

POSITIVE INTERACTIONS AND GUIDANCE POLICY

AIM

For children, families and educators to experience mutually enjoyable, caring and respectful relationships.

For children, families and educators to develop a sense of belonging, fairness, respect and empathy towards others.

IMPLEMENTATION

- Educators always use a positive approach when guiding children.
- The children are involved in collaborating to determine goals and expectations.
- Educators encourage each child's positive sense of self.
- Educators acknowledge children's efforts with valid statements. This empowers children and guides them towards reflective thoughts and a sense of pride.
- Through social play and story times children's empathy is facilitated.
- Verbal language used by educators is clear, positive, and developmentally appropriate. Educators maintain a respectful volume and tone when interacting with children and scaffolding their social development.
- Educators' non-verbal language, including facial expression, approaching children at their physical level and making eye contact, facilitates children's sense of security.
- Our educators value the importance of utilizing opportunities for interacting with children to build warm relationships and a sense of belonging.
- Routine times provide a wonderful opportunity to build trust and develop language.
- Educators move to a child's when speaking to them individually and change their height to engage in eye contact. Their language is age and developmentally appropriate.
- Educators use open-ended questions to promote thought and to extend and build upon children's comments and conversations.
- Educators communicate with families and collaborate for positive outcomes.
- The educators participate in positive guidance training through staff meetings, resources and in-servicing.
- The centre provides families with information and support regarding children's developmental milestones and positive parenting. This includes our parent library, our Newsletter, community information and regular communication with educators.

Reviewed: Date; 10/2/20

Sources; The Early Years Learning Framework for Australia, "Belonging, Being and Becoming" and "Guiding Children's Behaviours". (Dr Louise Porter)