

Document Name	Document Version Number	Review Date
Interactions with Children Policy	1.0.2	March 2021
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Purpose

Educators at our service will:

- be responsive to children’s strengths, interests, 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.

Scope

Approved Provider, Nominated supervisor, Early Childhood educators, casual staff and families

RELATED GUIDELINES, STANDARDS, FRAMEWORKS

National Quality Standard, Quality Area 5: Relationships with children – Standards 5.1, 5.2

National Quality Standard, Quality Area 7: Governance and Leadership – Standard 7.1.2

Definitions

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

Policy Content

- Ensure the service operates in line with the Education and Care Services National Law and National Regulations 2011 with regard to the delivery and collection of children at all times.
- Ensure all staff have access to relevant professional development.
- Ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166) (Regulation 73). Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint (Section 174(4), Regulation 176(2)(b)).
- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service (Section 174(4), Regulation 176).
- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.
- Ensure all staff are aware of the service’s expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families.

- Consider the size and composition of groups to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service.
- Develop and implement educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child.
- Ensure that staff provide education and care to children in a way that encourages children to express themselves and their opinions and allows children to undertake experiences that develop self-reliance and self-esteem.
- Under section 166 of the Education and Care National Law, a staff member, nominated Supervisor and Approved Provider may receive a penalty for up to \$10,000 (up to \$50,000 in the case of Approved Provider) for subjecting a child to any form of corporal punishment or any discipline that is unreasonable in the circumstances.

Links to Policy

Child Protection Policy
Participation of Volunteers and Students

Links to Procedure

Interactions with Children Procedure

Links to Forms

Nil

References

Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
United Nations Convention on the Rights of the Child – www.unicef.org.au
The Supporting young children's rights: Statement of intent (2015-2018) – www.earlychildhoodaustralia.org.au
Australian Human Rights Commission – www.humanrights.gov.au

Responsibility

Nominated Supervisor

Document Author

Nominated Supervisor

Relevant Legislation

Education and Care National Law Act 2010: Sections 166, 167
Education and Care National Regulations: 73, 74, 155, 156, 157, 168(2)(j)
Children and Young Persons (Care and Protection) Act 1998
Commission for Children and Young People Act 1998
Disability Discrimination Act 1992 (Cth)

Associated Records

Nil