

# RESPECTFUL APPROACH

**Peppermint Stick Children's Center**

WHAT IS THE RESPECTFUL APPROACH?

RESPECT,

RESPONSE

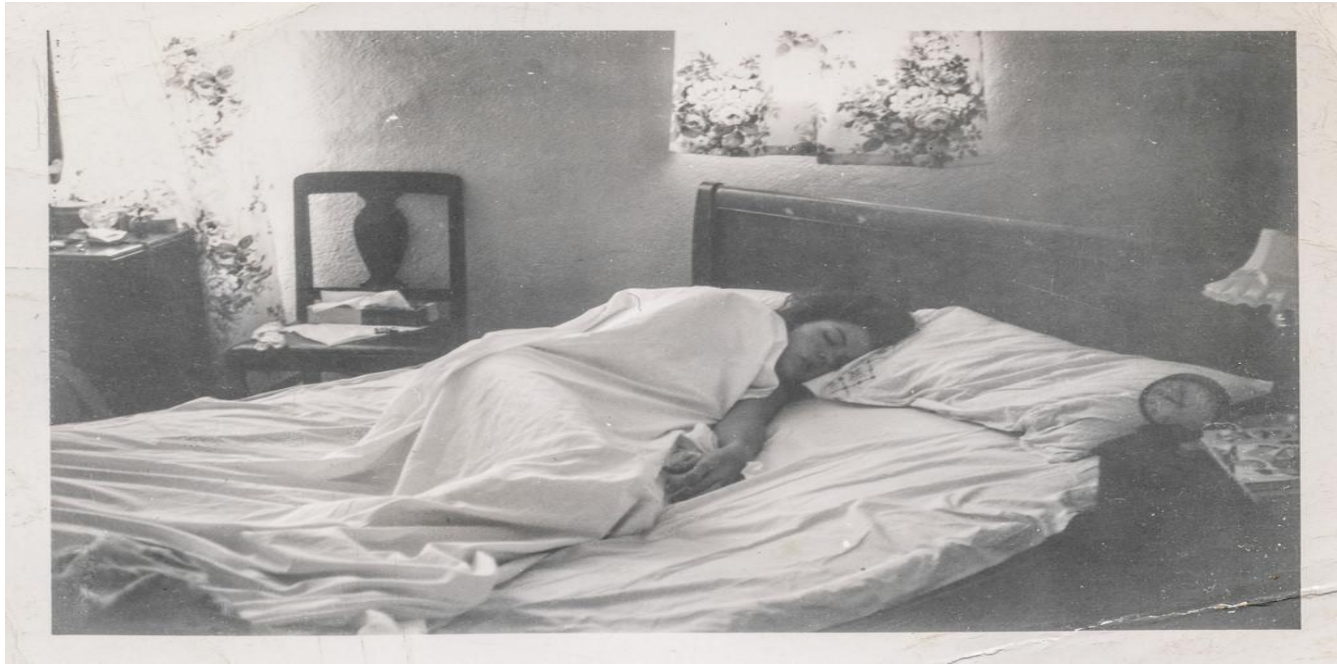
AND RELATIONSHIP

RESPECT.....

## **GOLDEN RULE?**

Treat others the way you would like to be treated.....

IMAGINE....



# RESPECT EQUALS A SENSE OF SAFETY AND SECURITY



# REPOSE...



1. REQUIRES TEACHERS TO OBSERVE AND KNOW THE CHILDREN IN THEIR CARE
2. SENSITIVE TEACHERS WATCH FOR CUES, READ BODY LANGUAGE, KNOW THEIR TEMPERAMENT TRAITS AND RESPOND AS NEEDED.
3. WHEN A CHILD KNOWS THAT A TEACHER WILL RESPOND TO THEIR NEEDS, THEY WILL HAVE CONFIDENCE TO VENTURE FORTH AND EXPLORE AND DISCOVER.
4. THIS CREATES A SENSE THAT THE WORLD IS GOOD AND THAT PEOPLE CAN BE TRUSTED.

# RELATIONSHIP

DEFINED AS A CONNECTION OR KINSHIP

LEARNING IN PRESCHOOL IS MORE ABOUT BUILDING A STRUCTURE FOR THINKING THAN ABOUT ADDING KNOWLEDGE.

THE EMOTIONAL RELATIONSHIP BETWEEN TEACHER AND CHILD ENABLES THE CHILD TO LEARN SELF-REGULATION AND UNDERSTAND THE FEELINGS OF OTHERS.

# SO WHAT DOES THIS LOOK LIKE..



“Kendra, I’m going to pick you up and change your diaper”

“I’m going to pull off this shirt, so I can get you a nice dry one!”

“I’m going to help you wash your hands so we can get all the germs off”

“I’m going to carry you to your cot so I can help you get ready for nap”



Any teacher of young children  
needs 3 basic skills:  
Respect for children and their  
families. Responsiveness to  
them, and the ability to  
support relationships.

THE 3 R'S: GATEWAY TO INFANT AND TODDLER LEARNING  
CHESHIRE, N (1997) DIMENSIONS OF LEARNING  
VOLUME 35, NUMBER 3

ADOPTED 2018

PEPPERMINT STICK POLICY 3.5 RESPECTFUL APPROACH & MANDATED  
REPORTING

## “RESPECTFUL APPROACH”-

### Expectations of staff in regard to Professional and role boundaries-

- Inappropriate comments about a child/young person’s appearance, including excessive flattering comments
- Inappropriate conversation or enquiries of a sexual nature (eg questions about a child or young person’s sexuality or their sexual relationship with others)
- Disrespectful or discriminatory treatment of, or manner towards, young people based on their perceived or actual sexual orientation
- Use of inappropriate pet names
- Vilification or humiliation
- Jokes or innuendo of a sexual nature
- Obscene gestures and/or language



## CONTINUED..

- Facilitating/permitting access to pornographic material
- Facilitating/permitting access to sexually explicit material that is not part of an endorsed curriculum
- Failing to intervene in sexual harassment of children and young people
- Correspondence of a personal nature via any medium (eg phone, text message, letters, email, social media, internet postings) that is unrelated to the staff member's role. This does not include class cards or bereavement cards
- Introduce 'secrets'
- Communication related to the role but carried out via private personal devices, eg communication to taxi drivers of student personal details, with parent or outside agencies and services.

CONTINUED..

- Discussing personal lifestyle details or opinions of self, other staff or children and young people unless directly relevant to the learning topic and with the individual's consent.
- Unwarranted or unwanted touching of a child or young person personally or with objects (eg pencil or ruler)
- Corporal punishment (eg physical discipline or, smacking)
- Initiating, permitting or requesting inappropriate or unnecessary physical contact with a child or young person (eg massage, kisses, tickling games) or facilitating situations which unnecessarily result in close physical contact with a child or young person
- Inappropriate use of physical restraint/restrictive practices.
- \*Inviting/allowing/encouraging children and young people to attend the staff member's home

CONTINUED..

- \*Attending children and young people's homes or their social gatherings
- \*Being alone with a child or young person outside of a staff member's responsibilities
- Entering change rooms or toilets occupied by children or young people when supervision is not required or appropriate
- \*Transporting a child or young person unaccompanied
- Undressing using facilities set aside for children and young people, or in their presence
- Tutoring (outside center without the Directors knowledge)
- Offering overnight/weekend/holiday care of children (unless a pre-existing relationship with family precludes employment and with the Directors knowledge)

## CONTINUED...

- Photographing, audio recording or filming children or young people via any medium when not authorized by the Director to do so and without required parental consent
  - Using personal rather than school equipment for approved activities, unless authorized by the Director to do so
  - Correspondence or communication (via any medium) to or from children where a violation of professional boundaries is indicated and where the correspondence has not been provided to the Director by the staff member
  - Still/moving images or audio recordings of children on personal equipment or kept in personal locations such as car or home that have not been authorized by the Director.
- \*Email, social media, internet postings that is unrelated to the staff member's role.

## CONTINUED

- \*Allowing children access to a staff member's personal internet locations (eg social networking sites)
- Uploading or publishing still/moving images or audio recordings of children to any location, without parental and Director consent
- Correspondence of a personal nature via social media, internet postings
- Creating/using private online chat rooms
- \*Filming/recording for the use of behavior training/modification

(\*without the Director' authority)



## Appropriate physical contact by a staff member to assist or encourage a child:



### Examples of appropriate Physical contact are:

- administration of first aid
- supporting children and young people who have hurt themselves
- assisting with the toileting and personal care needs of a child/disabled child or young person
- non-intrusive gestures to comfort a child or young person who is experiencing grief and loss or distress, such as a hand on the upper arm or upper back.
- non-intrusive touch (eg congratulating a child or young person by shaking hands or a pat on the upper back). Staff should remember the importance of accompanying such touch with positive and encouraging words. Hugs are ok! If a child hugs you, hug them back in a gentle manner. If you would like to hug a child, ask them “Would you like a hug? Or Can I hug you?” This is a respectful approach.

# Good practice with children, birth to school age:

- Seek children and young people's permission to make physical contact (keeping in mind that a highly distressed child or young person may be incapable of expressing their wishes) eg first aid, a minimal gesture of comfort.
- Avoid being with a child in a one-to-one, out of sight situation, and never touch a child or young person in such a situation.
- Do not presume that physical contact is acceptable to a particular child. Even non-intrusive touch may be inappropriate if a child indicates he/she does not wish to be touched.
- Respect and respond to signs that a child is uncomfortable with touch.
- Use verbal and/or visual directions rather than touch (eg ask a child to move in a particular way, rather than physically place the child or young person in the required position).

## **Non-physical intervention**

Non-physical intervention is the recognized means of managing the behavior of children and young people. Where a problem with a child behavior becomes apparent, non-physical interventions include:

- directing other children to move away from the situation
- talking with the individual child (asking the child or young person to stop the behavior, and telling the child what will happen if he/she does not stop)
- directing the child to a safe place
- directing other children to a safe place
- sending for assistance from other staff, or in extreme cases, the police.

**Use of verbal directions is always preferred to physical intervention. It is not appropriate to make physical contact with a child (eg pushing, grabbing, poking, pulling, blocking) in order to ensure they comply with directions. Staff working with preschool-age children must not hold children against their will (eg on their laps, between their legs or on the floor) to ensure attention at group time. Under no circumstances should staff engage in any form of conduct which might cause physical or emotional harm to children.**

## **Physical restraint where a child or young person's or adult's safety is threatened**

Staff may make legitimate use of physical restraint based on best practice if all non-physical interventions have been exhausted or are impossible in the circumstances and a child is:

- attacking another child or young person or adult
- posing an immediate danger to themselves or others.

# STAFF ARE TO USE PHYSICAL RESTRAINT ONLY AS A LAST RESORT AND NOT AS A RESPONSE TO:

- property destruction
- disruption to the education or care activity
  - refusal to comply
  - verbal threats
- leaving an education care setting
  - a need to maintain good order

*unless someone's safety is clearly threatened.*

**Use of appropriate physical force may be permitted to ensure that the staff's duty of care to protect children and staff from foreseeable risks of injury is met. Self-defense and defense of others remain legitimate reasons for the use of physical restraint. All people have the right to defend themselves against an attack provided they do not use a disproportionate degree of force to do so. It may be a valid decision for staff not to use physical restraint in a situation involving several children and young people, or a physically larger child, where staff believe that doing so would increase the likelihood of injury to themselves. In such cases, the staff member should guide other children away from danger and seek immediate help from other staff or police.**

**Staff are not expected to place their own safety at risk in responding to violence or aggression in others.**

# Safe practice when using physical restraint



**The use of restraint/restrictive practices with a child and may only be used in situations where the safety of others is threatened or to prevent injury. The restraint must be reasonable in the particular circumstances and must be in proportion to the circumstances of the incident. It must always be the minimum force needed to achieve the desired result, and take into account the age, stature, disability, understanding and gender of the child. For example, if restraining a female, care should be taken to avoid contact with breasts.**

**Parents should be informed at enrolment of the site's policy on physical restraint/restrictive practices with children and staff who may be expected to use physical restraint should access appropriate training.**



# Do

- Seek a colleague's or Director support.
- Have a differentiated risk management plan for students.
- Use conversation/negotiation to minimize or de-escalate aggression (eg take-up time, provision of a calm spot).
- Continue talking with the child or young person throughout the incident. Make clear that physical restraint will stop when it ceases to be necessary to protect the child or others.
- Grip clothing rather than the body, whenever possible.
- Document incidents promptly and keep these records with the Director

# Don't

- Don't use restraint/restrictive practices that involves:
  - force applied to the head, neck, chest or genital area
  - restrictions to breathing
  - punching
  - kicking
  - holding by the hair or ear
  - confining a child in a locked room or limited space

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Protective practices for staff in their interactions with children and young people: guidelines for staff working or volunteering in education and care settings / Department for Education and Child Development, Catholic Education South Australia, Association of Independent Schools of South Australia.