Interactions with Children

In the Nest at Alberton, we believe that everyone has the right to feel safe at all times. Children learn best when they experience success and have positive self-esteem. No child should be made to feel rejected, insecure, embarrassed or ashamed.

We know that children will sometimes feel angry, frustrated and upset, and will need help to express these feelings appropriately. We believe that children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.

The Nest staff and parents work together, sharing responsibility, being consistent at all times, creating a safe, secure environment for children and modelling appropriate behaviours. Effective communication and learning occurs when families and educators work together to develop common goals for a child’s well-being, learning and development.

We believe that the consideration of children’s individual, and contextual needs are crucial to successful learning and the development of positive behaviours. At Alberton, family consultation is valued and their individual perspectives respected.

As a staff team we view children as competent and capable learners. We will promote positive behaviour and interactions by:

- 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 well-being and gives opportunities to express feelings through sensory and other forms of play.
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Treating all children with respect.
- Keeping children safe physically and emotionally.
- Involving children in goal setting, developing group norms and behavioural expectations and consequences.
- Using positive verbal and non-verbal guidance.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour and that behaviour is communication.

- Valuing children as individuals within their family and cultural context.
- Intentionally teaching appropriate behaviours and play skills, building on each child’s strengths and achievements and providing choices when possible.
• Encouraging open two way communication with families to ensure that each child’s rights are met

We aim to support children in accepting responsibility for their own behaviour. We discuss and establish group norms and expectations to ensure a safe environment for everyone. ‘Our Caring Book’ will be developed each year and will be an ongoing point of reference for:

- caring for themselves;
- caring for others;
- caring for this place.

When conflict arises it will be seen as a learning opportunity where restoration of wellbeing for all is the aim. Staff will use the principles of Supportive Social Learning* and…”enter situations with an open, questioning attitude and an eagerness to engage in honest and authentic communication”.

**We will respond to continuing challenging behaviours by:**

- Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s well-being and learning;
- Assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours;
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services;
- Being aware of our limitations and seeking assistance when required;

*Creating Classroom Communities that care – Supportive Social Learning by Ellen Hall and Jennifer Kofkin Rudkin in Child Care Information Exchange 1/03-12*