Hills Grammar

Interactions with Children Policy

Policy Statement

A positive atmosphere within the ECEC is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful approaches to conversation, discussion and promotion of children's language and communication. When children have positive experiences of interactions, they develop an understanding of themselves as significant and respected, and in turn, feel a sense of belonging.

Rationale

Educators at the ECEC will consider their interactions with children as critical to children's social and emotional development. Educators will take into account children's relationships with each other, their attachments to people, places or objects, their self-confidence, self-esteem and their emotions. Through their interactions with children, educators will create a positive atmosphere where children can feel free to express themselves and feel confident. All interactions will be based on equal participation, fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Strategies

The Nominated Supervisor will;

- Ensure the ECEC operates in line with the Education and Care Services National Law and National Regulations.
- Guide professional development and practice to promote interactions with children that are positive, inclusive and respectful.
- Ensure the ECA's Code of Conduct. Hills Grammar Ethos and the ECEC Philosophy guide educator practice.
- Ensure the curriculum contributes to the development of children who have a strong sense of wellbeing and identify, and are connected, confident and involved learners and communicators.
- Establish guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respectful of differences.
- Ensure educators are aware of ECEC'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 their families.
- Support the development and implementation of a curriculum in accordance with the Early Years Learning Framework (V2.0, 2022) that is based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child.
- Ensure that educators provide education and care to children in a way that encourages children to express themselves and their opinions in a respectful way and allows children to undertake experiences that develop resilience and self-esteem.
- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint.
- Inform the Regulatory Authority in writing, within 24 hours of a serious incident.

Educators will;

- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
- Interact with each other in a positive manner.
- Maintain the dignity and the rights of each child at all times.
- Have regard to the cultural and family values, age and the physical and intellectual development and abilities of each child being educated and cared for.
- Respond to children's communication in a just and consistent manner.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interactions with children.
- Maintain small groups across the centre to support the importance of strong supervision and deeper learning for all children.
- Genuinely seek children's input, respect their ideas and take their suggestions on board.
- Support children's secure attachments through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing.
- Encourage children to make choices and decisions.
- Acknowledge each child's uniqueness in positive ways.
- Build positive relationships with families and make them feel welcome and supported.
- Assist children who are having difficulty expressing themselves.
- Implement strategies that have been designed to support the involvement of all children equally and fairly.
- Observe children's verbal and non-verbal emotional cues and provide assurance and comfort when needed.
- Use body language or facial expressions to display to children their interests in the child's conversation.
- Focus on children's interests and thoughts provoking curiosity and challenging thinking.
- Show care, empathy and respect for children, educators and staff and families
- Model positive interactions.
- Educators will encourage children to:
    - Verbalise their feelings and ideas.
    - Listen and show respect to others.
    - Develop positive social skills.
    - Develop and use skills of co-operation.
    - Show acceptance.
    - Seek help as needed.
    - Respect other children's space and privacy.

Families will:

- Engage in open communication with staff about their child.
- Inform staff of events or incidents that may affect their child's behaviour at the ECEC.
- Work collaboratively with staff and other professionals to develop or review an individual behaviour plan for their child, where appropriate.

Statutory Legislation and Considerations

Education and Care Services National Law Act 2010

Education and Care Services National Regulations

Guide to the National Quality Standard ACECQA

Sources

Community Early Learning Australia www.cela.org.au

Australian Children's Education and Care Quality Authority (ACECQA) www.acecqa.gov.au

Australian Childcare Alliance www.childcarealliance.org.au

ECA Code of Ethics - Early Childhood Australia

Review

This policy is reviewed by management, employees and families as required or when legislative requirements change.

Families and staff are essential stakeholders in the policy review and will be given opportunity and encouragement to be actively involved.