



Interactions with Children Policy

Contents

1. Aim
2. Children's Rights, Family and Cultural Values
3. Listening
4. Children and Families
5. Reflection and Consideration
6. Role Modelling
7. Principles for Behaviour Management
8. The Role of Staff
9. Roles and Responsibilities
10. Links to relevant standards and frameworks
11. Links to regulations, law and legislation
12. Sources
13. Review
14. Version Control Table

1. Aim

This policy aims to preserve and highlight Gymea Community Preschool's values, including to:



- be responsive to children's strengths, interests, abilities.
- provide opportunities to become self-reliant and develop self-esteem.
- uphold children's dignity, rights, and agency.
- provide positive guidance and support towards acceptable behaviour.
- promote a safe, secure and nurturing environment.
- be authentic, responsive and builds upon relational pedagogy that supports the individual needs of all children.
- be based in fairness, acceptance, and empathy with respect for cultural and linguistic rights.
- encourages the children to express themselves and their opinions.

This policy endorses a positive atmosphere and the wellbeing of children within the preschool. This atmosphere 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. The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to interactions with children.

2. Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children's rights, 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.

3. 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.



4. 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.

5. 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.

6. Role Modelling

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators, staff and families.
- Learn and use effective, respectful communication strategies.

7. Principles for Behavioral to Guidance

Staff respect individual children's needs and differences in age, ability and experience regarding issues surrounding behaviour management. Staff welcome and encourage discussions with individual families to explore behaviour guidance with parents. There may be times when staff will need to negotiate management strategies with parents to suit the needs of individual children.

Wherever possible, children and staff will negotiate and determine boundaries and expectations.

Guidance strategies will take into consideration the age, development and individual characteristics of the children.



Developmentally appropriate expectations will be consistently guided.

Children will be encouraged to understand the boundaries, agreements and expectations and build their skills to interact with each other within these.

It is the behaviour that is reflected on, not the child.

Educators acknowledge that they are there to support and teach skills that build children's self-control and regulation and always present a good example through positive role modelling, compassion and understanding.

Children are encouraged to make appropriate choices.

8. The Role of the Staff

In response to unacceptable behaviour, staff:

- Redirect the child or remove the child from the situation if necessary.
- Advise children of the consequences of continuing with the behaviour.
- Explain to children how behaviour results in consequences.
- Will recognise the situation as an opportunity to help the child develop skills, including their language and communication, attention and working memory, emotion and self-regulation, cognitive flexibility and social thinking skills.
- Acknowledge the child's intent with that behaviour.
- Clarify the preferred skills to be used and teach, role model and practice how to use them.
- Redirect the child or remove the child from the situation if the wellbeing of children and staff is impacted .
- Discuss with the children the impact their behaviour has on the people around them.
- Actively listen to children's feelings and discuss the skills to use in future.
- Help children to return to play.

9. Roles Responsibilities

Role	Authority/Responsibility For
------	------------------------------



Approved Provider	<p>Ensure all staff have access to relevant professional development.</p> <p>◁ 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 (Regulation 73).</p> <p>◁ 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: Section 166).</p> <p>◁ Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint (Section 174(2), Regulation 176(2)(b)).</p> <p>◁ Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service (Section 174, Regulation 176).</p>
Nominated Supervisor	<p>◁ Guide professional development and practice to promote interactions with children that are positive and respectful.</p> <p>◁ Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.</p> <p>◁ Ensure all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families.</p> <p>◁ Consider the size and composition of groups to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service.</p> <p>◁ Develop and implement educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child.</p> <p>◁ Ensure that staff provide education and care to children in a way that encourages children to express themselves and their opinions and allows children to undertake experiences that develop self-reliance and self-esteem.</p> <p>◁ Under section 166 of the Education and Care National Law, a staff member, nominated Supervisor and Approved Provider may receive a penalty for up to \$10,000 (up to \$50,000 in the case of Approved Provider) for subjecting a child to any form of corporal punishment or any discipline that is unreasonable in the circumstances</p>
Early Childhood Educators	<p>Act in accordance with the obligations outlined in this policy.</p> <p>◁ Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.</p> <p>◁ Respect children's agency and encourage them to express themselves</p>



	<p>and their opinions.</p> <ul style="list-style-type: none"> ◁ Maintains the dignity and the rights of each child at all times. ◁ 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.
Early Childhood Educators	<ul style="list-style-type: none"> ◁ Offer positive guidance and encouragement towards acceptable behaviour. ◁ Ensure that routines such as toileting, nappy change and rest times are used for positive one to one interactions 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. ◁ Support babies to build trusting attachments with one or two educators in order to develop a secure base for their exploration and learning. ◁ Form warm relationships with each child
Families	<p>Reading and complying with this policy.</p> <ul style="list-style-type: none"> ◁ Engage in open communication with staff about their child. ◁ Inform staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, a new sibling). ◁ Inform staff of any concerns regarding their child's behaviour or the impact of other children's behaviour. ◁ Work collaboratively with staff and other to develop or review an individual behaviour guidance plan for their child, where appropriate

10. Links to Relevant Standards and Frameworks

QA 5	5.1	Respectful and equitable relationships are maintained with each child.
QA 5	5.2	Each child is supported to build and maintain sensitive and responsive relationships
QA 7	7.1	Governance supports the operation of a quality service.

11. Links to Regulations, Law and Legislation

Education and Care Services National Regulations (2011): 72, 73, 155, 156, 157, 168(2j)



Education and Care Services National Law Act 2010: Sections 166, 167

Child and Young Persons (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Disability and Discrimination Act 1992 (Cth)

12. Sources

ACECQA

Rights of the Child

The Supporting young children's rights: Statement of Intent

Australian Human Rights Commission

13. Review

This policy will be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review this Policy every 24 months.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

14. Version Control Table

Version Control	Date Released	Next review	Approved By	Amendment
1	July 2018	July 2020	Tricia Brown	
2	June 2020	June 2022	Tricia Brown	New formatting



				Updated references to NQS
3	February 2023	February 2025	Rochelle Hewett	Updated roles and responsibilities to a table format. Amended wording-Management to guidance-Rules to boundaries.