**Transcript – Positive interactions – Regulatory priority 3**

• 0:05 - 0:23

Children are full of emotions and it can cause challenging behaviour. But it's important to recognise that they are children. They haven't mastered their emotions like we have. So, we have to role model to them. Or it's giving them the option of - I can see you’re really frustrated, maybe we can go and read a book and we can feel our body calm down and do some breathing.

• 0:24 - 0:34

When the children enter, we've got places within our hallways called pause points. And those pause points are for children to just stop and take a breath and calm down.

• 0:35 - 0:45

One of our most popular pause points is our fish tank. It's about working with the child to find a place within the studio that they can reset their emotions.

• 0:49 - 1:22

We're continuously developing the children's social responsibility. We're focusing and observing their kindness, their collaboration, their decision making, and their compassion with others.
Documenting that and then providing experiences that complement that documentation. What we want to teach the children is that it's okay to have emotions. But what we're trying to do is provide strategies for them to cope with feeling that way and strategies that they can pull from their backpack to use in the future.

• 1:22 - 1:57

Children will always notice everything you do. So it's important to make those positive interactions. It's not about the negative, but building them up on those positive relationships, making sure that they know that you're a safe, secure support person for them. The rights of the child are important because children are individuals and they are deserving of the world. They are people who have ideas. They have thoughts, they have feelings and they are respected in that way. We have a supportive document called the UN rights of the child. And we also have our code of ethics that entails everything that we respect in children and seeing them as capable, deserving individuals.

• 1:58 - 2:31

Each of our educators do an induction process. It breaks down to how we speak with children. On their level. Talking about how the child's feeling and allowing the child to work through their emotions. This is their place. This is their place that they're feeling safe. We need to respect their right. We talk with the family to really unpack their child's individual needs. We can support their child by having their speech therapist, OT therapist, coming in and visit their children onsite.

• 2:32 - 2:42

I want our families to be able to walk in every day and know that their children are safe. It's about making sure the families are feeling that this is the best place for their little people.

• 2:43 - 3:04

I believe that in everyday aspects, your relationships with people around you are what make you the person you are. Building that connection with children. Building that positive relationship.

Guiding them through challenging behaviours. You are shaping them as a person. You're building those positive interactions in the world around them. And without positive relationships, they're never going strive for that next step.