

## 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.*

**Links to National Quality Standards:**

**Quality Area 5: Relationships with Children**

**5.1 Relationships between educators and children:** Respectful and equitable relationships are maintained with each child.

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

**5.1.2 Dignity and rights of the child:** The dignity and rights of every child are maintained.

**5.2 Relationships between children:** Each child is supported to build and maintain sensitive and responsive relationships.

**5.2.1 Collaborative learning:** Children are supported to collaborate, learn from and help each other.

**Quality Area 6: Collaborative Partnerships with Families and Communities**

**6.1 Supportive relationships with families:** Respectful relationships with families are developed and maintained and families are supported in their parenting role.

**6.1.1 Engagement with the service:** Families are supported from enrolment to be involved in the service and contribute to service decisions.

**6.1.2 Parents views are respected:** The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.

**6.1.3 Families are supported:** Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
<b>S.165</b>	Offence to inadequately supervise children
<b>S.166</b>	Offence to use inappropriate discipline
<b>S.168</b>	Offence related to required programs
<b>S.169</b>	Offence relating to staffing arrangements
<b>73</b>	Educational program
<b>84</b>	Awareness of child protection law
<b>115</b>	Premises designed to facilitate supervision
<b>117A</b>	Placing a person in day-to-day charge
<b>118</b>	Educational leader
<b>123</b>	Educator to child ratios-centre-based services
<b>126</b>	Centre-based services- general educator qualifications
<b>145</b>	Staff record
<b>155</b>	Interactions with children
<b>156</b>	Relationships in groups
<b>157</b>	Access for parents
<b>168</b>	Education and care services must have policies and procedures
<b>170</b>	Policies and procedures to be followed

**Related Policies**

Behaviour Guidance Policy

Child Safe Environment Policy

Enrolment Policy

Confidentiality Policy

Supervision Policy

Child Protection Policy

Code of Conduct Policy

Governance Policy

Student and Volunteer Policy

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

**Reviewed:** October 2024

**Next Review:** October 2025