

INTERACTIONS POLICY

Policy Statement:

This policy refers to the everyday interactions between staff members and children, children and other children, staff members and the children's families, as well as interaction with all who visit Baron's Playschool.

We recognise that:

- Children are learning whenever they are interacting – with each other, with adults or objects in the environment.
- Adults are models for children's behaviour. It's very important that adults have a loving nature towards children.
- We will help children to develop communication skills for interacting positively and getting on well with other children.
- We will give children tasks and encourage them to cooperate with adults and each other, encourage them to think for themselves, to express themselves and resolve conflict with each other.
- We encourage effective interactions by listening to children in order to understand their needs and interests.
- Staff members are expected to treat children with respect and be good role models for all of the children in our setting.
- Children are encouraged to feel safe in communicating their needs and wants, to develop relationships with staff and children alike.
- Children need to know their feelings are expected and that adults will listen and help them work towards a solution if any issues arise.
- All adult visitors that come into our setting must interact with our children positively and respectfully.

Staff will aim to ensure that no children, staff, parent/guardian or visitors behave offensively or in a discriminatory way towards anyone else.

Interactions with Children

It is so beneficial for children to have good relationships with their care givers, emotionally and socially.

Staff members should engage children with face to face interactions throughout the day.

They must listen to each child and always be respectful of them especially to how they are feeling.

Interactions are so helpful to the children when they are positive, playful and in an understanding manner.

In daily interactions, staff members will.

- Interact frequently and positively to the children.
- Be available and responsive to the child.
- Speak to children in a calm respectful and positive manner.
- Treat all the children equally regardless of race, religion, family background, culture, gender or ability, with respect and consideration.
- Encourage independence in children as they are ready.
- Allow children enough time to do things for themselves.
- Acknowledge children's efforts, achievements and feelings by sincere encouragement leading to growth in self-esteem and self-discipline.
- Keep children generally comfortable, relaxed, happy and involved in play and other activities.
- Recognise and encourage pro-social behaviours among children.
- Encourage children to verbalize their feelings and ideas.
- Encourage further language development by listening to what the child has to say, do this by asking them questions.
- Never humiliate or segregate children or withhold food.
- Distract children from unwanted behaviour.
- Explain why the behaviour is unacceptable to the child.
- Encourage the children to share and play together positively.
- Give children the opportunity to develop social skills such as cooperating, helping and talking to solve their problems.
- Encourage children to find a solution to a conflict.
- Give positively worded directions not just 'no' and 'don't'
- Try to see things from the child's point of view encourage rather than interfere with children's efforts to communicate.

Staff should give attention to:

- Allowing children enough time to respond to questions and requests.
- Let children know in advance what's happening throughout the day.
- Allow children to make their own choices.
- Allow children to make their own mistakes.
- Give children many opportunities to solve the problems that may arise.
- Continually facilitate the development of self-esteem by respecting children regardless of their behaviour.
- Join the children while they eat and ensure mealtimes are occasion for social interactions and learning about textured taste and colour.
- Get down to the children's level on a regular basis as this is how the children need to interact with staff members.

Interactions with families:

- The start and the end of the child's day should have warm interactions between staff and family.
- Welcome and support new people of all ages into the setting and in this way demonstrate and guide children in accepting and making new children feel at home.
- Staff members who show respect and value to everyone that comes into the setting help children develop positive attitudes towards anyone who have different backgrounds, additional needs etc. as it shows everyone being treated fairly.
- Value and take into account, Parents/Guardians worries and suggestions/ideas they might have in regard to their child's development.
- Ensure that Parents/Guardians privacy is respected, and confidentiality is maintained by providing them with an out of the way space to discuss private matters. Please refrain from discussing private matters in front of other Parents/Children.

Interactions with Colleagues:

Staff members who are sensitive, respectful, courteous and patient with each other will create an atmosphere that is relaxed and happy. All staff members are expected to use calm and friendly voices and to support one another in their work.

Communication Plan:

- All Parents/Guardians are to be informed of the policy and procedures regarding interactions on registration. Staff members will check with Parents/Guardians that they have read and understood the policy and provide any assistance needed.
- This policy will be discussed on induction day for any new staff members, work experience or volunteers before their start date.

Date this policy was created: 17/07/2019