



WILLUNGA WALDORF SCHOOL

Relationships with children: Interactions with children & Behaviour management

Relationships with children:

Interaction with Children

POLICY STATEMENT: Aim/ goals – What are we going to do?	Educators will interact with children in a warm, encouraging and positive way. Educators will support children to feel capable, confident, connected cared for and valued.
PROCEDURE: Practice/ how will it be done?	Children learn what to expect from the others through those who they interact with. The role of the educators is to: • <u>Create secure relationships with all children:</u> When children first start Kindergarten the teacher's priority is to establish a secure and caring relationship with the child and family. As part of the process of transitioning into Kindergarten, the teacher offers a home visit to help the teacher, child and parents get to know each other better. • <u>Non- verbal language:</u> Educators interact with children in a caring, positive and encouraging manner. The non verbal language of the educator is also seen as a tool to guide behaviour, for example, when a child is resisting, they may be gently taken by the hand. • <u>Understanding children's behaviour:</u> Educators try to understand the cause behind the child's behaviour as described in the Behaviour Management Policy (see below). When guiding a child who is behaving inappropriately, the educator aims to stay calm, clear and show the child alternative ways of expressing themselves. Educators model appropriate ways for the children to express themselves and be understood. • <u>Speaking to children:</u> Educators always speak kindly and respectfully to children, acknowledging that all children have a right to be heard at an appropriate time and in an appropriate form. Children's views are valued, and concerns taken seriously. When listening to a child, an educator will allow the child to express themselves, and not speak for the child. This not only supports their language development, but also builds a feeling of belonging and being connected to their world
Regulations and National Quality Standards	<u>National Quality standards:</u> • 5.1.1 Interactions with each child are warm, responsive and building trust • 5.2.3 The dignity and rights of every child are maintained and all times • 7.3.5 Services practices are based on effective documented policies and procedures that are available at the service and reviewed regularly. <u>Education and Car Services Regulations 2011: 155, 168</u>
Related Policies and Procedures	• Behaviour Management Policy

Relationships with children:

Behaviour Management

POLICY STATEMENT: Aim/ goals – What are we going to do?	Educators aim to support all children to feel capable and confident through positive guidance and support to learn acceptable behaviour. Difficult behavior is viewed as a sign that something is unsettling the child. The educator must seek to understand the cause of the behaviour and to support the child, as well as set boundaries around behaviour.
PROCEDURE: Practice/ how will it be done?	<u>Guidance towards socially acceptable behaviour:</u> • <u>Clear boundaries and expectations:</u> This is achieved through a consistency in what is allowed and not allowed, and considering the age and development of each child. Boundaries and expectations work best when the adult is very clear in themselves what it is they expect of the child. • <u>Working with Imitation:</u> In a Waldorf Kindergarten we work from the belief that the child under seven is a very imitative being, therefore the child needs to see appropriate behavior modelled. If we want the child to care for the toys, the child first needs to see adults caring for the toys. If we want the child to speak with a respectful voice, we the adults must speak with a respectful voice. Educators are also aware of saying “thank you” and “please” to foster gratitude in the children. • <u>Focusing on the behaviour and not the child:</u> In cases of socially unacceptable behaviour educators are aware that it is the behavior that has to be addressed and not the child personally. This may be taken further, where the offending body part is focused on, but not the child. eg Hands that have hit may need some kind hand cream and be reminded what is expected of them. This helps children feel empowered to control their behavior. • <u>Redirecting-</u> Redirecting the behaviour will be used at times. e.g. A child during play time being a little too aggressive or energetic may be helped to redirect their energy into some real task in the domestic realm. • <u>Experience:</u> Play always presents new and challenging social situations and educator’s will observe the dynamics of the play and assist when needed. e.g. A child in his/her play knocks down something important to another child. We bring the child back and together we reconstruct what was knocked down. • <u>Speaking</u> – the children are supported in expressing themselves to the educator’s and to the other children when navigating difficult social incidents. • Educator’s offer recognition and positive encouragement where appropriate. • <u>A child presenting challenges in his/her behaviour</u> may be brought as a case study to Early Childhood Faculty meetings to be discussed with colleagues-records of strategies are kept in their individual’s observation folder. The following behaviours that may warrant an “Incident Form”: • ☐ Intimidation of another child • ☐ Repeated or extreme acts of aggression • ☐ Deliberate disobedience, lack of respect or persistent bad manners • ☐ Leaving the kindergarten grounds • ☐ Destruction or vandalizing of school property • ☐ Unreasonable and significant escalation of violence • ☐ Repeated or extreme crude behaviour or offensive language

	When a child's behavior warrant a release from kindergarten: STEP 1 1. Parents will be notified to collect child 2. Kindergarten Release Form will be completed to be signed by parents. 3. Appointment made for a conversation, at a soon as possible time, whereby incident detailed in the Kindergarten Release Form will be discussed with and signed by parent. 4. Child assessed for possible contributing factors such as hearing, speech or visual problems. Assessments could include extra lesson, pediatric assessment or an educational consultant 5. Parent and teacher and possibly learning support will form strategy for supporting the child. STEP 2 From the above, specific recommendations for remedial steps and expectations of behaviour change will be made. Ongoing parental support is vital STEP 3 1. If behaviour fails to improve then Step 3 of the Discipline Procedure will be implemented. Parents will be contacted to take their child home immediately and/or the child will be suspended temporarily and return to school on probation after a parent interview. 2. If a child reaches Step 3 of the Discipline Procedure repeatedly in the school year, the school reserves the right to cancel the child's enrolment.
	<u>Fostering self-reliance and self-esteem:</u> When children feel good about themselves, this helps them to feel good about their behaviour and others too. We support children by: • Helping children with challenging tasks and social situations the same time we strongly work toward having children take on tasks they are ready for. The Educators are constantly reviewing what each child is ready to take on. Time is allowed for the children to complete these tasks. We see an unrushed environment as essential to nurturing self-reliance, for example dressing one-self. • The daily domestic nature of the Kindergarten activities, washing the dishes, drying the dishes folding the washing, baking morning tea, helping set the table, also fosters self-reliance and self-esteem as the children are doing 'real' work. These activities provide the children with a sense of being capable and confident contributors to the class community as these activities need to be done daily and the educators do them regularly. To assist in fostering healthy self- esteem, educator's work out of Steiner philosophy and are encouraged to withhold judgment on the child's work and play. For example, a child making a cubby does not require judgment on the cubby, good or bad. But instead we provide acknowledgement and recognition of the effort it has taken. With actions or behavior that are not acceptable the action is judged and not the child.

Regulations and National Quality Standards	<u>National Quality Standards:</u> • 5.1.3 Each child is supported to feel secure, confident and included. • 5.2.2 Each child is support to manage their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflict. • 5.2.3 The dignity and rights of every child are maintained at all times • 1.1.5 Every child is supported to participate in the program <u>Early Years Learning Framework:</u> • Children have a strong sense of identity ◦ Children feel safe, secure and supported • National Regulations 155, 168
Related Policies and Procedures	• Interactions with Children Policy • Incident, Injury, Trauma and Illness • Grievance Procedure
Last Revision	25/03/2015 – Initial Documentation – Irene Bragg
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