

## Interactions with Children Policy



### OBJECTIVE

At Reid Early Childhood Centre (RECC), we are committed to providing an education and care that promotes children's sense of security and belonging. We recognise that this responsibility requires an ongoing focus and continual self-reflection by all involved in the early education and care of all children at RECC.

In accordance with the *Education and Care Services National Regulation 2011* (the Regulations), RECC must take reasonable steps to ensure that the education and care service provides education and care to children in a way that (regulation 155):

- (a) encourages the children to express themselves and their opinions; and
- (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
- (c) maintains at all times the dignity and rights of each child; and
- (d) gives each child positive guidance and encouragement toward acceptable behaviour; and
- (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

RECC must 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).

This policy has been developed to satisfy the Regulations which requires RECC to have policies and procedures in relation to interactions with children (regulation 168(2)).

### Background

Quality Area 5 of the *National Quality Standard* focuses on relationships with children being responsive and respectful and promoting children's sense of security and belonging.

### **Standard 5.1 Respectful and equitable relationships are developed and maintained with each child.**

- Element 5.1.1 Interactions with each child are warm and responsive and build trusting relationships.
- Element 5.1.2 Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- Element 5.1.3 Each child is supported to feel secure, confident and included.

## **5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**

- Element 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- Element 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Element 5.2.3 The dignity and the rights of every child are maintained at all times.

### **PROCEDURES**

The following procedures must be followed by **all** involved in the early education and care of all children at RECC:

- All children are to be seen as capable and competent by educators, teachers, volunteers and students. This means children are to be provided with opportunities to make choices about their own discovery, learning and what is happening in their world.
- All educators are to act in the best interests of every child, recognising that every child's needs are paramount and their safety is not compromised in any way.
- Interactions with children are to be warm, trusting and responsive, to help the child to build their confidence, learn new things and take calculated risks. Educators must respond positively to all children that require their attention.
- Each child is to be provided with positive guidance and encouragement to behavior that is acceptable within RECC, in consultation with and guidance from parents.
- All children are encouraged and supported to develop relationships with their peers, as this promotes wellbeing, self-esteem and sense of security. Educators are to sensitively monitor and support children's interactions with others as they explore their own identity and develop more complex social skills and relationships.
- Each educator is required to obtain and maintain the Working with Vulnerable Children Check.
- Children at RECC will not be disciplined in ways that is physical, demeaning, involve isolation or ridicule that may result in possible physical harm, humiliation or physiological impairment for that child.
- RECC, its educators and support staff will have regard to our family's cultural beliefs and values, the differences in ages, physical and developmental abilities and intellect of any child. This is in recognition all children grow and develop at different rates.
- It is our responsibility to provide an environment that entitles children to be educated and cared for in groups that are not oversized or non-productive. To ensure this, all educators must ensure the educator to child ratios are maintained at all times.
- RECC will encourage family groupings and opportunities for relationships to be built for all children. This will provide opportunities for children to developed relationships with educators, volunteers and support staff and to educate children on respectful and positive relationship building.

### **RELATED POLICIES**

- Behaviour Guidance and Management Policy
- Diversity and Equity Policy
- Partnerships with Families Policy
- Standard of Conduct Policy

**SOURCES**

- Education and Care Services National Regulation 2011: regulation 155, 156, 168
- Guide to the Nation Quality Standard
- Code of Ethics

**CREATED ON:** 27 October 2016

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