Relationships with Students Policy

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NQS for Early Childhood

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National Regulations

Regs	155	Interactions with students
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EYLF

LO1	Students feel safe, secure, and supported.
	Students develop their emerging autonomy, inter-dependence, resilience and sense of agency.
	Students develop knowledgeable and confident self identities.
	Students learn to interact in relation to others with care, empathy and respect.
LO2	Students develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
	Students respond to diversity with respect.
	Students become aware of fairness.
	Students become socially responsible and show respect for the environment.

Aim

The College aims to ensure that all teachers form positive relationships with students that make them feel safe and supported in the School. Teachers will encourage positive relationships between students and their peers as well as with teachers and volunteers at the College.

Implementation
Interactions with Students

The College's statement of philosophy will guide our interactions with students as follows:
Australian Islamic College Adelaide's College has the philosophy of providing a high quality and inclusive educational experience in a safe, healthy, caring and fun environment. Our vision is to make the students responsible and socially competent individuals in Australian Muslim context with a passion for learning to achieve excellence.

In order to maintain positive interactions with students College management and staff will maintain the following:
▪ A relaxed and happy atmosphere for the students.
▪ Will encourage students to initiate conversations about their experiences inside and outside the school, as well as what is happening around them, express their ideas and feelings, share humour with the staff and seek assistance as they take on new challenges and try to do things for themselves.
▪ Respond sensitively and appropriately to students' communication and positively engage in sustained conversations about their interests.

- Will talk with students in a two-sided manner by encouraging students to have their own opinions, ideas and comments. Teachers should support students with this and let them know that their ideas are valued.
- Will model reasoning, prediction and reflection processes and language.
- Will use other resources and tools to support students with additional needs.
- Will use their interactions with students to support the maintenance of home languages and learning English as an additional language.
- Will use information from their observations of interactions with students to extend students' thinking and learning.
- Will seek knowledge about the histories, cultures, languages, traditions, student rearing practices and lifestyle choices of the AIC community.
- Will allow time to talk to parents about their students. This allows teachers to gain insight into home-life.
- Will implement strategies to assist all students to develop a sense of belonging and confidence through positive interactions between the students and teachers.
- Will gather information from families in the enrolment form in order to be able to provide support for students during the settling in process. (See College's Enrolment Policy).
- When students have special needs we will consult with other professionals or support agencies that work with students to gather information that will guide our interactions with these students. This information will be recorded in the student's file.
- Ensure our College's approach to equity and inclusion are documented in our statement of philosophy.
- Will ensure that teachers document the knowledge gained about students, through their interactions, in the student's file for reference.

Group Relationships
In order to encourage respectful and positive relationships between students and their peers and teachers the College will adhere to the following practices:
- Encourage students to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Engage students in ongoing group projects that involve research, planning, problem solving and shared decision making.
- Ensure that the students have many opportunities for peer scaffolding.
- Will promote a sense of community in the school.
- Will coordinate the staffing and grouping arrangements to support positive relationships between students.
- Will support and promote students' interpersonal relationships and support the inclusion of students from diverse backgrounds and capabilities in group play, projects and experiences.
- Will learn about students' shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.
- Will pre-empt potential conflicts or challenging behaviours by monitoring students' play and supporting interactions where there is conflict.
- Will ensure that the program and routines of the school will include regular opportunities for students to engage in social play and group experiences.
- Will ensure that corporal punishment is not used as part of behaviour guidance or any other aspect of our interactions with students. **Corporal punishment is never to be used in our school.**

Behaviour Guidance
The behaviour guidance the College provides students with will be guided by the following practices:

- Encouraging students to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other students when it is disrespectful or unfair.
- Supporting students to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Discussing emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of such actions, the reasons for those consequences.
- Encouraging students to listen to other students' ideas, consider alternate behaviour and cooperate in problem solving situations.
- Listening empathetically to students when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide students to remove themselves from situations where they are experiencing frustration, anger or fear.
- Supporting students to negotiate their rights and rights of others and intervene sensitively when students experience difficulty in resolving a disagreement.
- Learning about students' relationships with others and use this knowledge to support students to manage their own behaviour and develop empathy.
- Working with each student's family to ensure that a consistent approach is used to support students with diagnosed behavioural or social difficulties.
- Gathering information from families about their students' social skills and record this information in the student's file. Our teachers will use this information to engage students in experiences that support students to develop and practice their social and shared decision making skills.
- Collaborating with schools and other professionals or support agencies that work with students who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific students. These will be kept in the individual student's file.
- Ensuring that students are being allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the student or anyone else.
- Ensuring that students are being acknowledged when they make positive choices in managing their behaviour.
- Using positive and encouraging language, gestures, facial expressions and tone of voice when redirecting or discussing students' behaviour with them. Remaining calm, gentle, patient and reassuring even when students strongly express distress, frustration or anger.
- Guide all students' behaviour in ways that are focused on preserving and promoting students' self-esteem as well as supporting students to develop skills to self-regulate their behaviour.
- Having in place strategies to enable teachers and Coordinators to encourage positive behaviour in students while minimising negative behaviour. The College will also have strategies in place to involve students in developing behaviour limits and the consequences of inappropriate behaviour. Strategies will also be put in place for staff to manage situations when a student's behaviour is particularly challenging and when families have different expectations from the school in relation to guiding students' behaviour.
- Supporting and encouraging teachers to enhance their skills and knowledge in relation to guiding students' behaviour.

Staff will also refer to the College's Behaviour Policy.

Inclusion
To reduce bias and ensure that no student is excluded the College will abide by the following practices:
- Promote and value cultural diversity and equity for all students, families and teachers from diverse cultural and linguistic backgrounds.
- Recognise that students and adults from all cultures have similar needs and that each person is unique and valuable.

- Develop a positive self-concept for each student and adult by exploring the cultural backgrounds of each family and student.
- Endeavour to provide a foundation that instills in each student a sense of self identity, dignity and tolerance for all people.
- Increase the knowledge and understanding each student has about his or her own cultural ethnic heritage in partnership with their family, teachers and community and other students in the school.
- Explore family compositions, customs and lifestyles of students and families in many cultures.
- Assist, in partnership with parents, extended family and the community in exploring their own "roots" as they involve students in the culturally diverse environment of the school. Provide support for fostered or adopted students to develop a sense of heritage and belonging.
- Avoid common stereotypes and recognise individual differences within a cultural or ethnic group.
- Assist wherever possible families who are new to Australia with a transition to a new and different culture.
- Our teachers will self-reflect to create awareness of their own beliefs, attitudes, cultural backgrounds, their relationship with the larger society and their attitudes to people.
- Our teachers will acknowledge that they too have been influenced by their own background prejudices, cultural norms and points of view.
- Our teachers will accept that all students can learn and that differences in lifestyles and languages does not mean ignorance.
- Our teachers will broaden their own cultural and ethnic group awareness and help students to understand themselves in relation to their family, community and other cultures.
- Our teachers will be actively involved in the development of appropriate resources to support and implement an anti-bias, cross-cultural program throughout the College environment which is reflective of all families / students and the diversity present in Australian society and network with community agencies involved with cross-cultural understanding wherever possible.
- Our teachers will be actively involved with students, showing respect, sharing ideas and experiences and asking questions.
- Our teachers will access and make available resources and information supporting the delivery of anti-bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Our teachers will reflect on the College's philosophy and ensure that practices and attitude concur with the philosophy.
- Our teachers will work with families to encourage positive attitudes towards diversity and an anti-bias ethos.
- Our staff will ensure that relief workers or visitors to the school are aware of these practices and respect these values.
- Students will be encouraged to become independent wherever possible and be actively involved with their peers.
- The College will help students to develop ease with and a respect for physical, racial, religious and cultural differences.
- The College will encourage students to develop autonomy, independence, competency, confidence and pride.
- The College will provide all students with accurate and appropriate material that provides information about their own and other's disabilities and cultures.
- Our school will not isolate a student for any reason other than illness, accident or a prearranged appointment with parental consent.

Supporting Students through Difficult Situations
When a student, family, educator or the school as a whole, experiences a stressful or traumatic situation such as a bushfire, car accident, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A student's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A student may react in ways that you don't expect and sometimes will act normally at first but be wary of a delayed reaction.

For detailed information on this topic refer to the College's Child Protection Policy and Critical Incident Policy and Procedures.

Bullying
In order to reduce / prevent bullying in our school, all staff will follow the College's Bullying Policy and Behaviour Policy.

Useful Resources:
Protective Practices for staff in their interactions with children and young people –
guidelines for staff working or volunteering in education and care settings 2017 (Available in the Child Protection section of the AISSA member login)

Sources
National Quality Standards
AISSA
Children's Protection Act 1993 (SA)