

## INTERACTIONS WITH CHILDREN

### AIM

*To ensure respectful and safe relationships are formed between educators, children and their families.*

### IMPLEMENTATION

#### Leadership will:

- Ensure all staff on-site have mandatory Responding to Risks of Harm, Abuse and Neglect training.
- Support educators while making mandatory notifications of suspected or alleged harm, abuse or neglect.
- Oversee any grievances, complaints or investigations where a staff member or other adult on-site is suspected to have neglected their duty of care or acted negligently.
- Ensure staffing in each space meets both legal requirements and allows for adequate care based on the age, developmental stage and needs of children enrolled at the site.
- Plan for transitions between spaces based on children's age and development, generally, with processes for planning individual transitions based on children's needs (social, emotional, cognitive etc.)

#### Educators will:

- Implement and follow the site's behaviour guidance, primary caregiving, child safe environments and supporting children with special rights policies.
- Create space in the curriculum to explore child-led inquiries and follow children's interests when designed planned learning experiences.
- Encourage and promote child voice in all aspects of the curriculum, documentation and planning.
- Plan and implement routines that allow children to develop self-help skills and express any challenges or discomfort while meeting their basic needs (i.e. meals, toileting, sleep times).
- Model turn-taking and respectful interactions with children and other educators, in different contexts including where reciprocal conversations are required (taking turns speaking at group times, answering or asking questions etc.)
- Support children to express their needs both verbally and non-verbally.
- Re-direct children using respectful and age-appropriate language when they are engaging in behaviour that poses a risk of harm to themselves or others.
- Respect and recognise the diversity of children's experiences and families' culture including family composition, ethnicity, language, celebrations, socioeconomic background, any challenges the family faces.
- Report any suspicions or incidences of abuse or neglect of children in their care through appropriate channels.

#### Families will:

- Collaborate with educators to put strategies and goals in place to support their child's learning and care (including attending ILP or One Plan meetings if required.)
- Raise any grievances around treatment of their child in line with the site's grievance policies and procedures.

**EVALUATION:** *This policy is seen to be working effectively when educators' interactions with children are supportive, safe, respectful and reflective of the child's needs.*

**National Quality Standards:** 5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

**Implemented:** 15<sup>th</sup> December 2022

**Reviewed:**

**Next Review:** 15<sup>th</sup> December 2023