



Bangalow Community Children's Centre
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Interactions with Children Policy

Reviewed : June 2016

Legislation:	Education and Care Services National Regulations 2011 Education and Care Services National Law 2011
Reference:	National Quality Framework resource Kit 2011 Centre Support www.centresupport.com.au

Introduction

Children's social and emotional wellbeing is enhanced in education and care environments where positive relationships are supported and developed through effective communication and interactions with Educators .

Goals

- To provide an environment where children are happy and feel secure, safe and supported.
- To ensure respectful and equitable relationships are developed and maintained with each child, based in fairness, acceptance and empathy with respect for culture, rights, community and the individual.
- To encourage each child is supported to build and maintain sensitive and responsive relationships with other children and adults

Practices

- Educators will interact with children in a positive way that makes them feel safe and supported in the Service.
- Educators encourage children to interact with other children, families and educators in a positive way
- Educators discuss with families, the different forms of communication used by their children to increase their understanding of the child needs, interests and emotions.
- Educators utilise the Services routines, to initiate meaningful interactions with children and encourage independent behaviour when safe to do so.
- Children are encouraged to have their own opinions, ideas and comments and know that their thoughts are valued.
- Educators ask open ended questions to encourage children to hypothesize, predict and evaluate.
- Positive guidance is utilized to encourage appropriate behavior eg "We walk on the pavement" rather than "No running on the pavement."
- Cultural differences in communication is respected and each child's uniqueness is acknowledged in a positive way.
- Educators must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening. (Macquarie Valley Family Day Care 2012)
- Educators role model positive interactions when communicating throughout the Service.

Interactions with Children Policy - page 2 of 2

- Educators will encourage children to:
 - Verbalise their feelings and ideas.
 - Listen to each other.
 - Respect each other.
 - Develop strong social skills.
 - Be accepting of other children's race, religion, values and culture.
 - Co-operate with staff and other children.
 - Have good relationships.
 - Share their experiences.
 - Participate happily in routines.
 - Seek help from other children or educators when needed.
 - Be relaxed and happy.
 - Contribute to group activities.
 - Respond to positive guidance.
 - Have self confidence.
 - Respect other children's space and privacy.

National Regulations

74 Documenting of child assessments or evaluations for delivery of educational program

NQF

5.1 Respectful and equitable relationships are developed and maintained with each child

5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

EYLF

Outcome 1: Children have a strong sense of identity

Outcome 2: Children are connected with and contribute to their world

Outcome 3: Children have a strong sense of wellbeing

Related policies

Positive Guidance Policy

Evaluation and Review

This policy will be reviewed as per regulatory requirements or earlier if the need arises.

Family and staff feedback will be considered in the review process. Changes in legislation, regulations, NQF and standards will be considered.

Any changes to this policy will be communicated to families and staff.

