

Interactions with Children & Families Policy

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS		
155	Interactions with children	
156	Relationships in groups	

RATIONAL

A positive atmosphere and the wellbeing of children within an education and care setting is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

KAZ Early Learning Centre staff, in their role as Early Childhood Educators, have the responsibility of modelling positive interpersonal skills whilst encouraging children to develop and gain the confidence and skills to explore their environment. It is the responsibility of staff to treat all children with respect and dignity allowing them to feel confident to explore their environment and become active learners within the service and wider community.

AIMS

KAZ Early Learning Centre aims to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our Service philosophy and the Early Years Learning Framework.

For educators/staff to interact with children in a way that shows respect, and facilitates positive interpersonal skills amongst children.

For all interactions to promote a positive learning environment that encourages children's development.

Interactions with children will:

- promote a safe, secure and nurturing environment;
- be authentic and responsive;
- be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual.

PROCEDURE

Responsibilities of the Approved Provider

- Ensure the service operates in accordance with the Education and Care Services National Law and National Regulations with regard to the delivery and collection of children at all times.
- Ensure all staff have access to relevant professional development.
- Ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances **(National Law 166)**.
- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint **(National Law 174(B))**.
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service **(National Regulation 12, National Law 173(A))**.
- Guide 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, just and respect difference.
- Take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service **(Regulation 156)**.
- Have regard to the size and the composition of the groups in which children are being educated and cared for by the service **(Regulation 156)**.

Responsibilities of the Educators

- Act in accordance with the obligations outlined in this policy.
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Respect children's agency and encourage them to express themselves and their opinions (**Regulation 155a**).
- Allow the children to undertake experiences that develop self-reliance and self-esteem(**Regulation 155b**).
- Interact with children and families in the manner outlined in the ECA Code of Ethics.
- Maintain the dignity and the rights of each child at all times (**Regulation 155c**).
- Offer positive guidance and encouragement towards acceptable behaviour (refer to Guidance of Child Behaviour Policy) (**Regulation 155d**).
- Have regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (**Regulation 155e**).
- Ensure that routines such as toileting, nappy change and rest times are used for positive one to one interaction with children and a time that they can get to know more about the child.
- Genuinely seek children's input, respect their ideas and take their suggestions on board.
- Our educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Form warm relationships with each child.
- Participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children.
- Model reasoning, prediction and reflection processes and language.
- Collaborate with children about routines and experiences.
- Use techniques such as sign language and other resources and tools to support children with additional needs.
- Use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Use information from their observations of interactions with children to extend the children's thinking and learning.
- Also support children to build secure attachments with one and then many educators.

- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication.
- Listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- Communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication.
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child.
- Facilitate children's individual development.
- All families are treated equitably without bias or judgement, recognising that each family is unique.
- Families and children are greeted upon arrival.
- Endeavour to recognise and implement several different ways to communicate with families in the family's preferred way.
- Verbal communication is always open, respectful and honest.
- Regularly reflect on family input into the program and make changes where necessary that will best benefit the service and children.

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.

Communicating and 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. Truly attending to children's communication promotes a strong culture of listening.

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.

Role Modelling

Educators model positive interactions when they show care, have empathy and respect for children, educators, staff and families.

Remember - quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Principles for Behavioural Management

Educators and staff respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour management and they are happy to discuss individual family expectations with families. There may be times when educators and staff will need to negotiate management strategies with families to suit the needs of individual children.

- Wherever possible, children and educators will negotiate and determine boundaries and rules
- Rules will be reasonable considering the age, development and individual characteristics of the children
- Rules will be consistently enforced
- Children will be encouraged for desirable behaviour
- It is the behaviour that is praised or criticised, not the child
- Educators to present a good example through positive role modelling
- Children are encouraged to make appropriate choices

In response to unacceptable behaviour, staff will:

- Redirect the child or remove the child from the situation if necessary
- Advise children of the consequences of continuing with the behaviour
- Remind children of desirable behaviour (discuss red and green choices)
- Explain to children how behaviour results in consequences
- Actively listen to children's feelings and discuss the rules
- Help children to return to play
- Communicate with family should there be a need

Evaluation

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families.

KAZ Early Learning Centre Related Policies and Procedures:

Guidance of Child Behaviour Policy
 Education and Development Policy

Related Statutory Obligations & Considerations**Australian Childhood Foundation**

www.childhood.org.au

Australian Human Rights Commission

www.humanrights.gov.au

Australian Children's Education and Care Quality Authority (ACECQA)

www.acecqa.gov.au

ACECQA National Quality Standard

<https://www.acecqa.gov.au/nqf/national-quality-standard>

Children (Education and Care) National Law (NSW) No 104a

<https://www.legislation.nsw.gov.au/#/view/act/2010/104a/full>

Children and Young Persons (Care and Protection) Act

<https://www.legislation.nsw.gov.au/#/view/act/1998/157>

Education and Care National Regulations

<https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/full>

Early Childhood Australia Code of Ethics

<http://www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/>

United Nations Convention on the Rights of the Child

www.unicef.org.au

United Nations Human Rights

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Sources

Louise Porter: (2008) *Young Children's Behaviours- Practical Approaches for Caregivers and Teachers (3rd Edition)*
 Belonging, Being and Becoming: The Early Years Learning Framework for Australia. DEEWR (2009)
www.education.gov.au

REVIEW

This policy will be updated to ensure compliance with all relevant legal requirements every year. Appropriate consultation of all stakeholders (including staff and families) will be conducted on a timely basis. In accordance with Regulation 172 of the *Education and Care Services National Regulation*, families of children enrolled will be notified at least 14 days and their input considered prior to any amendment of policies and procedures that have any impact on their children or family.

Date Issued:	October 2019	Review Date:	October 2020
Amendment	NQS & Regulations added Principals for behaviour management added		

Family, Educator and Staff Comments: