

# Armidale & District Family Day Care

## Promoting Children’s Wellbeing and Resilience

(Interactions, Self-Esteem and Behaviour Guidance)

<b>Related Policy/Policies</b>	Inclusion Policy, Code of Conduct, Educational Program and Practice, Recruitment of Educators, Training and Professional Learning, Child Protection.
<b>Regulation/s/Standards</b>	NQS: QA 2.2.1, 5, 6.1, 1.1.2, 1.2.3, 6.2 National Regulations: 4.5 – Relationships with children.
<b>Related Procedures</b>	Dental Health, Infection Control and Handwashing, Nappy Change and Toileting, Photo and Camrea.
<b>References</b>	Everyday Learning about Talking Vol 3 (ECA), Dimensions FDC Excellence in many ways (A. Stonehouse), Interact effectively with children (Cert III topic notes, Professional ed.) Early Years Learning Framework 2022. The Crisis Manual for Early Childhood Teachers (K Miller) Children are People too, 2009, 4 <sup>th</sup> Ed (L. Porter) Australian Childhood Foundation ( <a href="http://www.kidscount.com.au">www.kidscount.com.au</a> ) Guide to the National Regulations 2018 National Quality Standards Guide 2020
<b>Date Effective</b>	November 2023
<b>Date for Review</b>	November 2024
<b>Purpose</b>	To ensure Educators’ interactions with children are caring, genuine, respectful, and without bias. To nurture the development of the whole child by appreciating and respecting the uniqueness and individuality of all children and their families.  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.
<b>Responsibility</b>	Educators, Relief Educators, Coordinators, Nominated Supervisor.

## Key Information

- Developing responsive, reciprocal, 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.
- As positive role models, educators should build on relationships between themselves, the children in their care and their families. Using everyday interactions with babies and young children during play, routines, on-going projects will stimulate children's thinking and enrich their learning.
- As adults in children's lives, it is our responsibility to respect, maintain the dignity and rights, and appreciate all children.
- In each service, our educational program encourages children's self-expression, promotes self-reliance, maintains their dignity and rights, gives positive guidance, and recognises their culture, values, and abilities. We regularly reflect on and refine the program as needed in this regard.

## Procedure and Strategies

### **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 routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age, and physical and intellectual development.
- Maintaining the rights and dignity of each child.
- Giving choices and consult with each child about things that affect them.
- Providing each child with 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.
- Helping 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 children develop a sense of achievement.
- Talking with the 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 focused and child directed while the Educators guide and support the children'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.

- Role modelling appropriate language and behaviour, (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 differences.
- Using a positive approach to guiding behaviour, focusing on self-regulation rather than using rewards and punishments.
- Acknowledging behaviour rather than praise.

### **Mindful Area**

**Each service will provide a mindful area for the children where they can retreat to when they are feeling upset or overwhelmed. Having the mindful area allows the children to self-regulate in a safe, quiet space. Educators will:**

- Make the children aware of the mindful area and let them know that this is an area they can go to when they are feeling upset, or feeling emotions that make them feel like hurting others/aggression.
- Ensure all children are aware that the mindful area is a special place for solitude and that they should respect another child's need for space if they are sitting in there.
- Provide some quiet activities for the children to engage with while they are using the mindful area. Books, sensory toys, quiet music for example.

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