



## 5.04 Interactions with Children Policy

### POLICY STATEMENT

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The Early Years Learning Framework (EYLF) identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

### AIM

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We aim to build positive relationships with children, families and educators through collaboration and interactions, which is reflective in our Service philosophy and the Early Years Learning Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported.

### STANDARDS AND PROCEDURES

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In order to build and maintain positive and respectful relationships with children, families and educators our service will adhere to our philosophy and code of ethics to guide:

#### **Interactions with Children**

Children need positive relationships with educators that are trusting and responsive to their needs.

Management and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- Use appropriate language and behaviour will be role modelled by Educators
- Support children to be aware of their own feelings as well as the feelings of others
- Encourage children to treat all children with respect as their friend
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- Assist the children to build resilience and self-assurance through positive interactions
- Guide children's behaviour positively
- Respect the rights of children
- Support children in the early childhood environments
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions

- Listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Show empathy to children.
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected.
- No child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- Regularly reflect on their relationships and interactions with children and how these can be improved.
- Challenge children's individual development.

#### Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators working within or service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our service to maintain positive relations and model the type of communication they want children to develop. Educators also need to use positive communication with families and children in order to create a responsive and inclusive environment for all.

#### Management and Educators will ensure:

- All families are treated equitably without bias or judgement; recognising that each family is unique
- Families and children are greeted upon arrival
- Two-way communication is established through leading by example and asking questions
- Common terminology is used when talking to parents regarding their child's development
- Never to discuss another child or family information with a parent or visitor
- To remain sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and educators at the service.
- To always endeavor and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies such as Inclusion Support Agency, Area Health or the private sector
- To endeavour to recognise and implement several different ways to communicate with families in their preferred chosen way
- Verbal communication is always open, respectful and honest
- Families are provided with up to date service information and notices through Daily updates on Seesaw, Newsletters, communal signs, emails and sign-in sheets
- To regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- Children are treated and programmed for as individuals and based on their strengths, interests and emerging skills

### **Interactions with Educators & Educators**

The service recognises that the way educators interact with each other has an effect on the interactions they have with children and families.

To maintain professionalism at all times, Educators will:

- Preserve professional communication in order to create an effective work environment and to build a positive relationship with educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional service for families. Communication between staff and families ensures that important information is being passed on and that consistency occurs
- Collaborate together as a team sharing roles and responsibilities through the use of a roster where necessary
- Be respectful when listening to each other's point of view and ideas
- Maintain effective communication to ensure that teamwork occurs
- Use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- Attend In-service training to update and refresh individual skills and knowledge
- Refer to the Staff Grievance Policy/Procedure if they feel a situation with another Educator is not being handled with professionalism, respect and quality
- Recognise each other's strengths and valuing the different work each does
- Work collaboratively to reach decisions which will enhance the quality of the Education and care offered at the Service
- Welcome diverse views and perspectives
- Work together as a team and engaging in open and honest communication at all times
- Respect each other's positions and opinions.
- Develop and share networks and links with other agencies
- Resolve differences promptly and positively and using the experience to learn more effective methods of working together

To enhance communication and teamwork, Educators will:

- Provide new educators with relevant information about the service and program through an Team Member Handbook, induction and daily communication
- Build trust and maintain confidentiality
- Treat each team member with respect
- Be sensitive to the feelings and needs of other team members
- Provide constructive feedback to each other
- Value the role and contribution of each educator
- Provide opportunities for all educators to have input and evaluate the program
- Appreciate and utilise educator skills and interests
- Provide support and assistance to each other
- Share responsibilities
- Have a flexible attitude towards team roles and responsibilities
- Show genuine interest in the other person by using active and reflective listening
- Communicate ideas and opinions clearly and professionally
- Use a communication book or daily diary to pass on messages and record relevant information
- Use appropriate conflict resolution techniques to solve problems
- Opportunities for professional development

**EDUCATION AND CARE SERVICES NATIONAL REGULATIONS**

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Children (Education and Care Services) National Law NSW

- 155 - Interactions with children
- 156 - Relationships in groups

**SOURCE LIST**

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This section contains websites, industry bodies, or Legislation that have been used to assist in sourcing the information for this policy. It also acts as a guide to sourcing further reading on each relevant policy.

- [Australian Children’s Education & Care Quality Authority](#)
- [Early Childhood Australia - Code of Ethics](#)
- [Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011](#)
- [Guide to the National Quality Standard](#)
- [Revised National Quality Standard](#)
- [Resilience, Rights and Respectful Relationships](#)
- [Respectful Relationships](#)
- [NQS eNewsletter 36 – Relationships with children](#)

**RELATED POLICIES**

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- 1.01 Educational Curriculum Policy
- 1.05 Transition to School Policy
- 2.15 Supervision Policy
- 4.02 Code of Conduct Policy
- 5.01 Anti-Bias and Inclusion Policy
- 5.04 Interaction with Children Policy
- 6.05 Orientation of Families Policy
- 6.06 Arrival and Departure Policy
- 7.06 Privacy and Confidentiality Policy

**POLICY REVIEW**

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The review schedule has been developed using a risk assessment methodology with consideration given to sector, industry, and legislative changes.

Date reviewed	Policy changed		Modifications	Next Review Date
May 2018	Yes	No	Minor changes made and additions to ensure educators are challenging children’s individual development.	August 2019