

## ARMIDALE & DISTRICT FAMILY DAY CARE

### Promoting Children’s Wellbeing and Resilience

(Interactions, Self-Esteem and Behaviour Guidance)

<p>Related Policy/policies:</p> <p>Regulation/s/ Standards:</p> <p>Related procedures:</p> <p>References:</p>	<ul style="list-style-type: none"> <li>• Inclusion Policy</li> <li>• Educational Program &amp; Practice</li> <li>• Code of conduct</li> </ul> <p>NQS: QA 2.2.1, 5, 6.1, 1.1.2, 1.2.3, 6.2 National Regulations: 4.5-Relationships with children</p> <ul style="list-style-type: none"> <li>• Everyday Learning about Talking Vol 3 (ECA)</li> <li>• Dimensions FDC Excellence in many ways (A. Stonehouse).</li> <li>• Interact effectively with children (Cert 111 topic notes, Professional ed.)</li> <li>• Early Years Learning Framework 2009 (Aust. Government).</li> <li>• The Crisis Manual for Early Childhood Teachers (K. Miller)</li> <li>• Children are People too, 2009, 4<sup>th</sup> Ed (L. Porter)</li> <li>• Australian childhood foundation (<a href="http://www.kidscount.com.au">www.kidscount.com.au</a>)</li> <li>• Community Childcare Co-op Ltd, Rattler Journal 98, 2011 <i>NQS spotlight</i> (L. Arthur)</li> <li>• Guide to the National Regulations 2018</li> <li>• National Quality Standards Guide 2020</li> </ul>
<b>Date effective</b>	October 2019
<b>Date for review</b>	October 2021
<b>Purpose</b>	<p>To ensure educator’s interactions with children are caring, genuine, respectful and without bias.</p> <p>To nurture the development of the whole child by appreciating and respecting the uniqueness and individuality of all children and their families.</p> <p>To positively guide children’s behaviour, to ultimately empower children to regulate their own behaviour and to develop the skills to resolve conflicts with others.</p>
<b>Responsibility</b>	Educators, Staff, and Relief Educators

**Key information:**

***Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security, in turn positively affecting how they interact with others. Trust, consistency, and feeling valued helps to build self-esteem and self-reliance in children. Children with poor self-esteem find it difficult to form trusting relationships.***

***Using everyday interactions with babies and young children during play, routines, on-going projects will stimulate children’s thinking and enrich their learning.***

***As positive role models, educators should build on relationships between themselves, the children in their care and their families.***

***As Adults in children’s lives, it is our responsibility to respect, maintain the dignity and rights, and appreciate all children.***

## Procedure:

### Educators and Staff can facilitate self-esteem, self-reliance, and resilience in children by:

- Encouraging children to express themselves and their opinions.
- Promoting a sense of community and a shared identity by providing an environment that reflects the lives of the children, their families and local community. This will promote a strong sense of who they are and how they connect with others.
- Ensuring that the routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age and physical and intellectual development.
- Maintain the rights and dignity of each child.
- Give choices and consult with each child about things that affect them.
- Provide each child opportunities to interact and develop respectful and positive relationships with each other (with regard to size and composition of group), staff members and also volunteers at the service.
- Providing an environment that encourages independence, for example easily accessible toileting and hand washing facilities or easily accessible drinking water.
- Help children take on responsibilities.
- Providing open ended experiences with no pre- conceived answer or outcome, thus promoting imagination, creativity and problem-solving skills so that the child develops a sense of achievement.
- Talking with children as they play and during routines, using open ended questions to allow for a variety of responses other than Yes or No.
- Allowing children of varying abilities to engage in play at their own level of skill and understanding, ensuring that the experiences are child centred and child directed while the adults guide and support the child's learning.
- Encouraging children to express their ideas and opinions.
- Supporting the learning of new skills and encouraging the practice of previously learned skills.
- Allowing time and offering encouragement to complete tasks or to accomplish a difficult task
- Modelling behaviour and appropriate language, (children learn from observing other people's behaviour). Educators and staff should ensure that they interact with all people respectfully.
- Helping children develop tolerance by responding directly when bias occurs or when answering children's questions concerning difference.
- Use a positive approach to guiding behaviour, focussing on self-discipline rather than using rewards and punishments.
- Acknowledge behaviour rather than praise

## Strategies for extending children's language

Using open ended questions support children to give a variety of responses other than yes or no.

### Examples:

- "How did you get those squiggly lines on the paper? Rather than "Did you use your finger to paint those squiggly lines?"

- “How did you build that bridge?” Rather than “Did you build that bridge?”
- “What did you like about the story?” Rather than “Did you like the story?”

**Open ended questions can start with:**

- What if .....?
- I wonder ....?
- How did that happen ....?
- What would happen if ....?
- What do you think ....?
- Tell me about ....?
- In what way ....?
- How can we ....?
- Why did you.....?

**Strategies to promote wellbeing**

**Educators and staff can build self esteem, self reliance and resilience in children by:**

- Modelling behaviour and appropriate language, (children learn from observing other people’s behaviour).
- Educators and staff should ensure that they interact with all people respectfully. For example, we can say to children. “At Family Day Care we use words that won’t hurt others/ it’s not ok calling others names/we will always treat others fairly”. This is a useful strategy when children have been hurt or upset by others.
- Responding immediately to help children better understand what has been said or done
- Responding simply in clear and simple language.
- Responding authentically with honest answers
- Outlining similarities or differences and diversity between children and their families.
- Acknowledging differences by providing children with examples of the many ways that identities and culture are recognized and expressed.

**Promoting and using positive behaviour guidance with children by acknowledging:**

- Children’s feelings and emotions.
- That children need the fair and just support of adults to learn from their mistakes no matter how many times they repeat them.
- The need to respond to each child’s uniqueness and abilities in positive ways and use positive language e.g. refrain from using ‘don’t be mean’, instead say ‘we must be kind to others’.
- That adults need to provide children with strategies to make informed choices about their behaviour.
- That adults need to mediate and assist children to negotiate their rights in relation to the rights of others in issues such as inclusion and exclusion.

**Focusing on relationships support children’s positive interactions:**

When educators listen to diverse perspectives, verbalise feelings and give reasons for preferences in socially acceptable ways they promote positive social interactions among children.

Some children may need the educator to support them to initiate and guide interactions, join in play and negotiate roles. At times it may be appropriate to join in children's play and model problem solving by experimenting and hypothesizing and by verbalizing thinking. Participating in children's play can enable educators to:

- Model how to enter play
- Consider other's perspectives
- Problem solve collaboratively
- Negotiate with others
- Talk with children about their feelings
- Scaffold children's problem solving and conflict resolution skills
- Assist children to learn to appreciate diverse interaction styles and perspective

### **Acknowledging Behaviour rather than Praise:**

Acknowledgement is authentic and honest. The use of acknowledgment corrects the two major causes of low self-esteem: it gives children information about who they are and avoids inflating their ego. It also teaches them to be aware of their own behaviour so that in future when they act thoughtlessly, they will be able to notice that too, and in this way acknowledgement is a disciplinary tool as well as a way to foster a healthy self-esteem.

Examples of praise and acknowledgment:

- You're a good helper
- Thanks for your help.
- I appreciate your help.
- Thanks: that's made my job easier.
- Good girl for using your manners. It's a pleasure.
- You're welcome. (In response to a child who has thanked you for a biscuit).
- I'm proud of you for doing so well at Congratulations. I'm proud for you.
- Ballet. Looks like you're enjoying ballet.
- Wow! I'm impressed!
- What do you think of that?
- That's a beautiful painting. You look delighted with that.
- I like your painting.
- I admire that you tried hard.
- Looks like that was fun.
- Your school play was excellent. I enjoyed your play very much.

### **Resolving conflict collaboratively:**

Instead of punishing children for conflict and natural childhood mistakes, use a collaborative problem-solving approach to resolve the disruptive behaviour that is negatively affecting both children and adults. When there is a conflict, children will need guidance to solve the dispute. Explain each child's need to the others involved.

- Ask and listen to what each child needs.
- Ask the children how they can solve the dispute so that they all get what they need.
- Guide them to select one of the strategies they have suggested.
- Gain their agreement to try the chosen solution and thank the children for their cooperation.

- Once the solution is in place, check that it is working.

Similar steps can be used when you are in a dispute with children over their behaviour, whereby you listen to what they require, the adult is assertive about what they need, and ask how the two of you can resolve the issue. The types of behaviour for which intervention is necessary are those which violate someone's rights.

### **Teaching self-control:**

Children demonstrate that they have lost self-control in one of the following four ways.

- **Protesting tantrums.** This type of tantrum involves crying, screaming, hitting or kicking and is very active.
- **Social tantrums.** This involves one or more children exchanging verbal abuse, refusing to share or take turns, bullying, name calling and generally not being friendly.
- **Whingeing.** Sulking or nagging are the passive version of a protesting tantrum and tell us that children feel dissatisfied with something and cannot get on with what needs to be done.
- **Uncooperative.** This behaviour is the commonest expression of lost self-control and occurs when children cannot do as they are asked because they do not want to and cannot overcome their feelings about having to do it.

It is natural for young children to lack emotional self-control. When children are out of control you need to say very little, all you need to say is "I understand that you're upset and I'll sit with you until you feel happier/better." If they will allow you to cuddle them do so. In this process, children usually go through a range of feelings from anger, sadness, to bargaining, before becoming calm and back in control.

Staying with children in this way tells them that you are willing to help them and teaches them the very skill that you want them to learn; namely, how to get back in control of their emotions. Sometimes, however children are too out of control to accept your company or a warm cuddle as they calm down. When there is a risk of injury or the child's distress escalates, you might instead need to use time away.

**The Guidance Approach of self-discipline in which the adult guides and coaches considerate behaviour rather than controlling children through the use of rewards and punishments, is based on the recent research and ethical issues and is a humanist approach to discipline, which supports the child in their emotional development and ensures their wellbeing.**

### **Use Time Away:**

When humans are upset, they naturally do something that calms them down, they **do not** need to sit on a chair in the laundry facing the wall in isolation. This is the difference between **time out** and **time away**.

- Provide a quiet area where children can retreat to during times up anger and upset.
- Make the children aware that if they feel emotions that make them want to hurt other or feel aggressive, that this is the place to retreat to.
- Ensure all children are aware this is a special place for solitude and that they should respect another child's need for space if they are sitting there.
- Provide some quiet activities for the children to engage with. Squishy balls and CD player with headphones are an example.

Using rewards and punishment only work in the short term. The practicality of time away method is that time to retreat and calm down works because children find it refreshing whereas time out enrages children, making them more unmanageable.

**Deliberately excluding a child for their behaviour is NEVER acceptable. It is an offence to use inappropriate discipline of children in your care this includes:**

- Any form of corporal punishment
- Any discipline that is unreasonable in the circumstances.