

INTERACTIONS WITH CHILDREN

POLICY STATEMENT

Our service will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged, with a genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavour through our interactions with children to nurture their optimism, happiness and sense of fun. We will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identify.

Educators will utilise opportunities in their interactions with children to develop an understanding of each other’s expectations, leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

CONSIDERATIONS

Education and Care Services National Regulations	73, 74, 76, 155, 156, 168
National Quality Standard	QA1, QA5, QA6
Other Service policies/documentation	<ul style="list-style-type: none">• Family handbook• Employee online handbook• Programming and evaluation records• Grievance policy• Child Safe Environments policies• Behaviour Guidance policy• Programming & Evaluation policy• Diversity & Inclusion policy• Gender Equity policy
Other	<ul style="list-style-type: none">• My Time, Our Place

PROCEDURE

a) The educators will:

- Maintain a positive attitude in all interactions with children.
- Listen carefully 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 judgement.

- 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 needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Sensitively manage children who are having difficulty communicating 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 height level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one-on-one conversations with all children to 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 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. Consequences will be 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. Implement 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.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- 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 when 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' policies to address these concerns.
- Maintain defined boundaries for appropriate behaviour with children and engagement with their families.

b) The children will:

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to listen to others respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to share humour and express themselves in a variety of ways.
- Practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
- Have opportunities to use and share their home language with other children and educators.
- Collaborate with educators in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to adhere to the rules and expectations.
- Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
- Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- Have their need for solitude or quiet time supported and respected by educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.