

## Interactions with Children Policy

<b>Published</b>	<b>September 2020</b>
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<b>Sources</b>	Education and Care Services National Regulations, October 2020 Education and Care Services National Law, February 2018 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017 Guide to the National Quality Framework, January 2020 The Commission for Children and Young People’s Act 1998 NSW Curriculum Framework for Children’s Services – The Practice of Relationships, (retrieved 1 June 2010) My Time, Our Place Framework
<b>Associated Policies</b>	Providing a Child Safe Environment

### **Aim:**

To ensure interactions with children are caring, genuine, respectful and without bias.

### **Explanation:**

A positive atmosphere and the wellbeing of children within our service is promoted through quality care and interactions with children. Emotional development and social relationships are enhanced through thoughtful approaches to conversations and promotion of children’s language and communication.

Children, who experience relationships in a childcare setting that are built on respect, fairness, acceptance, co-operation and empathy are given the opportunity to develop these qualities themselves. When children have positive interactions, they develop an understanding of themselves and feel a sense of belonging.

### **Responsibilities:**

#### **In relation to the Approved Provider and Co-ordination Unit Staff:**

- Be aware of the requirements of the current Education and Care Services National Law, Education and Care Services National Regulations and the National Quality Standard in regard to interactions with children
- Provide training and/or information for Educators and families on effective communication skills that help build quality relationships.
- Role model respectful and positive interactions with the children
- Support Educators and families to encourage positive interactions
- Communicate information about children with relevant parties in a confidential manner and respectful
- Participate in professional development
- Treat each child without bias

**In relation to Educators:**

- Abide by their obligations under the current Education and Care Services National Law, Education and Care Services National Regulations and the National Quality Standard in relation to interactions with children
- Role model respectful and positive interactions with the children
- Be responsive to children's strengths, interests and abilities
- Promote a safe, secure and nurturing environment
- Be authentic and responsive
- Maintain positive interactions
- Maintain the dignity and rights of each child
- Listen to children's experiences and perspectives and show interest in their ideas and perspectives
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatism
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic need
- Educators will always treat children with respect, courtesy and understanding
- Treat children equally and without bias, regardless of race, cultural background, religion, culture, gender, family structure, economic status or ability and ensure interactions between children and educators exhibit this
- Sensitively manage children who are having difficulty conveying their message or managing their emotions
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages
- Engage in one on one conversations with all children and develop an understanding of their likes, dislikes and interests
- Collaborate with children regarding the daily routines and practices within the service including programming of experiences in order to meet their individual needs, interests and abilities
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure
- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed
- Ensure that all Educators enforce the rules and consequences consistently at all times, and that consequences are relevant to the situation and never demeaning
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach
- Access professional development and resources related to positive behaviour management and include this in professional development planning
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone

- Focus on the behaviours being displayed and not the child displaying them
- Assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service
- Ensure that appropriate physical contact is maintained in regards to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space
- Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns
- Maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families
- Provide an environment that is secure and interesting with a positive atmosphere
- Create opportunities for children to be independent and self-reliant
- Allow children to undertake experiences that develop their self-esteem
- Maintain at all times the dignity and rights of each child
- Ensure that the routines and experiences children encounter during care are appropriate and reflect each child's family and cultural values, age and physical and intellectual development
- Provide opportunities for children to interact and develop respectful and positive relationships with each other and with all Educators and staff involved with the service
- Encourage children to express themselves and their opinions
- Show an interest and participate in what the child is doing
- Support children through periods of change
- Manage children's positive behaviour to encourage acceptable and responsible interactions
- Respond to all children in a fair and consistent manner
- Share information with families regularly in a constructive manner about children's interactions in a confidential manner
- Participate in professional development

**In relation to Families:**

- Families are encouraged to:
  - Respond to all children in a fair and consistent manner
  - Share relevant information with Educators and staff regularly
  - Interact with all children in the Educator's home in an appropriate manner
  - Role model effective communication skills to their children

**Continual Monitoring and Improvement:**

Continual improvement and monitoring will occur in the following ways:

- Incidental and planned consultation with families
- Approved Provider and Co-ordination Unit Staff accessing current relevant information
- Approved Provider, Co-ordination Unit Staff and Educators accessing current and relevant training
- Internal evaluation of incidences and the improvement of systems

## Policy Review

Date Revised	Comments
April 2017	Scheduled Policy Review – No changes made
March 2019	Scheduled Policy Review – No changes made
September 2020	Scheduled Policy Review - Made some minor changes with wording and roles of educators