



ST BONAVENTURE'S RC PRIMARY SCHOOL

Interaction Policy for the Early Years 2016

Rationale

All children have the right to be valued and respected as precious and unique individuals. We believe learning is a social process and that children learn most effectively through respectful relationships and interactions in happy stimulating environments. Children can learn more effectively and show better behaviour if they are shown understanding, formed in a caring environment and treated with honesty.

Aims

- To provide the experiences and support to enable children to develop respect for themselves and others, and to acquire social competence and a positive disposition to learning;
- For our relationships with children to be genuine and built on acceptance, trust and empathy;
- To work in partnership with parents and carers;
- To welcome each individual as they arrive and to provide an environment which is warm and inviting;

To help the children to:

- Develop high self esteem and positive relationships with others;
- Develop confidence in themselves as learners and to become responsible and independent individuals;
- Develop respect for others with different life experiences, belief and language;
- Respect the setting's code of behaviour;
- Develop the ability to find and use educational resources and understand the need to care for them.

Guidelines

- To work in partnership with parents and carers to gain an understanding of each child

and help them feel positive about themselves, thus making the transition to school an easier process;

- To be good role models, valuing each individual in their own right and treating them with respect and dignity so that they in turn do the same;
- Ensuring children are actively involved with the world around them and providing support in their interaction with others;
- Provide stability in staffing and an atmosphere of trust and openness where children can readily ask for help;
- Have consistent and appropriate expectations of all children's behaviour that take into account their development and culture;
- Ensure children and adults make opportunities to listen to each other and explain their actions;
- Helping children to understand the need to have rules of behaviour and collaborate and support them in creating and implementing them;
- Involve children in identifying issues and finding solutions and encourage them to think about issues from the viewpoint of others;
- Affirm and praise positive behaviour
- To use age appropriate strategies to develop children's good behaviour
- Planning opportunities and activities for children to work in small and large groups, to take turns and share;
- Planning activities that promote emotional, moral, spiritual and social development alongside intellectual development
- Providing for the emotional well-being of each child by helping them learn who they are and where they fit in and feeling good about themselves; this is vital if they are to develop social competence;
- Providing support and a structured approach to achieve the successful social and emotional development of vulnerable children and those with particular behavioural or communication difficulties.
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Conclusion

We as practitioners play a crucial role in enabling children to form constructive relationships with others by acting as positive role models through what we say and do.

This policy needs to be read in conjunction with:

- The school's Equal Opportunities Policy
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School practice in the application of this policy will be conducted by the Early Years Co-ordinator on a yearly basis.

This policy will be audited for application and relevance by the Early Years Co-ordinator on a yearly basis.

This policy has been reviewed and discussed by:-

Chair of Governors: Eduardo Romero

Head Teacher: Lucille Charles