



Wangaratta Children's Services Centre

Interactions With Children Policy

Document Type	Corporate Policy
Department	Children's Services
Date of Council Endorsement	27 September 2023
Date for Review	September 2027
Responsible Officer	Family & Early Childhood Services Coordinator
Authorising Officer	Director Community and Infrastructure
Version Reference Number	1.0
SIM Reference Number	TBC

National Quality Standard

5.1	Respectful and equitable relationships are maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
5.1.2	The dignity and rights of every child are maintained.
5.2	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Children are supported to collaborate, learn from, and help each other.
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	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	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

National Regulations

Regulation 73	Educational program
----------------------	---------------------

Regulation 84	Awareness of child protection law
Regulation 115	Premises designed to facilitate supervision
Regulation 118	Educational leader
Regulation 126	Centre-based services- general educator qualifications
Regulation 145	Staff record
Regulation 155	Interactions with children
Regulation 156	Relationships in groups
Regulation 157	Access for parents
Regulation 168	Education and care services must have policies and procedures
Regulation 170	Policies and procedures to be followed

Statement and Purpose

We recognise the importance of respectful and positive relationships that children have with each other and with educators, and we encourage a child-centred approach that promotes self-expression, self-reliance, and self-esteem, and maintains each child's dignity and rights. We are committed to meeting our regulatory requirements in relations to interactions with children.

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to interaction with children.

Policy and Procedure

Interactions with Children

Our service philosophy guides our interactions with children. Children need positive relationships and interactions with educators that are trusting and responsive to their individual needs. Through these interactions children will develop a positive understanding of themselves and feel a sense of belong.

Management and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience genuine interactions with all educators.
- Meet educator to child ratio and qualification requirement.
- Role-model appropriate language and behaviour.
- Support children to be aware of their own feelings as well as the feelings of others.
- Encourage children to treat others with respect.
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
- Respond or report to children about how their feedback has been acted upon
- Guide children's behaviour positively.
- Respect the rights, dignity, and agency of children.
- Provide appropriate supervision so children feel safe in their interactions with other children's
- Always speak to children in a positive manner.
- Engage in meaningful, open interactions that support the acquisition of skills for like and learning of children.

- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions.
- Listen to children and take them seriously.
- Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- Understand their reporting requirement and respond to any incident, disclosure or suspicion of child abuse or harm.
- Communicate with children by getting down to their level and showing respect to the child whilst engaging in and promoting effective communication.
- Show empathy to children.
- Ensure that the values, belief, and cultural practices of the child and family are considered and respected.
- Facilitate children's individual development extending upon their strengths, interests and abilities.
- Ensure mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.
- Routines, planned and spontaneous experience will be organised to maximise opportunity for meaningful conversation between children and educators.
- Use techniques such as sign language and other resources and tools to support children with additional needs.

Relationships In Groups

To encourage respectful and positive relationships between children, their peers, educators our service will:

- Educators will engage children in group experiences – facilitate opportunities for children to learn and help each other; share their knowledge, skills, and experiences; and respond positively to ideas and suggestions from others.
- Prompt a sense of community in our Service.
- Encourage child to lead group experiences.
- Provide time for children to engage in uninterrupted play experiences with their peers.
- Support child to become effective communicators.

References

National Quality Standard

Education and Care Services National Regulations 2011
Early Years Learning Framework

Link to Other Policies

Providing a child safe environment
Staffing
Enrolment and orientation
Governance and management