
Southern Cross Early Childhood School



Relationship Management Plan



Southern Cross Early Childhood School
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Southern Cross Early Childhood School acknowledges that our children learn on Ngunnawal Land.

OUR PHILOSOPHY

At Southern Cross Early Childhood School we create a positive, cooperative community based upon the belief that all children have the right to grow, learn and live in a supportive and respectful environment. We respect each member as an individual and value the personal contribution each stakeholder makes to our community. Our community includes teaching and administrative staff, children and their parents/carers, and people from the community.

In a caring and safe environment all families feel a sense of belonging to our early childhood community. Families are central to children's development. In forming genuine partnerships with families, our community both builds and draws upon parents' skills and expertise. Families provide mutual support to staff, and as staff and families work together we learn from each other.

Our school provides physical and socio/emotional environments that are child friendly and family friendly. All children and families need to feel a sense of belonging to their early childhood community.



**"It takes a village to raise a child."
-African Proverb**

At Southern Cross Early Childhood School our relationships are built upon three fundamental understandings.



I care for myself.
I care for others.
I care for things.



Children

Children are the centre of our world. We respect each child's right to learn, grow and be valued as unique individuals. We encourage children to explore their world through play, investigating, learning, absorbing and practicing new skills and knowledge.



Attitude

We aim to empower each member of our community to develop the ability to choose their attitude and therefore choosing their own behaviour. We encourage our children to have an enthusiastic, 'have a go' attitude embracing life and all the exciting challenges it brings. We assist children to develop resilient strategies to enable them to recover from any situation. Consequences for behaviour are clear and logical throughout our school community, thus supporting children to develop an optimistic attitude to assist them become positive and productive members of any society.



Relationships

Building and maintaining positive and productive relationships between all stakeholders in our school community is crucial to the effectiveness and productivity of our school.



Environment

Everyone in our community has the responsibility to care for one another and for the environment. We provide for and promote the care, protection and wellbeing of young children in a way that recognises their right to grow in a safe and stable environment that supports each member of our community.



INSIDE LEARNING ENVIRONMENTS



Our children have the right to a safe and nurturing environment, where their capabilities are recognised and strengthened. We value the richness of play as a catalyst for children’s learning and their ongoing engagement in meaningful experiences. We build an inside environment where children learn and play in a positive learning community.

Children's toys, games and activities should encourage children to use some of their own imagination and develop and extend their current interests, abilities and understandings.

Children's interests are used as the predominant means for learning experiences alongside explicit teaching of skills and understandings in Literacy and Numeracy.

Children's interests are expanded, scaffolded and supported as a means of ongoing engagement in specific learning areas.

OUTDOOR LEARNING ENVIRONMENTS



**“Tell me and I forget.
Teach me and I remember.
Involve me and I learn.”**

-Benjamin Franklin

We create outside learning environments where children can think creatively, engage in physical activity, learn how to self-initiate their own play and to occupy themselves, which are all important life skills.

We support and encourage experiences, materials and environments that allow the child to explore, create and build developing the child as a whole.

We nurture children’s experiences outside helping them to develop a caring understanding of their physical environment which will encourage their commitment to protecting and caring for nature.

STEPS TO BUILD POSITIVE BEHAVIOUR

STEP 1

CREATE A POSITIVE CLIMATE

- **Praise** and encourage positive actions and attitudes
- **Class Goals** are collaboratively discussed, agreed upon, reviewed regularly and are readily visible in the learning environments
- **Circle Time** promotes community discussions and a free exchange of ideas whilst building social connections and building relationships
- **Restorative Practice** strategies and language is used and implemented to build and maintain positive relationships
- **Respond** to children's individual needs and be **flexible** and **creative** in developing appropriate strategies to assist individual children

STEP 2

- Remind about class goals
- Resolve the issue through conferencing
- Thinking Time – where children are given time to reflect on their behaviour choices in a quiet space
- Thinking Time with a buddy teacher

STEP 3

- Quiet time with Lyndall , Emma or Kirsty
- To maintain a collaborative relationship, parents and carers may be notified and involved in discussion of the child's needs and jointly develop appropriate responses and strategies to assist the child

STEP 4

To ensure a safe and positive learning environment for all members of the community, any act of physical violence, or racial comments or harassment will not be tolerated and repeated acts may result firstly in suspension in the school. If the behaviour persists, a suspension from school will follow.



RESTORATIVE PRACTICE

Restorative Practice provides a non-judgmental and reflective process where through an independent mediator the person harmed and the wrong doer are able to restore their relationship.

CIRCLE TIME

Circle Time is a safe, supportive way of:

- learning
- building relationships
- providing an avenue for discussing issues
- developing communication skills
- celebrating achievements
- developing active citizens
- developing emotional literacy of self and others



QUESTIONS WE USE TO RESTORE RELATIONSHIPS

Person harmed	Wrong doer
What happened?	What happened?
How did it make you feel?	What were you thinking at the time?
What do you need to happen to feel safe and ok?	What have you thought about since?
You need to use your words to tell <i>the wrong doer</i> how you felt and what you want to have happen.	Who has been affected by what you have done?
Do you feel ok?	In what way?
	What do you need to do to make things right?

Restoring the relationship

Wrong doer:

Victim's name, I am sorry for _____.

Victim:

Thank you for your apology. I didn't like it when you _____ it made me feel _____. Please don't do it again.