



INTERACTIONS WITH CHILDREN POLICY

(M)**Mandatory – Quality Area 5****CSReg 104, 105**

POLICY

At Outlets Co-operative Neighbourhood House LTD staff interactions will be warm, respectful, supportive and responsive promoting a sense of security and belonging. All children will be supported to learn and develop in a secure and empowering environment.

Approved Provider MoC ensures educators to abide by the Code of Ethics as developed by Outlets Co-Operative NH and with the Australian Early Childhood Association. All educators are provided with a copy of the code of conduct upon employment.

Interactions with children will promote a safe, secure and nurturing environment be authentic and responsive based on fairness, acceptance and empathy with respect for culture, rights, community and the individuals.

Scope

This policy applies to parents/guardian, the Committee of Management, Approved Provider, MoC, Nominated Supervisor, Day-to-day Supervisor, Educators, Student placements and volunteers.

Relevant Legislation and standards

- Children's Service's Regulations (Vic) Part 5 Reg.104, 105
- Children's Service's Act 1996
- Education and Care Services National Law Act 2010: Sections 166, 167
- Education and Care Services National Regulations: Regulations 73, 74, 155, 156, 157, 168(2)(j)
- National Quality Standard, Quality Area 5: Relationships with Children
- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cwth)
- Equal Opportunity Act 2010 (Vic)

Guidelines:

Strong relationships are built upon good communication, and effective communication relies on effective interactions. To create positive and communicative relationships you must value the time you spend interacting and talking with the children.

Seek professional development and practice to promote interactions with children that are positive and respectful.

Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, you must treat all children with respect and demonstrate that they are important.

Procedures:

- Outlets Co-operative Neighbourhood House LTD provides education and care to children in a way that encourages children to express themselves and their opinions.
- Allows children to undertake experiences that develop self-reliance and self-esteem
All Staff always maintain the dignity and the rights of each child to offer positive guidance and encouragement towards acceptable behaviour
- All staff has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for.



All Staff/Educators will ensure:

- Will participate in Children's play
 - Be accessible to each child often during the day
 - provide opportunities for interaction in play and routines
 - greet and farewell every child
 - use children's names often
 - respect children's names by using them correctly
 - be affectionate but avoiding terms like 'darling' or 'sweetie'
 - never give children nicknames unless these are provided by parents as the name the child is known by
 - never use negative nicknames.
 - respond to children positively
 - engage in meaningful conversation, using language appropriate to the individual child's age and stage of development
 - acknowledge children's efforts and achievements
 - collaborate with children
 - allow children to make choices
 - respond to all cues of infants and toddlers
 - give frequent physical contact appropriate to the child's preferences; for example, holding hands in a circle, being a dancing partner, helping with dress-ups
 - model positive interaction appropriate to age groups and cultural differences
 - use nonverbal communication with children; for example, smiling, clapping, waving and acknowledging the children
 - move down to the child's eye level and making eye contact
 - allow the children to participate at their own skills level
 - never force children to communicate
 - make sure facial expressions and body language match your words
 - give children time to think about things before they respond
 - encourage children to express themselves and their opinions
 - allow children to undertake experiences that develop self-reliance and self-esteem
 - maintain at all times the dignity and rights of each child
 - give each child positive guidance and encouragement toward acceptable behavior
 - have regard to family and cultural values, age and physical and intellectual development and abilities
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- Respond to children's communication in a just and consistent manner.
 - Respond sensitively to children's attempts to initiate interactions and conversations.
 - Initiate one to one interactions with children.
 - Initiate one to one conversations and other positive
 - Interactions during daily routines.
 - Support children's efforts, assisting and encouraging as appropriate.
 - Support children's secure attachment through consistent and warm nurturing relationships.
 - Support children's expression of thoughts and feelings.
 - Encourage children to express themselves and show an interest and participate in what the child is doing.
 - Encourage children to make choices and decisions.
 - Acknowledge children's complex relationships and sensitively intervene in ways that promote alternative perspectives and social inclusion.
 - Acknowledge each child's uniqueness in positive ways.
 - Respect cultural differences in communication and consider alternative approaches to own.

Role Modelling

- Educators model positive interactions when they Show care, empathy and respect for children, educators and staff and families. Learn and use effective communication strategies.



Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect.

Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Listening

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate.

Children and Families

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

Reflection and Consideration

Time is dedicated to reflecting upon interactions within children.

Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

Parents/guardians are responsible for:

- Reading and complying with the Interactions with Children Policy
- Engaging in open communication with educators about their child
- Informing educators/staff of events or incidents that may impact on their child's behaviour at the service (eg. moving to a new house, relationship issues, a new sibling)
- Informing educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviour
- Working collaboratively with educators/staff and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.

Sources

Belonging, Being & Becoming – The Early Years Learning Framework for Australia:

Early Childhood Australia (ECA) Code of Ethics (2006):

Guide to the National Quality Standard, ACECQA: www.acecqa.gov.au

Guiding children's behaviour in child care – a NCAC Factsheet for Families: http://ncac.acecqa.gov.au/family-resources/factsheets/guiding_children's_behaviour.pdf

Inclusion and Professional Support Program (IPSP), Department of Education, Employment and Workplace Relations, Australian Government:

Rothwell, Philip (2008), 'Guiding Children's Behaviour', from Putting Children First, Newsletter of the National Childcare Accreditation Council, 25 March, p16–18

Victorian Early Years Learning and Development Framework:

Victorian kindergarten policy, procedures and funding criteria, DEECD:

Interact effectively with children, Aspire publication, Version 2.1

Policy Review This policy will be reviewed bi-annually unless there are any regulatory or legislative requirements and/or any feedback from staff, parents and the community

Authorisation

This policy was adopted by the Approved Provider of Outlets Co-operative Neighbourhood House LTD on 21 Oct 2020

REVIEW DATE: 23/05/2023