

INTERACTIONS WITH CHILDREN POLICY

Rationale

Positive interactions between educators and children ensure that children develop to their optimum in all areas – physical, emotional/social, cognitive, spiritual and that their safety is maintained. Interactions and relationships ensure that children are able to develop a sense of belonging to the Centre and wider community.

Aim

To ensure that all interactions between children and staff are in adherence with our Centre Philosophy and are in tune with the overall wellbeing of each child.

Implementation

We, as educators and carers understand the privilege and responsibility that we hold in each child's life and therefore aim to care and educate each child through interactions that are meaningful, caring, respectful, warm and friendly. In doing so, we hope to pass on the same values and attitudes to the children in their own future interactions.

Educators ensure that interactions with children occur in a way that ensures the children:

1. Have the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
2. Are given the opportunity to build resilience and self-reliance and to develop self-esteem
3. Are guided towards positive and responsible behaviour.
4. Are not required to perform inappropriate duties with regard to each child's age and cultural values and development.
5. Educators will model positive interactions.

Interactions between educators and children ensure that the dignity and rights of each child are maintained at all times and that:

1. Child management techniques do not include physical, verbal or emotional punishment.
2. Children are not frightened, threatened or humiliated.
3. A child is not isolated other than in accordance with the biting, sickness or accident policies; or with pre-arranged parental consent.
4. A child is given positive guidance towards acceptable behaviour.
5. The values of the child's family are respected.
6. The child is supported in learning experiences.
7. The child is given emotional support and guidance.

Procedures and Strategies

- The environment will provide places for children to play in both small and large groups (facilitating choice of peer group and choice of experience)
- The environment will be set up to provide children with play choices based on interests and intentional teaching (EYLF p. 15)
- Limits will be set and explained to children so there is consistency of expectations.
- Educators will give priority to nurturing relationships and providing children with consistent emotional support so children can be assisted to develop skills and understandings about how to interact positively with others. (EYFL, p.12).
- Educators use listening as a foundation for interactions. This is based on observation, leaving spaces in conversations, suspending judgement and giving full attention.
- Educators will take every opportunity to help children learn about other cultures and lifestyles in everyday situations in order to facilitate respect for diversity. This will help children become aware of connections, similarities and differences between people. (EYLF. p. 27).
- The environment and interactions of educators will reflect all families both attending the centre and in the wider community, so children have opportunities to explore diversity of culture, heritage, background and tradition so children learn that diversity presents opportunities for choices and new understandings. (EYLF, p.27)
- Educators will take time to explain calmly to children why their behaviour is inappropriate and how it affects others. Educators will not shout or frighten children when they explain behaviour expectations. If behaviour continues, the child will be encouraged to go with an educator and choose another experience for a short while before being offered the opportunity to return to the play of their choice.
- Educators are not merely 'supervisors' of play but will facilitate learning in the environment by moving around between children's play and experiences offered.

Interactions between educators and children will ensure that all children are well supervised:

1. No member of the primary contact is to perform other duties while supervising children.
2. All children are supervised at all times having regard to their age and development and activities in which they are engaged.
3. Children are supervised when going to the bathroom for toileting and hand-washing in an organised group situation.

This policy links to the following:

National Quality Standards: 1.1 1.2 2.1 2.3 3.2 4.1 4.2 5.1 5.2 6.3 7.3

Education and Care service National regulations 2011: 73, 155, 156, 157, 168(2)(j)

With permission based on Drummoyne Preschool Kindergarten Interaction with Children Policy dated May 2011

Education and Law National Act 2010: Sections 166, 167