

DUNCRAIG EARLY LEARNING CENTRE INC.

INTERACTIONS WITH CHILDREN

POLICY

Duncraig Early Learning Centre aims to ensure that children, whilst under the care of the Centre, are safe, secure, and adequately supervised by educators in attendance.

PROCEDURE

There will always be a qualified educator employed in each room. During opening hours there will be at least one qualified educator on each shift.

Educators are:

- Expected to know the exact number of children in their care at all times during the course of the day; and
- Required to record the child's attendance by ticking children's names as they arrive at the Centre and ticking each child's name again when they leave.

Educators will aim to spend as much time as possible interacting with the children.

When Inside, educators will endeavour to have at least one educator interacting with the children at all times. When outside for optimum supervision, two educators will be present wherever possible.

Educators will move around the room/yard, constantly scanning and facing children as much as possible.

For optimum supervision, educators will endeavour to be at opposite sides of the room/yard to other educators so all areas can be seen. To maintain the highest level of supervision Educators will use walkie talkies to communicate to each other.

When outside, educators will make use of the safety mirrors (positioned in each yard) if they require additional assistance whilst supervising.

Children will not be left alone when on a change mat. Educators will ensure they are in physical contact with the child at all times.

Where possible, relief staff will be rostered on the middle shift, to allow parents and children to be greeted by a familiar staff member. If there is no other option, two rooms are to combine, to ensure there is a familiar staff member to greet parents and children and who is able to identify people authorised to collect children.

An educator over the age of 18 years old must directly supervise any type of water play held at the Centre.

GUIDING CHILDREN'S BEHAVIOUR POLICY

DEFINITION

Unacceptable behaviour is defined as when a child disturbs the rights of other children and educators to be in a positive safe environment.

POLICY

To enable children to make choices, understand the consequences and take responsibility for their own actions, whilst encouraging their ability to interact with others.

PROCEDURES

Clear guidelines about acceptable behaviour will be developed with input from parents, educators, management and children.

Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.

Children will be encouraged to settle their differences in a peaceful manner.

Educators will demonstrate acceptable behaviour throughout the day when interacting with children. Their role modelling will encourage positive and responsible behaviour within the areas of:

- socially acceptable behaviour
- interaction with peers
- maintaining a safe and caring environment.

Educators will use voice intonations, facial expressions and explanations as a method of guidance.

Diverting children to activities and resources, showing appreciation for appropriate behaviour and building on each child's strengths and achievements will encourage positive behaviour.

Children will not receive any kind of corporal punishment whilst in care at Duncraig Early Learning Centre.

Parents/Guardians, who wish to discipline their own children whilst at the Centre, will not at any time use any form of corporal punishment or use unacceptable language.

Food will not be withheld as punishment.

The use of negative labelling as a guidance strategy is not acceptable. For example, using the words naughty or no.

If a child is having a tantrum on arrival the educators will ask the parents to put the child on the ground or a soft cushion as opposed to the educators taking the child from the parent. The educators will then get down to the child's level to comfort them. This is to prevent any injuries to educators, child or parent.

If children consistently display unacceptable behaviour, the qualified educator in the room will ensure:

- Written observations are taken
- The expectations of the child's behaviour are realistic and appropriate to their developmental level.
- The child understands the limits
- The child is not copying observed behaviour
- Events at the Centre have not encouraged this behaviour
- Consequences of the behaviour do not encourage it to persist.
- Educators consistently follow strategies.
- The environment is assessed, to determine whether or not it is meeting the child's needs.

ACTION TO BE TAKEN FOR UNACCEPTABLE BEHAVIOURS

THINKING TIME IS TO BE USED AS A LAST RESORT, WHEN ALL OTHER METHODS HAVE NOT WORKED.

Parents will be spoken to about the behaviour and a joint plan of action discussed. Parents will be regularly consulted – when child is out of hearing range. During all communication with family's confidentiality remains at the highest level. Should the child's behaviour involve another child/ren no information on that child/ren will be shared with either party inclusive of the child/rens name.

If behaviour occurs several times, educators will write up an incident report, which will be discussed with parents each time and signed by them to acknowledge them being made aware of the incident. If another child is hurt, an incident report following the same procedure as above will be completed.

The Director is available to discuss and assist with any concern a parent or an educator has in respect of the child's behaviour or participation in the program.

If the unacceptable behaviour persists, the Director, jointly with the parents will contact appropriate agencies or professionals for support e.g.: Communicare

After the child has been given every chance to respond positively and if these methods fail to improve the behaviour, the matter will be referred to the Management Committee. The child's parent/parent's will be invited to attend this meeting to address the concerns raised. The Management Committee will then decide whether care will continue.

Once a decision has been made, the Director will meet with the parents and discuss the decision.

DJIDI DJIDI ROOM

Limits positively reinforced

Distract/redirect the child

Look at structure of environment to see whether anything needs changing

If the behaviour occurs again, reinforce limits positively again

Redirect behaviour by encouraging the child to do an activity with the educator

BINDI BINDI ROOM

Limits positively reinforced

Redirect behaviour after discussing with child (if developmentally able to)

Assess the structure of environment to determine whether anything needs changing

If the behaviour occurs again, ask child what happened, reinforce positive limits and state that they will need to go and sit by themselves if they do it again.

Redirect behaviour by encouraging the child to do an activity with the educator.

E.g. "You will need to go and sit in the quiet area, until you are ready to use the blocks for building"

If the behaviour occurs a second time

Reinforce limits positively letting child know that you are following through with your previous discussion.

Walk child over to an area away from toys and children

And get them to sit and think about what has happened for 1 to 2 minutes.

The educator will then encourage the child to become involved in a different activity.

YONGA ROOM

Educators are to get down to children's level and ask why the behaviour occurred.

Limits are positively reinforced.

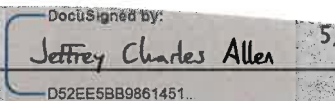
Redirect child following the steps written under Bindi Bindi room heading

Sources: Replacing Time-out handout – Daniel Gart www.naeyc.org/resources/journal

REVIEWED: May 2023

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SIGNED  5/15/2023
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