

POLICY

POLICY 19: INTERACTIONS WITH CHILDREN & GUIDING CHILDREN'S BEHAVIOUR

OVERARCHING PERSPECTIVE:

Perspective: Quality Services
Policy: Services and Programs

POLICY:

Our Village Family Childcare Service will seek to ensure that children using the service are educated and cared for in a positive learning environment which will assist in the development of the skills to guide their own behavior and to build and maintain sensitive and responsive relationships with other children and adults. All interactions between children and the Educator are in accordance with the service philosophy and support the wellbeing, learning and development of each individual child.

SCOPE:

This document applies to all Educators, Families, Coordination Unit Staff, Volunteers and Students of Our Village Family Childcare Service.

RATIONALE:

Our Village Family Childcare Service believes that all adults involved with the children in the service are role models for the children. Children will be supported to develop language, confidence and social skills which will allow them to resolve conflicts and have their needs met through the positive behavior guidance strategies.

PROCESS:

Our Village Family Childcare will:

- Provide opportunities for all Educators and staff for professional development and training in guiding children's behaviour in positive ways to enhance their skills and day to day practice.
- Enable Educators and staff to be pro-active in the prevention of behavioural difficulties and promote a positive approach to behavioural guidance
- Provide resources and information for parents and Educators to assist in positive behaviour guidance strategies being used consistently, both at home and whilst the child is in care
- Advise parents of community parenting programs.

Coordination Unit staff and Educators will:

Guide children's behavior with positive, consistent messages, realistic and age appropriate limits and by modeling appropriate behavior. In line with the Educations and Care services National Regulations 2011, part 4.5 . Relationships with Children, Regulations 155 & 156 the service must provide education and care in a way that:

- Encourages children to express themselves and their opinions; and

- Allows children to undertake experiences that develop self-reliance and self-esteem; and
- Maintains at all times the dignity and rights of each child; and
- Gives each child positive guidance and encouragement toward acceptable behaviour;
- Has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child; and
- Provides opportunities to interact and develop respectful and positive relationships with each other and with Educators and staff; and
- Supports and informs children respectfully of the daily routines and transitions and
- Models and provides words that promote collaborations, problem solving and respect
- Guides children's behaviour with positive, consistent messages, realistic and age appropriate limits and by modelling appropriate behaviour

DEFINITIONS:

REFERENCES:

Education and Care Services National Regulations 2011; Regulation 168

Victorian Early Years Learning and Development Framework . for all children from Birth to Eight years (State of Victoria Department of Education and Early Childhood Development (November 2009) www.education.vic.gov.au)


RELATED DOCUMENTS:

Child Safe Environment & Child Protection -7

Fit and Proper Assessment of FDC Educators, Assistants and Persons Residing at the FDC Residence - 32

(SCH) Duty of Care Policy

This box to be completed after final draft has been approved.

Issue Date:	November 2016	Previous Review(s):	Mar '10, Nov '11, Mar '12, Jul '15
Issue Number:	Five (5)	Next Review:	November 2019
Owner:	Manager, Family Day Care	Signed in accordance with Deed of Delegation: <div style="text-align: right;">1/12/2016</div> <div style="text-align: center;">  X _____ Marcus Bosch General Manager, Child, Youth & Family Services Signed by: Marcus Bosch </div>	