

Relationship with Children (Interactions with Children) Policy

NQS

QA2	2.2.1	Supervision – At all times, reasonable precautions and adequate supervision ensure children are protected from hard and hazard.
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QA5	5.1.1	Positive educator to child interactions – Positive educator to child interactions build trusting relationships which engage and support each child to feel secure, confident and included.
	5.1.2	Dignity and rights of the child – The dignity and rights of every child are maintained.
	5.2.1	Collaborative learning – Children are supported to collaborate, learn from and help each other.
	5.2.2	Self-regulation – Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

QA6	6.1.1	Engagement with the service – Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.2	Parent views are respected – The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child’s learning and wellbeing.
	6.1.3	Families are supported – Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
	6.2.1	Transitions – Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

QA7	7.1.1	Service philosophy and purpose – A statement of philosophy guides all aspects of the service’s operations.
	7.1.2	Management systems – Systems are in place to manage risks and enable the effective management and operation of a quality service.

National Regulations

Regs	155	Interactions with children
	156	Relationships in groups
	157	Access for parents
	170	Policies and procedures to be followed
	177	Prescribed enrolment and other documents to be kept by approved provider
	181	Confidentiality of records kept by approved provider
	183	Storage of records and other documents

EYLF

LO1	Children feel safe, secure and supported
	Children develop their emerging autonomy, inter-dependence, resilience and sense of agency
	Children learn to interact in relation to others with care, empathy and respect
LO2	Children develop a sense of connectedness to groups and communities and an understanding of their reciprocal rights and responsibilities as active and informed citizens
	Children respond to diversity with respect
	Children become aware of fairness
LO3	Children become strong in their social, emotional and mental wellbeing
LO5	Children interact verbally and non-verbally with others for a range of purposes

Aim

The aim is to encourage all the children to express themselves, develop self-resilience and self-esteem. All the educators should give positive guidance to each child while building trusting and supportive relationships.

Related Documents

The Montessori Philosophy

Policy and Procedures on Relationships with Children Including Interaction with Children

Behaviour Guidance Policy

Implementation

At the Montessori Journey we demonstrate a consistent approach to behaviour guidance to ensure each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others, and communicate effectively to resolve conflict. We believe that true discipline comes from within. Our aim is to show the child the way to adhere to discipline. The child who can obey his/her inner guide is a disciplined child. Montessori believed a peaceful atmosphere that pervades the classroom as the children pursue their work is extremely touching. No one could have obtained it by external means. We encourage children to use their words not their hands and regularly encourage children to think about how others might feel. Appropriate behaviour is modelled and discussed on a regular basis with all the children, included in our discussion is why we have rules within the centre, e.g., fort rules, sandpit rules, inside rules, etc. Which in most cases is to keep us safe. How to play together with consideration to others, caring for our friends, equipment and using our words. When unacceptable behaviour is observed, we discuss this with the children and what they could have done instead. We encourage children to acknowledge their actions and take responsibility.

Children need guidelines and acceptable limits within which they are free to make their own decisions. We aim to assist children to become self-disciplined who know and understand the limits set.

If children carry on with challenging behaviour after we have tried to support them to regulate their own emotions we take them away from the situation, encouraging the thinking time approach. This usually happens if the child is hurting other children, physically, emotionally, psychologically, themselves, Educators or disrespecting other children or property. We focus on the acceptable behaviour which is displayed by the other children.

At the end of thinking time early childhood educators discusses what alternative behaviours and problem-solving skills could have been used and any learning's that can be gleaned from the situation. Educators actively seek the different guidance strategies used by family members and will constantly evaluate situations and use it in a constructive way within the centre.

Early childhood educators try to encourage children to empathise with and support other children who are experiencing difficulties. If the child is uncooperative and the unacceptable behaviour continues to jeopardise the safety of other children and educators, the centre reserves the right to phone the parent/guardian and request a meeting with the parent. In extreme cases if the child is out of control, we will ask the parent to pick up their child. This must happen within an hour of our phone call.

We encourage children to use "I" statements – that is, we support them in identifying their own feelings rather than blaming others for their actions. We do not force a child to say "sorry" but rather ask what may make the other child feel better. They may have to get an ice pack for them, a drink of water, tissues, a hug or recognise that the other child just wants to be left alone.

Guidelines for the centre

- The centre promotes a policy on peace.
- War toys and fighting type games, degrading name-calling and jeering are not permitted at the centre.
- Children walk inside but can enjoy running outside.
- Children will be in the company of an adult, inside or outside.
- Children's hands and feet are used in a positive way.
- Chairs are for sitting on. Tables are for sitting at.
- Children are to respect their belongings and of the belongings of others.
- Children will, where appropriate, use words to deal with confrontations.
- Materials are to be played with appropriately e.g., books are for reading, blocks are for building.
- Children will be reminded about personal hygiene - especially at routine times.
- Sand is to be played with and not used for throwing.
- Bikes can be ridden whilst considering others around them and be rode as bikes not as scooters.

Guidelines for the educators

- Educators to encourage children to express themselves and their opinions, the Peace Table support children to do this.
- Educators to allow children to undertake experiences that develop self-reliance and self-esteem.
- Children must be allowed to maintain their dignity and rights.
- Educators are to give positive guidance and encouragement to each child so that they feel supported to feel secure, confident, and included.
- Educators must consider the family and cultural values, age, and physical and intellectual development and abilities of each child.
- Interactions with each child are warm, responsive and build trusting relationships.
- Educators should engage every child in meaningful, open interactions that support the skills for life and learning.
- Educators will follow our behaviour policy positively (this is in the Family Handbook which includes Health, Hygiene and safety which is based on the best practice in education and care for children).

Procedures for settling children

A welcoming environment is provided, where parents feel comfortable to spend as much time or as little time with us. It would be preferred if the educators that work with the child greet the parent and child and that educators introduce the child and the parent to other educators during the settling period. Parents are encouraged to use our two-week transitional period for their child. This allows the child to be more familiar with their teachers, routines, and other children. The transition is usually from 8.30am to 11am of the discussed days. For the settling of the child, it is important to find out about the child's interest and needs from the parents. When the child has started, provide honest and sensitive feedback to families about how their child is settling into our centre. Educators must try and be sensitive to the cultural and backgrounds of the new families and will ensure that they use the child's familiar words small phrases whilst the child is in the centre.

Children with challenging behaviour

If a child persists in targeting other children on a regular basis, a report will be done with all incidents, times, dates, and children who have been targeted and the parent will be notified, and it will be a requirement that you seek appropriate advice to support the centre more to manage this behaviour. The centre can assist you with finding the appropriate help needed.

The three steps to the challenging child procedure

1. Early childhood educators will communicate with parents/guardians that there is an issue that needs addressing and we need to work with them to develop an action plan that best suits their child. This will require the parent/guardian, child, educator, and director/nominated supervisor to come in for a discussion at a convenient time for all parties. If the parent/guardian requires a support person, or another educator that they feel comfortable with, they may include them. They may also seek external help from someone in a specialised field if this is required. At this meeting, the child's behavioural problems will be discussed together with why this meeting has been requested. It will require all parties to develop an action plan together to follow. The action plan will include strategies for the adults and the child, outcomes, and a timeframe within which the plan will be evaluated.
2. The second step states that if the behaviour of the child is aggressive or inappropriate and threatens the safety of other children and educators, educators will call the parents/guardians immediately after an incident occurs, to come and collect their child. If the behaviour does not improve over a specified period, then we will ask you to seek help from outside agencies which we may be able to advise you on.
3. The third step states that if you are unwilling to seek outside help or willing to work in partnership with the centre, we reserve the right to ask you and your child to leave the Montessori Journey centre as the safety and welfare of the other children, families and educators is paramount to maintaining a happy centre.

Please know we are all working in the best interest of your child.

Managing biting behaviour procedure

Get the child who bit to hold the icepack on the child that they had bitten if the child that was bitten is ok for this to happen. Follow behaviour policy with the child that bit and fill in an Accident report for the child that was bitten, and an Incident report for the child that bit. We also have appropriate books that we can read in our library.

Early childhood educators are responsible for

- Giving positive reinforcement for appropriate behaviour within the centre, which will be clear and consistent.
- Setting clear, fair rules/limits, this will be age-appropriate, having regard to the child's stage of development.
- Prompting and supporting children to remove themselves from situations where they are experiencing frustration anger or fear.
- Re-directing conflict situations with children to more appropriate behaviour/activities with explanations as to why their behaviour is unacceptable. Patiently reminding the children of the consequences of their actions.
- Guiding children to use conflict resolution skills to solve problems. Educators ask for support from other educators when dealing with behaviour situations.
- Being vigilant in their awareness of all children to avoid any future situations that may occur.
- Liaising with parents so we are aware of anything in the child's home life that may affect the child i.e., death in the family, a separation etc. Being mindful of how it may have impacted on the child emotionally.
- Modelling ways to negotiate and resolve conflicts with others.
- Supporting children to negotiate their rights in relation to the rights of others and intervening sensitively when children have trouble in resolving a disagreement.

Sources

National Quality Standard

Education and Care Services National Regulations (Queensland)

Early Years Learning Framework

Council of Australian Governments

Child Safe Organisations

ChildSafe Australia

Review

This policy will be reviewed annually by:

- Director
- Employees
- Families
- Interested Parties

Last reviewed: October 2023

Date for next review: November 2024