

POLICY NO.50 Code of ethics – Working with children**REV: 5 DATE: 10.08.2022****Principles**

Young children develop best through close affectionate relationships and positive, responsive interaction with others, particularly adults but also with other children. Warm relationships are fundamental to meeting the young child's need for love, security, recognition and encouragement. (Child Care (Pre-school Services) (no 2) Regulations 2006 and Child Care (Pre-school Services) (No 2) (Amendment) Regulations 2006 Part II, 5 Health, Welfare & Development of the Child)

(Siolta Standard 1: Rights of the Child) (National Standard 5 Organisation and Management, National Standard 6: Evaluation, National Standard 8: Care, Play and Learning, National Standard 9: Nurture and Well-Being, National Standard 10: Behaviour, National Standard 11: Child Protection)

Statement of Intent

Scamps & Scholars will ensure staff are fully informed and knowledgeable about their critical role in the lives of the children in their care. Adult/child interaction is a key element of working with children. Adults should in principle allow the children lead the activity. Adults can invite the child to participate, look and listen. This applies to ALL those working in Scamps & Scholars including employees, students, volunteers, SNA's, external agency staff.

Policies & Procedures

Staff in Scamps & Scholars should adopt the following practices when interacting with children:

- Provide constant supervision to ensure children are safe.
- Make strong eye contact.
- Be at the child's level – focus on the child/children.
- Check the child is understood.
- Give encouragement and positive feedback.
- Work with the child to develop their skills in relation to mediation and conflict resolution.
- Extend the child's language.
- Use clear communication skills – questions, responses, discussion, leading to other subjects.
- Ask questions – how did you do that? - tell me about that? How ?, why?
- Use props.
- Be sensitive to the child's needs and partnering play.
- Ensure the child is comfortable.
- Language – short repeat words, extend language – in line with the child's developmental age.

- Use all occasions to engage children – greetings, lunch, activities etc.
- Repeat your message if something is not working but the message should be repeated in a positive manner (not in negative way).
- Organise activities – that reflect children’s interests – enjoyable, accessible to child.
- Allow children – freedom of choices, within reason.
- Listen, encourage and praise – applies to adults, children, parents.
- Be a positive role model. Remember children learn what they see and hear.
- Encourage children to engage in activities which will calm or relax them.
- Be aware that the weather can affect children – rain, wind, heat.
- Follow the child’s lead.
- Be appropriate in your physicality with the children which should be age appropriate.
- Have FUN!

Emerging Curriculum

Ensure that the children in your care have a say and input, when and where appropriate into the emerging curriculum. This part of the curriculum engages the children in areas that they have an interest in on any given day or week.

It will be the staff in the room and in particular, the room leaders responsibility to encourage and capture the child’s interests and develop the emerging curriculum in each section of the service.

Utilize the “Loose Play” initiative to improve staff interactions with the children in our care.



This is a new initiative that will assist all staff to ensure that they are improving their interactions with the children at Scamps & Scholars and that the centre, as a whole becomes more child centred and child lead in its day to day operations.

Over the next two months we will be concentrating on how we talk to the children in our care and "loosen" out how we operate over each day to ensure that the children have the maximum say in & enjoyment from their time at Scamps - hence the title "Loose Play".

The goal is to provoke all staff with new thinking about the possibilities of more positive interactions with the children and what this may mean to the outcome of the operation of your room and the centre as a whole.

2 Loose Play initiative

Do you talk to the children?

Do you talk with the children?

We want to involve the child in a conversation with us. We want to build language skills and social skills with the children as they play.

Always engage the child in a conversation with us. We want to build language skills and social skills with the children as they play. Always engage the child in a conversation with us. We want to build language skills and social skills with the children as they play.

3 Loose Play initiative

PAUSE When you see the child in a play position, think of a play position in the room. Don't just stand by. Think of a play position in the room.

PLAY Let the child explore with you! Do not be afraid to "play" with the child. Let the child explore with you! Do not be afraid to "play" with the child.

STOP When you see the child in a play position, think of a play position in the room. Don't just stand by. Think of a play position in the room.

PLAY FORMAL It takes time to get a good quality of play. Don't be afraid to "play" with the child. Let the child explore with you! Do not be afraid to "play" with the child.

4 Loose Play initiative

ACTIVE Engage with the children. Do active with the children. Talk with the children. Do active with the children. Do engaged in what the children are engaged in.

PASSIVE Disinterested in what the children are doing. Not listening to what the children have to say. Being prescriptive with the children rather than offering encouragement & their involvement. Not being fully present.

5 Loose Play initiative

Keep the noise down!

Don't raise your voice!

Raise a hand...
Raise a question...
Raise a flag...
Raise a conversation...
Change your tone...

Children learn from us. They take their "spoons" from the adults around them.

Do as I do! Do as I say and not what I do!

6 Loose Play initiative

NO.

7 things you can say instead of "No"

"That won't work"

"Tell me more"

"I can help you"

"Here's another way you can try"

"Let's do something different"

"I want to hear about your idea"

"I know how hard you're trying"

7 Loose Play initiative

Praise the right stuff!

Self-esteem and happiness are closely linked. Praise is key to developing self-esteem.

Praise the effort rather than the result

Praise the creativity

Praise the hard work

Praise the persistence

Don't just praise the achievement

Signed: _____

Position: _____

Date: _____