

<b>Policy Title:</b>	<b>Interactions with Children Policy</b>
<b>Effective Date:</b>	June 2019
<b>Review Date:</b>	Every 18 months

## **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 in themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected and feel a sense of belonging.

## **SCOPE AND PURPOSE**

Educators at Inner City Care will:

- be responsive to children's strengths, interests and 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 and responsive
- be based in fairness. Acceptance and empathy with respect for cultural and linguistic rights.

## **POLICY DETAIL/ BUSINESS RULES**

Educators will:

- Respond to children's communication in a just and consistent manner.
- Will use listening as a foundation for interactions. Truly attending to children's communication promotes a strong culture of listening.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interactions with children. Initiate one to one conversations and other positive reactions during daily routines.
- 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 and feelings.
- Encourage children to express themselves in appropriate ways.
- 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. Guidance strategies should be reflective of this approach.
- Acknowledge each child's uniqueness in positive ways.
- Respect cultural differences in communication and consider alternative approaches to own.
- Educators will 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 someone your full attention as they communicate.

- Educators model positive interactions when they show care, empathy and respect for children, educators and families.
- Educators will learn to use effective communication strategies.
- Time is dedicated to reflecting upon interactions with children.

## **PRINCIPLES FOR BEHAVIOUR GUIDANCE**

Educators respect individual children's needs and differences in age, ability and experience regarding issues around behaviour guidance (please refer to our behaviour guidance policy). There may be times that educators need to negotiate management strategies with parents to suit the needs of individual children.

- Where possible children and educators will negotiate and determine boundaries and rules/limits.
- Rules/limits will be reasonable considering the age, development and individual characteristics of the children.
- Rules/limits will be consistently enforced.
- Children will be encouraged for desirable behaviour.
- It is the behaviour that is praised or addressed – not the child.
- Educators present a good example through positive role modelling and respectful communication with other educators.
- Children are encouraged to make appropriate choices.

In response to challenging behaviours, our educators will:

- Recognise certain reactions as understandable behaviour, a reflection of communication and social development.
- Redirect the child or remove the child from the situation if necessary.
- Advise children of the consequences of continuing with the behaviour.
- Remind children of appropriate behaviour.
- Explain to children how behaviour results in consequences.
- Actively listen and acknowledge how the child is feeling, discuss the limits and that feelings are ok to have but it is not appropriate to hurt others or items when we have these big feelings.
- Help children to return to play.

## **REGULATORY RESPONSIBILITIES**

- Ensure ICC operates at all times within the Education and Care Services National Law and National Regulations.
- Ensure all educators have access to professional development.
- Ensure everyone that works at ICC is aware that it is an offence to subject a child to any form of corporal punishment, or discipline that is unreasonable or excessive in the circumstances. Reg 73.
- Inform the Regulatory Authority in writing within 24 hours of receiving a notifiable complaint. Reg 176
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service. Reg 176

## **AUTHORITIES AND ACCOUNTABILITIES**

The Centre Director is responsible for ensuring all ICC educators and staff have training in this policy.

All ICC educators and staff are accountable for the implementation of this policy.

## **SOURCES**

- Community Childcare Co-operative sample policies
- Evans Head Pre-school Association Inc sample policy.
- National Law and Regulations 2011 – ACECQA
- United Nations Convention on the Rights of the Child - UNICEF

## **OTHER RELEVANT DOCUMENTATION**

Communication Policy

Anti-Bias Policy

Behaviour Guidance Policy

Behaviour Guidance Procedure.