

E – INTERACTIONS WITH CHILDREN

Effective from: 06 February 2018
Contact officer: Coordinator of Children's Services
Next review date: 18 months – 2 years
File Reference: 1825/29.5
Related Policies/Local Laws/Legislation:

- Children Education and Care Services National Law Application Act 2010
- Education and Care Services National Regulations 2011 – CI 155, 168
- National Quality Standard – 5.2.1, 5.2.3, 7.3.5

Related Documents:

- Guide to the National Quality Framework 2016 (ACECQA)
- Belonging, Being & Becoming, The Early Years learning Framework for Australia
- My time, Our Place – The Framework for School Age Care in Australia
- Wingecarribee Children's Services Philosophy
- Wingecarribee Children's Services Policy & Procedures
- Early Childhood Code of Ethics

PURPOSE

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

A child who experiences respect, fairness, cooperation and empathy within a relationship is provided the reflective opportunity to develop these qualities themselves as an individual. When children have positive experiences socially interacting with other people or within their environment, they develop an understanding of themselves as significant and respected, embracing their individually and environment thus creating a powerful sense of belonging.

Staff and educators interactions with children will:

- promote 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.

SCOPE

This policy applies to:

Wingecarribee Children's Services Staff employed by Wingecarribee Shire Council

Wingecarribee Family Day Care Educators as Agents of the Approved Provider – Wingecarribee Shire Council

All children and families accessing care with Council's Children's Services

All volunteers and students engaged with Wingecarribee Children's Services.

PROCEDURE

- All Service Types - Nominated Supervisor, Certified Supervisors and Educational Leaders shall:**
 - 1.1 Ensure interactions with children are given priority and all interactions are authentic, just and respect differences.
 - 1.2 Guide professional development and practice with all staff and educators to promote interactions with children that are positive and respectful.
 - 1.3 Provide professional development and/or information for educators and families on effective communication skills that help build quality, supportive relationships.
 - 1.4 Role model respectful and positive interactions with the children that convey to the children that they are valued as competent and capable individuals.
 - 1.5 Communicate information about children with relevant parties in a confidential manner.
 - 1.6 Participate in professional development.
 - 1.7 Treat each individual child without bias.
 - 1.8 Have regard to the size and compositions of groups in which children are being educated and cared for by the service.
 - 1.9 Develop guidance strategies with educators that demonstrate respect and understanding of individual child when they strive to recognize and understand why each child behaves like they do when they do.
 - 1.10 Develop positive approaches when guiding children's behaviour.
 - 1.11 Have a professional philosophy that supports the Early Years Learning Framework and My Time Our Place principles and practice within the education and care environment.
- Educators/ Staff will:**



- 2.1 Respond to children's communication in a just and consistent manner.
- 2.2 Respond sensitively to children's attempts to initiate interactions and conversations.
- 2.3 Initiate one to one interactions with children, particularly babies and toddlers during daily routines and conversation with each child.
- 2.4 Support children's efforts, assisting and encouraging as appropriate to individual uniqueness.
- 2.5 Support children's secure attachment through consistent and warm nurturing relationships.
- 2.6 Support children's' expression of their thoughts and feelings
- 2.7 Encourage children to express themselves, show an interest and participate with the child's interest and development

- 2.8 Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach.
- 2.9 Acknowledge each child's uniqueness enhancing their development with positive interactions.
- 2.10 Respect each child's family and cultural differences when communicating and consider alternative approaches to own.
- 2.11 Provide an environment that is secure and interesting, developing a positive atmosphere for the children to grow.
- 2.12 Create opportunities for the child to be independent and self-reliant, to work through differences, learn new concepts and take calculated risks.
- 2.13 Ensure that the routines and experiences children encounter during care are appropriate and reflect the child's family, age and physical and intellectual development.
- 2.14 Show interest and participate in what the child is doing, actively engaged in the child's individual, as well as group learning, and share decision making with them.
- 2.15 Be aware that children require support during periods of change within their lives.
- 2.16 Share information with your families on a regular basis, all information shared to be in a constructive confidential manner.
- 2.17 Professional reflection is implemented on a regular basis.

3. **Families are encouraged to:**
 - 3.1 Develop supportive relationships with staff, educators, other families and the children.
 - 3.2 Respond to all children in a fair and consistent manner.



Children's Services Procedures

- 3.3 Share relevant information with educators and staff regularly about their child and family.
- 3.4 Interact with all children in the education and care environment in an appropriate manner.
- 3.5 Role model effective communication skills to their children.

Approved By:



Nick O'Connor
GROUP MANAGER CORPORATE AND COMMUNITY
06 February 2018

