

## Interactions with Children Policy

### Policy Statement

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.

### Links Education and Care Centres National Regulations 2018, National Quality Standard 2018

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Regs 155	Interactions with children
156	Relationships in groups
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.
5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting
6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
7.1.1	A statement of philosophy is developed and guides all aspects of the service's operations
7.2.3	Educators, co-ordinators and staff members' performance is regularly evaluated and individual plans are in place to support learning and development

### Statutory Legislation & Considerations

- Children (Education and Care Services National Law Application) Act 2010

### Procedure

#### Educators and staff will:

- Respond to children's communication in a just and consistent manner;
- Respond sensitively to children's attempts to initiate interactions and conversations;
- Initiate one to one interaction with children during daily routines and conversation with each child.
- Support children's efforts, assisting and encouraging as appropriate;
- Support children's secure attachment through consistent and warm nurturing relationships;
- Support children's expression of their thoughts, feelings and opinions;
- Encourage children to express themselves and show an interest and participate in what the child is doing;
- Encourage children to make choices and decisions;

- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- To positively guide children and encourage them to demonstrate acceptable behaviour towards all children, educators and volunteers.
- Acknowledge each child's uniqueness in positive ways;
- Respect cultural differences in communication and consider alternative approaches to own.
- Reflect and consider their interactions with the children through the program and evaluations.
- Role model positive interactions with all children, families and staff.
- To actively listen to others providing their full attention and suspend their own judgements.
- To promote opportunities in the program for the children to participate in experiences that promotes positive self-esteem and develops self-reliance.
- The Centre provides educators with professional development in relating with children and in positive behaviour guidance.
- The program has extended periods of uninterrupted play which accommodate child-initiated, educator-initiated and co-constructed activities. This blend provides children the opportunities to make choices, contribute their own ideas, thoughts and feelings – and to develop social competence. Children then know that they are valued as capable and competent.
- Routines are unhurried, largely social occasions.
- Educators collaborate with the children to construct simple rules (expressed in a positive way), and discuss with them how these rules help everyone feel safe and secure.
- Educators intentionally teach children to play and to complete projects together, and to resolve social conflicts that arise from time to time.
- Educators encourage children's efforts, rather than praise the child.
- Educators intentionally teach children protective behaviours.
- Take a positive approach to guiding children's behaviour. They accept children's behavioural mistakes as a natural part of acquiring social skills and view any mistake as a teaching/learning opportunity – rather than as a distraction.
- Draw upon strategies that do not diminish the child in the eyes of others and, at the same time, do not negatively affect onlooking children. Strategies could include: redirection, reminders of the rules (without censure), suggesting alternatives, offering choices and encouraging children to think about how others might feel (empathy).
- Question aspects of the environment that might contribute to the behaviour
  - Is adequate and safe playing space available?
  - Do the resources, materials and equipment meet the children's needs?
  - Can children choose freely from the resources, materials and equipment?
  - Has sufficient personal play space been provided?
- Is a quiet play space available?
  - Is an active play space available?
- Consider other influences on the child
  - Specific circumstances
  - Specific times of day
  - Developmental issues
  - Prior experiences, particularly those within their family.
- Adopt a problem-solving approach which involves the children in deciding what to do in the situation.

- Discuss with the parents any concerns about their child's behaviour. Collaborate with them in constructing a behaviour guidance plan to help the child acquire the social skills necessary to play and learn happily with others. When practicable, have the child contribute to the plan.
- Refer parents to an external support agency, when appropriate, and work collaboratively with that agency to ensure a consistent approach.

## Sources

- **My Time. Our Place - Framework** for School Age Care in Australia
- [http://raisingchildren.net.au/articles/swearing\\_school\\_age.html](http://raisingchildren.net.au/articles/swearing_school_age.html) accessed 13/8/15

## Comments:

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