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Interactions with Children Policy

Purpose

This policy will provide guidelines to ensure:

- the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging at Ewing Kindergarten
- each child at Ewing Kindergarten is supported to learn and develop in a secure and empowering environment.

Policy Statement

Values

Ewing Kindergarten is committed to:

- maintaining the dignity and rights of each child at the kindergarten
- promoting fairness, respect and equity
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care (refer to Definitions) towards all children at the kindergarten
- considering the diversity of individual children at the kindergarten, including family and cultural values, age, gender and the physical and intellectual development and abilities of each child
- building collaborative relationships with families to improve learning and development outcomes for children
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the kindergarten.

Scope

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Ewing Kindergarten.

Background and Legislative Requirements and Guiding Documents

Background

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an

understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them (Early Years Learning Framework, p. 20; Framework for School Age Care, p. 19)

'Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children's learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.' (Guide to National Quality Framework – refer to Sources)

Child Safe Standard 3 requires services to have strategies to empower children about their rights, ensure children can participate in decisions affecting them and are taken seriously. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting the participation of children has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

Regulation 155 of the National Regulations requires an Approved Provider of children's services to take reasonable steps to ensure that the service provides education and care to children in a way that encourages them to express themselves, and develop self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour, and respects their cultural and family values. Regulation 156 requires the Approved Provider to ensure that the kindergarten provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service. To meet these requirements, the Approved Provider is expected to consider the size and composition of the groups in which the children are educated and cared for.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service's *Code of Conduct Policy*.

Legislative Requirements

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Equal Opportunity Act 2010 (Vic)
- National Quality Standard, Quality Area 5: Relationships with Children

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au

Strategies for Policy Implementation/ Procedures

The Approved Provider and Persons with Management or Control are responsible for:

- developing and implementing the Interactions with Children Policy in consultation with the Nominated Supervisor, other staff and parents/guardians, and ensuring that it reflects the philosophy, beliefs and values of the kindergarten
- ensuring parents/guardians, the Nominated Supervisor and all other staff are provided with a copy of the Interactions with Children Policy and comply with its requirements
- ensuring the Nominated Supervisor and all other staff are aware of the kindergarten's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and interactions when working with children and families (refer to Code of Conduct Policy)
- ensuring children are adequately supervised (refer to Definitions) and that educator-to-child ratios are maintained at all times (refer to Supervision of Children Policy)
- ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (Regulation 156(2)). Smaller group sizes are considered optimal
- Developing and implementing educational programs that are delivered in accordance with an approved learning framework (*refer to Definitions*), are based on the developmental needs, interests and experiences of each child, and take into account the individual differences and strengths of each child (*refer to Inclusion and Equity Policy*)
- ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (Regulation 73) (refer to Curriculum Development Policy)
- ensuring that the kindergarten provides education and care to children in a way that:
 - encourages children to express themselves and their opinions
 - allows children to undertake experiences that develop self-reliance and self-esteem
 - maintains the dignity and the rights of each child at all times
 - offers positive guidance and encouragement towards acceptable behaviour
 - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (Regulation 155)
- ensure that the kindergarten provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the kindergarten (Regulation 156(1))
- Recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected.
- ensuring clear documentation of the assessment and evaluation of each child's:
 - developmental needs, interests, experiences and program participation
 - progress against the outcomes of the educational program (Regulation 74) (refer to Curriculum Development Policy)

- supporting educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing
- Ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children’s learning, development, interactions, behaviour and relationships.
- ensuring the environment at the service is safe, secure and free from hazards for children (refer to Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy) and promotes the active participation of every child.
- ensuring that the Nominated Supervisor and all other staff members at the kindergarten who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- promoting collaborative relationships between children/families and educators, staff and other professionals, to improve the quality of children’s education and care experiences
- referring notifiable complaints (refer to Definitions), grievances (refer to Definitions) or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Officer (refer to Complaints and Grievances Policy)
- Notifying DET within 24 hours of becoming aware of a notifiable complaint (*refer to Definitions*) or allegation regarding the safety, health and/or welfare of a child at the service (*National Law: Section 174(2)(b), Regulations 176 (2)(a)*)
- Ensuring notifications of serious incidents (*refer to Definitions*) are made to the regulatory authority (DET) (*refer to Definition*) through the NQA IT System (*refer to Definitions*) as soon as is practicable but not later than 24 hours after the occurrence (*National Law: Section 174(2)(a), Regulations 176 (2)(a)*) informing DET, in writing, within 24 hours of receiving a notifiable complaint (refer to Definitions) (Section 174(4), Regulation 176(2)(b))
- ensuring that where the kindergarten has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the kindergarten premises.
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- developing links with and referral pathways to services and/or professionals to support children experiencing social, emotional and behavioural difficulties and their families
- ensuring that there is a behaviour guidance plan developed for a child if educators are concerned that the child’s behaviour may put the child themselves, other children, educators/staff and/or others at risk
- Ensuring that parents/guardians and program support groups (*refer to Definitions*) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour.
- Working collaboratively with educators/staff and program support groups (*refer to Definitions*) to develop or review an individual behaviour guidance plan for their child, where appropriate.
- Setting clear timelines for review and evaluation of the behaviour guidance plan.
- Providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home.
- consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed.
- ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan
- ensuring that educators/staff at the kindergarten are provided with appropriate training to guide the actions and responses of a child/children with challenging behaviour.
- maintaining confidentiality at all times (refer to Privacy and Confidentiality Policy).
- Investigating the availability of extra assistance, such as Kindergarten Inclusion Support (refer to Definitions) or training, by contacting the regional Preschool Field Officer (refer to Definitions), specialist children’s services officers from DET or other agencies working with the child.

The Nominated Supervisor and Persons in Day to Day Charge are responsible for:

- implementing the Interactions with Children Policy at the kindergarten
- ensuring all staff and parents/guardians have access to the Interactions with Children Policy and comply with its requirements
- ensuring all staff are aware of the kindergarten's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (refer to Code of Conduct Policy)
- ensuring children are adequately supervised (refer to Definitions) and that educator-to-child ratios are maintained at all times (refer to Supervision of Children Policy)
- ensuring that the environment is safe, secure and free from hazards (Child Safe Environment, Supervision of Children Policy and Occupational Health and Safety Policy)
- considering the size and composition of groups when planning program timetables to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service. Smaller group sizes are considered optimal
- developing and implementing educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to Inclusion and Equity Policy)
- ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (refer to Curriculum Development Policy)
- ensuring that educators provide education and care to children in a way that:
 - encourages children to express themselves and their opinions
 - allows children to undertake experiences that develop self-reliance and self-esteem
 - maintains the dignity and the rights of each child at all times
 - offers positive guidance and encouragement towards acceptable behaviour
 - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- ensuring clear and straightforward documentation of the assessment and evaluation of each child's:
 - developmental needs, interests, experiences and program participation
 - progress against the outcomes of the educational program (Regulation 74) (refer to Curriculum Development Policy)
- organising appropriate training for all staff to assist with the implementation of this policy
- ensuring all staff members at the kindergarten who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships
- Notifying DET within 24 hours of becoming aware of a notifiable complaint (*refer to Definitions*) or allegation regarding the safety, health and/or welfare of a child at the service (*National Law: Section 174(2)(b), Regulations 176 (2)(a)*)
- Ensuring notifications of serious incidents (*refer to Definitions*) are made to the regulatory authority (DET) (*refer to Definition*) through the NQA IT System (*refer to Definitions*) as soon as is practicable but not later than 24 hours after the occurrence (*National Law: Section 174(2)(a), Regulations 176 (2)(a)*).
- ensuring that where the kindergarten has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the kindergarten premises.

- Developing links with and referral pathways to services and/or program support groups (*refer to Definitions*) to support children experiencing social, emotional and behavioural difficulties and their families.
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others.
- developing the behaviour guidance plan in consultation with the Approved Provider, educators and the parents/guardian of the child, and other professionals and services as appropriate
- Ensuring that parents/guardians and program support groups (*refer to Definitions*) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour.
- Working collaboratively with educators/staff and program support groups (*refer to Definitions*) to develop or review an individual behaviour guidance plan for their child, where appropriate.
- Setting clear timelines for review and evaluation of the behaviour guidance plan.
- supporting educators by assessing skills and identifying additional training needs in the area of behaviour guidance
- investigating the availability of extra assistance, financial support or training, by contacting the regional Preschool Field Officer (*refer to Definitions*), specialist children's services officers from DET or other agencies working with the child
- setting clear timelines for review and evaluation of the behaviour guidance plan.
- providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home
- co-operating with other services and/or professionals to support children and their families, where required
- maintaining confidentiality at all times (*refer to Privacy and Confidentiality Policy*).
- Recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected.

All other staff are responsible for:

- assisting with the development and implementation of the Interactions with Children Policy, in consultation with the Approved Provider, Nominated Supervisor, parents/guardians and families
- providing access to the Interactions with Children Policy for parents/guardians and families
- complying with the requirements of the Interactions with Children Policy
- being aware of Ewing Kindergarten's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (*refer to Code of Conduct Policy*)
- providing adequate supervision of children at all times (*refer to Definitions and Supervision of Children Policy*)
- Ensuring the environment at the service is safe, secure, free from any hazards (*National Law: Section 167*) (*refer to Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy*) and promotes the active participation of every child.
- Ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (Regulation 156(2)). Smaller group sizes are considered optimal, to promote intentional teaching strategies and responsive engagement opportunities.
- Developing and implementing educational programs that are delivered in accordance with an approved learning framework (*refer to Definitions*), are based on the developmental needs, interests and experiences of each child, and take into account the individual differences and strengths of each child (*refer to Inclusion and Equity Policy*)

- communicating and working collaboratively with parents/guardians and families in relation to their child's learning, development, interactions, behaviour and relationships
- delivering educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to Inclusion and Equity Policy)
- delivering programs that develop a sense of wellbeing and identity, connection to community, and provide skills for lifelong learning in all children (refer to Curriculum Development Policy)
- providing education and care to children in a way that:
 - encourages children to express themselves and their opinions
 - allows children to undertake experiences that develop self-reliance and self-esteem
 - maintains the dignity and the rights of each child at all times
 - offers positive guidance and encouragement towards acceptable behaviour
 - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- developing warm, responsive and trusting relationships with children that promote a sense of security, confidence and inclusion.
- Ensure that Ewing Kindergarten provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service (Regulation 156(1))
- recognising the importance of friendships and encourage support from peers, to help children and young people feel safe and be connected.
- ensuring clear documentation of the assessment and evaluation of each child's:
 - developmental needs, interests, experiences and program participation
 - progress against the outcomes of the educational program (Regulation 74) (refer to Curriculum Development Policy)
- ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships.
- Being aware and ensuring that staff members at Ewing Kindergarten who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- promoting collaborative relationships between children/families and program support groups (if required) (refer to Definitions), to improve the quality of children's education and care experiences.
- supporting each child to develop responsive relationships, and to work and learn in collaboration with others.
- ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises.
- ensuring all staff, volunteers and contractors use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others.
- developing links with and referral pathways to services and/or program support groups (refer to Definitions) to support children experiencing social, emotional and behavioural difficulties and their families.
- ensuring that there is a behaviour guidance plan (refer to Definitions) developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk.
- ensuring that parents/guardians and program support groups (refer to Definitions) (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour.
- working collaboratively with educators/staff and program support groups (refer to Definitions) to develop or review an individual behaviour guidance plan for their child, where appropriate.
- setting clear timelines for review and evaluation of the behaviour guidance plan.

- providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home
- consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed
- Investigating the availability of extra assistance, such as Kindergarten Inclusion Support (refer to Definitions) or training, by contacting the regional Preschool Field Officer (refer to Definitions), specialist children's services officers from DET or other agencies working with the child.
- Investigating the availability of extra assistance, financial support such as Inclusion Support Program (refer to Definitions) or training, by contacting their regional Inclusion Agency (refer to Sources)
- using positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- assisting the Nominated Supervisor to develop a behaviour guidance plan in consultation with parents/guardians and other professionals as appropriate
- implementing a behaviour guidance plan and incorporating identified strategies and resources into the service program
- undertaking relevant training that will enable them to guide children who exhibit challenging behaviour
- maintaining ongoing communication and consultation with parents/guardians
- providing regular progress reports to the Approved Provider and Nominated Supervisor on the implementation and effectiveness of the agreed strategies contained in an individual behaviour guidance plan
- documenting assessments and evaluations for each child to inform the educational program (Regulation 74)
- maintaining confidentiality at all times (refer to Privacy and Confidentiality Policy).

Parents/Guardians are responsible for:

- reading and complying with the Interactions with Children Policy
- engaging in open communication with educators about their child
- informing educators/staff of events or incidents that may impact on their child's behaviour at the kindergarten (e.g. moving house, relationship issues, a new sibling)
- informing educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviour
- working collaboratively with educators/staff and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.

Contractors, Volunteers and Students are responsible for:

- reading and complying with the Interactions with Children Policy

United Nations Conventions of the Rights of the Child

- Ewing Kindergarten promotes the active involvement of children in a range of programs that are designed to encourage children to express their ideas and opinions and to undertake experiences that develop independence and confidence.
- The development of the Ewing Kindergarten program is guided by the UN Conventions of the Rights of the Child – specifically;

- Article 12 – State parties shall assure to the child who is capable of forming his/her own views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- Article 13 – the child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

Curriculum

- Programs are developed to ensure that family and cultural values are honoured, children's age and stage of development is catered for, physical, emotional and intellectual development is stimulated, and the needs of individual children are acknowledged and planned for.

Behavioural Management

- Ewing Kindergarten educators are committed to the development and maintenance of a high quality emotional climate in all classrooms. Relationships with children and families are prioritised to ensure that an inclusive and equitable education and care environment is established and maintained. Educators employ positive guidance techniques in behaviour management. This approach acknowledges social equality, mutual respect, trust, cooperation and shared responsibility.
 - Principles for Behavioural Management:
 - Staff and children negotiate boundaries.
 - Limits are reasonable considering the age, development and special characteristics of the children.
 - Limits are consistently implemented.
 - Children are praised for desirable behaviour.
 - It is the behaviour that is encouraged or criticised, not the child.
 - Staff present a good example through positive role modelling.
 - Children are encouraged to make appropriate choices.
 - The Role of the Staff In response to unacceptable behaviour:
 - Redirect children from the situation if necessary
 - Advise children of the consequences of continuing with the behaviour.
 - Remind children of desirable behaviour.
 - Explain to children how behaviour results in consequences.
 - Actively listen to children's feelings and discuss the rules.
 - Wait for children to decide if they are ready to return to play.
 - Help children to return to play

Implementation of these principles includes:

- Setting Effective Limits – Limits are negotiated and clearly set to meet the needs of the individuals and the group.
- Redirection – The attention of a child may be redirected towards appropriate behaviour. This may include time when the child needs to be alone or be involved in a quiet activity. If re-direction occurs, the Teacher/s reassures the child that he/she is welcome to re-join the group when he/she feels ready. Appropriate behaviour is reinforced through encouragement and praise.
- Consequence of Action – Children are introduced to the idea that all behaviour is shaped and maintained by its associated consequences that may be natural or logical.

- Natural consequence – Children are introduced to the idea that there is a natural consequence that results from an action or behaviour and this consequence usually occurs without the intervention of another person.
- Logical consequence – Children are introduced to the idea that inappropriate behaviour results in a logical outcome which has usually been negotiated, agreed upon and understood. Logical consequence for behaviour acknowledges mutual rights, mutual respect and responsibility and children are helped to see consequences as being logically related to their inappropriate behaviour.

Respect, Rights and Responsibilities [SEP]

To achieve understanding of logical outcomes for behaviour, children are introduced to the three R's, namely, Respect, Rights and Responsibility.

Staff work to achieve the following objectives.

- Respect
 - For the children to learn to:
 - (1) Respect their own rights and the rights of others – friends, parents, and teachers.
 - (2) Respect kindergarten property and equipment, their own possessions and the possessions of others.
 - (3) Observe a number of social courtesies such as please, thank-you, good morning and goodbye.
- Rights
 - For the children to learn that:
 - (1) They have certain rights; included in these is the right to feel safe, secure, loved and to have their own space when they need it.
 - (2) Other people, parents, friends and teachers, have similar rights.
 - (3) Parents and teachers have the right to arbitrate, redirect and to help in the problem solving process.
- Responsibility
 - For the children to understand that they:
 - (1) Have the responsibility to develop self-control.
 - (2) Are responsible for their own belongings.
 - (3) Are responsible for helping to pack away toys and equipment.
 - (4) Have a responsibility for caring for others and the environment.
 - (5) Have a responsibility to behave and speak appropriately.

Educators respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour management and they are happy to discuss individual family expectations with parents. There may be times when staff will need to negotiate management strategies with parents to suit the needs of individual children.

Related Policies and Procedures

- Child Safe Environment Policy
- Code of Conduct Policy
- Complaints and Grievances Policy
- Curriculum Development Policy
- Inclusion and Equity Policy

- Occupational Health and Safety Policy
- Privacy and Confidentiality Policy
- Supervision of Children Policy

References and Further Sources

- Behaviour guidance practice note series (DET): <http://www.education.vic.gov.au>
- Child Safe Standards: www.cryp.vic.gov.au
- Belonging, Being & Becoming – The Early Years Learning Framework for Australia: <https://www.education.gov.au/>
- Early Childhood Australia Code of Ethics: <http://www.earlychildhoodaustralia.org.au/>
- Guide to the National Quality Framework, ACECQA: www.acecqa.gov.au
- Inclusion Support Program (ISP), Department of Education and Training: <https://www.education.gov.au/>
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: <https://beyou.edu.au/>
- The Kindergarten Funding Guide (DET): <http://www.education.vic.gov.au>
- United Nations Convention on the Rights of the Child: <https://www.unicef.org/>
- Victorian Early Years Learning and Development Framework: <http://www.education.vic.gov.au>
- Victorian Inclusion Agency (VIA): www.viac.com.au

Evaluation

In order to assess whether the values and purposes of the policy have been achieved, the approved provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service’s policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures unless a lesser period is necessary because of a risk.

Definitions

The terms defined in this section relate specifically to this policy.

Adequate supervision: entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the kindergarten. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)

- developmental profile of each child and of the group of children
- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Behaviour guidance: a means of assisting children in a positive and effective ways to help children gain understanding and learn skills that will help them learn to manage their own behaviour.

Behaviour guidance plan: A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties or challenging behaviours to self-manage his/her behaviour. The plan is developed in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professional support agencies as applicable.

Challenging behaviour: Behaviour that:

- disrupts others or causes disputes between children, but which is part of normal social development
- infringes on the rights of others
- causes harm or risk to the child, other children, adults or living things
- is destructive to the environment and/or equipment
- inhibits the child’s learning and relationship with others
- a child presenting as shy, withdrawn or excessively passive in a way which is inhibiting their learning and/or development
- is inappropriate relative to the child’s developmental age and background.

Notifiable complaints: The Regulatory Authority is required to be notified of a complaint that alleges:

- a serious incident has occurred or is occurring while a child is being educated and cared for by a service
- the National Law and/or National Regulations have been contravened.
- Complaints of this nature must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation.
- Notification of complaints must be submitted within 24 hours through either the NQA IT System portal: <http://www.acecqa.gov.au> or where this is not possible, the Regulatory Authority must be contacted directly.

Inclusion Support Program: Funded by the Commonwealth Government to assist services to build their capacity and capability to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers

Kindergarten Inclusion Support Program (KIS): Supports funded kindergartens to plan and implement a program that is responsive to the individual abilities, interests and needs of children with a disability, developmental delay or complex medical needs. Long Day Care services can apply for the KIS program for their Victorian Government-funded kindergarten programs.

Program Support Groups (PSG): A program support group brings together key people to support the inclusion of children with disability or developmental delay, or complex medical needs, from the time of enrolment at kindergarten until they move to school. The group may include:

- the early childhood teacher
- the child’s parent/carer(s)
- early childhood intervention professionals
- a preschool field officer
- medical practitioners, therapists or other allied health professionals
- a support person – if the child’s parent/carer(s) chooses to use one.

Mental health: In early childhood, a child's mental health is understood as a child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development.

<https://beyou.edu.au/>

Preschool Field Officer (PSFO) Program: The role of the PSFO Program is to support the access and participation of children with additional needs in preschool

Serious incident: A serious incident (regulation 12) is defined as any of the following:

- the death of a child while being educated and cared for at the service or following an incident at the service
- any incident involving serious injury or trauma while the child is being educated and cared for, which
 - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or
 - the child attended or ought reasonably to have attended a hospital e.g. a broken limb*
- any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g. severe asthma attack, seizure or anaphylaxis.
- any emergency for which emergency services attended. (an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at an education and care service)
- a child appears to be missing or cannot be accounted for at the service
- a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations
- a child was mistakenly locked in or out of the service premises or any part of the premises.
- If the approved provider is not aware that the incident was serious until sometime after the incident, they must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.
- Notifications of serious incidents should be made through the NQA IT System portal (<http://www.acecqa.gov.au>). If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.