Interaction Staff-Child Policy

Introduction

We realise that early experiences lays down the foundation for a child's development: the Centre plays an important role in nurturing and educating the children in our care within a trustful, secure and loving relationship. We acknowledge that each interaction with young children influences the physical architecture of the brain and the emerging self image.

Goals

Our aim is to incorporate the E.L.Y.F and our philosophy of providing positive emotional health, coupled with the Jewish ethos to create a happy, engaging atmosphere in which staff interact with children in a warm and friendly way, and the adult seeing each child as unique, strong, and full of potential. We endeavour to be a partner with the child, supporting them in their construction of knowledge and exploration of skills.

Strategies & Procedures

- valuing the child as an individual
- valuing the child within the context of the family and the community
- valuing play and the child’s choice as the mediums for all aspects of development and learning
- by providing opportunities and discovery by initiating the above and incorporating them into curriculum
- encourage the children at play to observe, perceive, explore, investigate, imagine and problem solve and modifying our own behaviors to reflect this.
- valuing positive reinforcement of appropriate behaviour, thereby allowing the child to develop self discipline and parent supported value systems,
- valuing daily routines as opportunities for learning and therefore ensuring that these times are stimulating and pleasant.
- respecting the needs and rights of children to make choices and decisions, and empowering them to take responsibilities for themselves as far as they are able.
- valuing the cultures of the children attending the centre by celebrating and programming activities that are relevant to the child.
- Recognizing the need for young children to practice and consolidate their learning by providing repetition of experiences and extensions of their ideas within the curriculum (indoors and outdoors)
- Speaking to children in a developmentally appropriate way – physically getting down to their level throughout the day

**NB: Important**

Staff are prohibited from:

- Subjecting a child to corporal punishment, including but not limited to rough handling, shoving, hair pulling, shaking, slapping, biting, pinching, pulling by the arm, and hitting
- Subjecting the child to emotional abuse, including but not limited to name calling, ostracism, shaming, making remarks about the child’s family, using language that threatens, humiliates or frightens
- Punishment or humiliation for lapses in toilet habits – even talking to the child in a negative manner about bowel movements whether in pants or nappies and by not concentrating on the positive behaviour that the child has displayed
- The use of any form of physical restraint, including at rest and sleep times, other than to protect the child or others from harm
- The use of mechanical restraints eg: high chairs, at any time
- The force feeding of children by either food or bottle, withholding food for punishment or saying “nothing else until you eat this…” for example
- Breaches of the above will lead to termination of employment and possible legal action