

Interactions with Children Policy (including Educator Behaviour management Strategy)

Published	September 2020
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Sources	<p>Education and Care Services National Regulations, October 2020</p> <p>Education and Care Services National Law, February 2018</p> <p>Guide to the Education and Care Services National Law and the Education and Care Services National Regulations, October 2017</p> <p>Guide to the National Quality Framework, January 2020</p> <p>The Commission for Children and Young People's Act 1998</p> <p>Stonehouse, A., 2004, FDC Dimensions, Excellence in Many Ways, National Family Day Care Council</p> <p>NSW Curriculum Framework for Children's Services – The Practice of Relationships, (retrieved 1 June 2010)</p> <p>Early Years Learning Framework</p>
Associated Policies	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 Co-ordination Unit Staff:

- Be aware of the requirements of the 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 and respectful manner
- 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
- Listen to children
- 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
- Treat each child without bias regardless of ability, gender, religion, culture, family structure or economic status
- 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
- Co-ordination Unit Staff accessing current relevant information
- 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
June 2012	Added relevant regulations and quality standards in relation to new Education and Care Services National Regulations and National Quality Standard.
April 2014	Scheduled Policy Review – No changes made
October 2015	Scheduled Policy Review – No changes made
April 2017	Scheduled Policy review – no changes made
June 2018	Update sources
September 2020	Scheduled Policy Review – Made some minor changes with wording and roles of educators

Educators Behaviour Management Strategy

- Be patient
- Model positive, socially accepted behaviour and language
- Provide an environment that supports the strategies of guiding behaviour
- Create opportunities for children to be independent and self-reliant
- Be objective and support children through periods of change and challenging behaviour
- Demonstrate appropriate reactions to children's exploratory behaviour
- Use preventative and distractive methods with young children
- Encourage conflict resolution and rule setting with children when developmentally appropriate
- Develop strategies with Co-ordination Unit Staff when required
- In consultation with families and Co-ordination Unit Staff seek assistance from external agencies when required
- Share information with families regularly in a constructive and positive manner about children's behaviour