS program for their Victorian Government-funded kindergarten programs.

Program Support Groups (PSG): A program support group brings together key people to support the inclusion of children with disability or developmental delay, or complex medical needs, from the time of enrolment at kindergarten until they move to school. The group may include:

- the early childhood teacher
- the child's parent/carer(s)
- early childhood intervention professionals
- a preschool field officer
- medical practitioners, therapists or other allied health professionals
- a support person – if the child's parent/carer(s) chooses to use one.

Mental health: In early childhood, a child's mental health is understood as a child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the

environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development. <https://beyou.edu.au/>

Preschool Field Officer (PSFO) Program: The role of the PSFO Program to support the access and participation of children with additional needs in their kindergarten program. For more information visit: www.education.vic.gov.au

SOURCES AND RELATED POLICIES



SOURCES

- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: www.acecqa.gov.au
- Child Safe Standards: www.cryp.vic.gov.au
- Early Childhood Australia Code of Ethics: www.earlychildhoodaustralia.org.au
- Guide to the National Quality Framework, ACECQA: www.acecqa.gov.au
- Inclusion Support Program: www.dese.gov.au
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: <https://beyou.edu.au>
- The Kindergarten Funding Guide (DET): www.education.vic.gov.au
- United Nations Convention on the Rights of the Child: www.unicef.org
- Victorian Early Years Learning and Development Framework: www.acecqa.gov.au
- Victorian Inclusion Agency (VIA): www.viac.com.au

RELATED POLICIES

- Child Safe Environment and Wellbeing
- Code of Conduct
- Compliments and Complaints
- Curriculum Development
- Inclusion and Equity
- Occupational Health and Safety
- Privacy and Confidentiality
- Supervision of Children

EVALUATION



In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notifying all stakeholders affected by this policy at least 14 days before making any significant changes to this policy or its procedures, unless a lesser period is necessary due to risk (*Regulation 172 (2)*).

ATTACHMENTS

- Attachment 1: Procedures Specific to ANMK





AUTHORISATION

This policy was adopted by the approved provider of Alfred Nuttall Memorial Kindergarten on the 9th October 23

REVIEW DATE: October 26

ATTACHMENT 1. PROCEDURES SPECIFIC TO ALFRED NUTTALL MEMORIAL KINDERGARTEN

ANMK aims to provide children with the experience of nurturing, respectful relationships that build a foundation for children to develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively with others.

At ANMK educators interact positively with young children and are attuned to the children's thoughts and feelings. Educators are aware of and support the philosophy that when positive relationships are forged, they contribute to a strong sense of wellbeing in children, forming the basis for learning.

The Kindergarten is committed to offering children, families and staff a safe and trusting environment where they are able to enjoy and contribute to the kindergarten's programmes and community. While developing their sense of individual identity, the children also form a strong sense of belonging to their group and to the Kindergarten community.

Promoting relationships and interactions between children, between children and adults and between adults

- ANMK seeks to create a positive atmosphere that is relaxed and happy and which all children feel safe and confident.
- Educators can be seen fostering equitable, friendly and genuine interactions with the children
- Educators show genuine interest, understanding and respect for all children
- ANMK educators consistently respond positively to all children who require their attention
- ANMK encourages relaxed, unhurried meal times during which educators sit and talk with children and encourage interactions between children
- ANMK educators focus on engaging children in many conversations and interactions throughout the day or session. Conversations and interactions may be initiated by children or by adults.
- At ANMK Educators respect the children's right not to engage in conversations or interactions at particular times or for certain reasons.
- Educators use a range of strategies such as enrolment forms, discussions with families, information sheets, observations of children and conversations and interactions with children to assist them in forming meaningful relationships with children.
- Orientation programmes such as an initial visit, small group meetings with children and families and a staggered start enable educators to develop meaningful relationships with children and families as they settle into the Kindergarten programme.
- Consistency of staffing arrangements promote the development of secure, trusting and respectful relationships.
- ANMK educators encourage children to seek educator assistance if they feel concerned or worried and support children in the "settling in" phase at kinder each day, for example asking them what they are interested in doing or directing them towards activities or people they are comfortable with.
- ANMK educators show genuine interest in the children, for example this could involve adapting activities based on feedback from children and conversing and interacting with children about family activities and outside kindergarten activities
- ANMK educators provide comfort, support and encouragement to children who are upset or frustrated or show other signs of distress such as illness
- ANMK educators acknowledge children's efforts and achievements, this includes verbal encouragement and feedback, gestures e.g. signing/eye contact, commenting to parents about positive learning, taking photos and/or displaying special achievements
- Staff members develop and implement a range of strategies which assist in building relationships with children for example, active listening, assertiveness skills, role modelling, negotiating and facilitation
- Information will be provided to families regarding transition to kindergarten and the settling process

Developing a sense of identity within the community

ANMK educators demonstrate this philosophy in their practice through:

- encouraging children to identify with their kindergarten group
- social events are organised to encourage children and families to get to know each other and gain a feeling of belonging to a kinder community
- children are encouraged and shown how to care for and take responsibility for their peers, educators, the kindergarten environment and the kindergarten equipment
- a range of strategies are utilized to encourage children to develop their sense of identity within the group, such as group books, family photos
- incursions and local excursions in the local community
- group programme books and Term Reflections
- strategies and activities for children to come to know each other within the kindergarten setting
- Educators can be observed having interactions and conversations with each child that clearly reflect information received from families about their child

Education plans and experiences that promote opportunities for children to engage in meaningful conversations, relationships and interactions.

- ANMK plans open ended play experiences which allow for meaningful conversations and interactions between children and educators. For example, while intentional plans are implemented, all experiences offer the children opportunities for participation on an individual basis, incorporating a range of interests and developmental skills.
- ANMK designs play experiences in a way that allows one-to-one or smaller group conversations with educators. One way this is evidenced by the physical layout of the room, i.e. some learning experiences have 2 chairs, some 4, some 6 and some are more open plan.
- The focus of the programme plan is on children's participation in play experiences which offer many opportunities for meaningful interactions between children and between educators and children. To develop a sense of belonging to their group and to share learning with each other, there are also times when the children come together in small and larger groups. The experiences planned aimed to support children's growth and learning in all areas of development and in all outcome areas.
- Observations and assessment and discussion and collaboration with families, informs the focus, strategies and plans for each child.
- Through discussion and planning times, ANMK educators work together to reflect on teaching strategies and experiences and to identify each child's dispositions and interests in learning.
- Planning for each child's learning follows each child's interests and utilises intentional planned experiences by educators as well as responding to spontaneous experiences. Educators support, facilitate and guide children's participation in the programme. Educators interactions and conversations with children are guided by identified strategies and plans for each child and for the group and have the intention of fostering children's development in the five outcome areas. Both individual and group based experiences are planned. Intentional teaching practices are used and a range of documentation methods employed to demonstrate and inform future learning.

Educators engage in interactions and conversations with intentional teaching purpose.

ANMK aims to provide an environment and education program where every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning. ANMK supports the Early Years Learning framework recommendations that (page 15) interactions and conversations are vitally important for learning. Children are regularly engaged in social contexts to provide them with opportunities for growth.

AT ANMK, we do the following:

- Engage children in intentional and spontaneous two-way conversations and interactions about their participation and learning. This can be individually or in group situations.
- A range of communication strategies are utilized to facilitate interactions with children with differing language needs, for example, children from non-English speaking backgrounds. Educators use interactions with children and families to support the use of home languages.
- Children are encouraged by the educators to try new experiences and challenges, to develop independence and to solve problems.
- Children are supported to initiate interactions and conversations with trusted educators who help them to express and explore their feelings and ideas.
- Educators participate in children's activities and play, using the children's cues as a guide to the level of their involvement
- Educators respond positively and respectfully to children's comments, questions and requests for assistance.
- Educators model reasoning, predicting, problem solving and reflective processes and language.
- Educators collaborate with children about routines and experiences.
- Educators utilize techniques and augmented communication such as sign language, visual cues and other resources and tools to support the inclusion of children with additional needs who may be non-verbal or have limited communication skills.

Equity and Inclusion

The kindergarten community and programme recognise the individuality of each child and welcomes children from all backgrounds. The kindergarten encourages equal opportunities for all children and is sensitive to individual needs regarding culture, development and family background.

ANMK educators achieve this through

- fostering an environment that reflects the lives of their children and the community, for example this includes supporting such activities as family celebrations and ensuring resources and experiences are reflective of the children and families.
- gather information from families, other support services working with children, community members and cultural groups to extend knowledge and understanding of the diversity of the children and their families' lives and perspectives
- ANMK educators support the use of children's home language, i.e. becoming familiar with common terms, use of bilingual literature, membership of FKA, supporting families in the maintenance of their home language.
- Act as role models in developing children's sense of understanding and acceptance of similarity and difference and to foster positive, respectful and inclusive relationships and interactions between children
- Educators liaise with families and other professionals working with the child to maximize children's participation, interactions and development.

Supporting Positive Relationships Between Children

ANMK aims to assist children to develop the skills, dispositions and understandings they need to interact positively with others. (Based on the Early Years Learning Framework, pg 12.) and to assist each child to develop positive, respectful strategies to negotiate their rights in relation to the rights of others.

At ANMK Educators focus on helping children to learn about their roles and responsibilities to themselves and others. ANMK provides children with opportunities to experience the value of collaboration and teamwork.

AT ANMK, the following practices can be observed:

- Children undertaking activities as part of a group that is an appropriate size and composition for their learning and development . This is supported through the physical layout of space. For example, flexible groupings responsive to the needs and dynamics of the group, experiences that offer opportunities for individual, partner, small group and larger group interactions
- Children engaging in and contributing to shared play experiences, working collaboratively and responding to ideas and suggestions from others , for example, opportunities to work individually on a puzzle or with another child on a larger floor puzzle
- Children being able to revisit group projects and play over extended periods of time. Such projects include research, planning, problem-solving and shared decision making. For example, being able to leave group projects, such as a block building, until the following session to continue play
- Children encouraged to engage in enjoyable interactions using verbal and non-verbal language
- Children establishing and maintaining respectful, trusting relationships with other children and the educators
- Children supported to participate in reciprocal relationships with their peers, sharing humour, happiness and satisfaction
- Children having opportunities to interact with others to explore ideas and concepts, clarify and challenge thinking, solve problems, explore leadership and follower roles and contribute to group outcomes for example, role play of social situations, discussions of expectations and responsibilities
 - Children encouraged to seek out and accept new challenges, make discoveries and celebrate their own efforts and achievements and those of others for example, children invited to share learnings with each other at group times
 - Educators supporting children to be responsible for and to share decision-making within the group for example, pre planning of a special event
 - Educators modelling explicit communication strategies
 - Educators using strategies to support inclusion of children from diverse backgrounds and capabilities in collaborative play, projects and experiences with others for example, promoting the children's interests and strengths and teaching children inclusive skills and practices
 - Educators using children's interests to plan for further learning opportunities, for example, the use of children's interest to also draw other children into interactions and projects
 - Educator's supporting children to problem solve together, talking with children about outcomes of actions/consequences, discussing feelings and emotions, brainstorming, negotiating, listening and using assertiveness skills

Learning opportunities for positive social interactions and reflection on actions

AT ANMK, the following practices can be observed:

- Children being encouraged and supported to make decisions based on what they predict may be the outcome of a certain behaviour or action
- Children supported to show an increasing capacity to understand, self regulate and manage their emotions in ways that reflect the feelings and needs of others
- Children supported to show increasing awareness of the needs and rights of others
- Children encouraged to empathize with and express concern for others
- Opportunities for children to reflect on their actions and consider the consequences for others
- Children encouraged to express their ideas and feelings and to understand and respect the perspectives of others
- Educators discussing emotions and feelings with children in planned and spontaneous experiences.
- Educators talking with children about how the actions or behaviours of others make them (the educator or coordinator) feel
- Educators listening and responding empathically to children when they express their emotions
- Educators supporting children to negotiate their rights in relation to the rights of others and intervening sensitively when children experience difficulty in resolving a conflict
- Educators reassuring children that it is normal to experience positive and negative emotions at times

- Educators engaging in interactions with children that promote respect for diversity and value distinctiveness
- Groups arranged so that children are able to undertake activities and develop friendships as part of a small group.
- Children who have specifically diagnosed behavioural or social difficulties being genuinely and sensitively supported to understand how their own actions affect others.
- Educators including all members of the group in conversations, play and projects.
- These practices are evident through setting limits and discussing their need and relevance, reflective listening and modelling empathy towards others, discussion, open ended questions, literature and children's stories, role modelling, skill development such as problem solving strategies, positive feedback for observed kind behaviours, enabling children to have opportunities to express their rights and to also listen to others, use of strategies such as visual cues or social stories to support children and relaxation activities.

Positive Guidance

AT ANMK, the following practices can be observed:

- Educator's utilizing positive behaviour management strategies such redirection, giving choices, setting limits, role modelling and providing feedback.
- Professional development opportunities will enable staff members to increase knowledge and skills about a range of positive guidance strategies. Staff planning times and staff meetings will provide opportunities for discussion and reflection on children's needs, interactions, and behaviour guidance strategies.
- Educators using positive behaviour guidance strategies that are focussed on supporting children to develop the skills to self-regulate esteem and do not isolate children for any reason other than illness, accident or a pre-arranged appointment with parental consent.
- Educators using positive guidance strategies consistently for all children.
- Educators pre-empting potential conflicts or challenging behaviours by monitoring and supporting interactions where there is conflict
- Educators using positive language, gestures, facial expressions etc when redirecting children behaviour.
- Educators and coordinators guiding children's behaviour based on the information received from families, other professionals, and resource agencies.
- Spaces, resources, activities and routines arranged to minimise times when children are likely to experience stress or frustration.
- Children being acknowledged positively by the educators when they make a positive choice in managing their own behaviour.
- Information will be provided to families outlining the aims and range of positive guidance strategies implemented by educators