

Interactions with Children Policy and Procedures

Policy Number:	2000/32		
Approved by:	Heritage Management Committee – 19/04/2016		
Last reviewed:	January 2016; September 2019	Next Review Due:	2021
National Law & Regulations	Regulations 168, 155, 156		
National Quality Standard	Quality Area 5: Relationships with Children		
EYLF	EYLF Principles 1: Secure, respectful and reciprocal relationships		

Policy Statement

“Having supportive relationships with the Nominated Supervisor and educators enables children to develop the confidence in their ability to express themselves, work through differences, learn new things and take calculated risks” (*Guide to the National Quality Standard 2013*).

Heritage educators understand that developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security. When children have positive interactions they develop an understanding of themselves as significant and belonging. In addition, children who experience relationships based on respect, fairness, acceptance, empathy and cooperation are given the opportunity to develop these qualities themselves.

Specifically, positive educator–child relationships help children to:

- feel safe and secure, which frees them to explore, play and learn;
- build their sense of identity;
- learn how to interact with others;
- respect others’ rights;
- be appropriately assertive, show caring and negotiate and resolve conflicts peacefully.

Policy Aim

The aim of the HECC Interactions with Children Policy and Procedures is to ensure:

- all educators understand and strictly adhere to the legislative requirements for early education and care services relating to respectful relationships and interactions with enrolled children. Specifically: the Education and Care Services National Regulations 155 and 156; the National Quality Standard Area 5; and the Early Years Learning Framework Principle 1.
- all educators interact with children in authentic, responsive and supportive ways which nurture meaningful and respectful relationships with all enrolled children;
- each child at the service is treated in positive and empowering ways which make them feel safe, secure and supported in their learning and development;
- all interactions at Heritage are based on respect, fairness, acceptance, equity and empathy.

Scope

This policy applies to the Approved Provider (Heritage Management Committee), Director or Nominated Supervisor, Room Leaders and Certified Supervisors, Educational Leader, educators, students and volunteers, parents/guardians and families and all others attending HECC programs and activities.

Rationale

The HECC Interactions with Children Policy and Procedures has been developed to comply with the:

- *United Nations Convention on the Right of the Child 1990*
- *Education and Care Services National Law Act 2010 (ACT)*. Sections 166, 167
- *Education and Care Services National Regulations 2011 (ACT)*. Regulations 168, 155, 156
- *National Quality Standard for Early Childhood Education and Care and School Age Care 2012*: Quality Area 5: Relationships with Children. Standards 5.1 and 5.2.
- *Early Years Learning Framework (EYLF)*, Principle 1: Secure, respectful and reciprocal relationships. **Refer to:** Appendix 1: National Regulations and Standards
- HECC Philosophy; Code of Ethics for Educators and Families; Diversity and Equity Policy and Procedures.

Background to Legislation

HECC adheres to the United Nations Convention on the Rights of the Child, National Regulations 155 and 156, the National Quality Standard Quality Area 5, and the Early Years Learning Framework (EYLF) Principle 1, which promote positive and respectful interactions in order to empower children to feel valued, competent and capable on their learning journey.

The United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth, status or ability.

- Article 12 – State parties shall assure to the child who is capable of forming his/her own views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
- Article 13 – the child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

The HECC program is guided by these principles and we actively involve children in a range of programs that are designed to encourage the children to express their ideas and opinions and to undertake experiences that develop independence and confidence. **Refer to:** Curriculum Planning Policy.

These principles also form the foundation of the National Regulations, the National Quality Standard and the Early Years Learning Framework which HECC educators are required to strictly adhere to.

National Regulations 155 and 156

Regulation 155 of the National Regulations requires an Approved Provider of children's services to take reasonable steps to ensure that the service provides education and care to children in a way that encourages them to express themselves, and develop self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour, and respects their cultural and family values.

Regulation 156 requires the Approved Provider to ensure that the service provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service. To meet these requirements, the Approved Provider is expected to consider the size and composition of the groups in which the children are educated and cared for.

Quality Area 5 of the National Quality Standard (NQS) 2011

The NQS Quality Area 5 focuses on 'Relationships with Children' and specifically educators developing and maintaining respectful and equitable relationships with each child (Standard 5.1); and educators supporting children to build and maintain sensitive and responsive relationships with other children and adults (Standard 5.2). **Refer to:** Appendix 1

The Early Years Learning Framework 2009

The EYLF highlights educators' relationships with children as central to supporting their learning and wellbeing. Principle 1 in the EYLF is about secure, respectful and reciprocal relationships. **Refer to:** Appendix 1.

Strategies and Practices

Overarching Guidelines for Educators

HECC educators will interact with children in ways that:

- are warm, sensitive and responsive and build trusting relationships;
- allow each child to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning through collaborative learning opportunities;
- support each child to feel safe, secure, confident and included;
- encourage the children to express themselves and their opinions;
- allow the children to undertake experiences that develop self-reliance and self-esteem;
- maintain at all times the dignity and rights of the child;
- positively guide and encourage children toward acceptable behaviour and support each child to manage their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts;
- respect the family, cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service;
- allow each child to develop respectful, equitable and positive relationships with each other and with educators and volunteers at the service;
- have due regard to the size and the composition of the groups in which children are being educated and cared for by the service.

Heritage has policies and practices in place to support educators to achieve these guidelines.

Code of Ethics

On joining the Heritage community, educators and families agree to act according to the Heritage Code of Ethics for Educators and Families. Ethics is a philosophy that seeks to uphold moral values. Ethical behaviour is characterized by honesty, fairness and equity in interpersonal and professional relationships and in all activities. It respects the dignity, diversity and rights of individuals and groups of people. Ethical behaviour is not biased and acts in ways that are consistent with commonly held moral values.

In the early childhood setting ethical behaviour refers to acting in the best interests of all children and families and is based on mutual trust and open communication. It requires all educators and families to support the Heritage philosophy, policies, standards and practices which are based on the principles of fairness and equity.

Work Health and Safety

Heritage management understands its' responsibilities in relation to providing a safe environment that protects both the safety and wellbeing of every person on the premises at all times. Our educators understand that Work Health and Safety encompasses the 'whole person', ie, their social, mental and physical wellbeing and that health and safety policies and procedures have a direct effect on each child's physical and psychological well-being. **Refer to:** Work, Health and Safety Policy.

Supervision

Heritage meets or exceeds the national educator to child ratio requirements and manages the staff roster in ways that maximise continuity for enrolled children. We understand that smaller group sizes and continuity of educators supports our educators to focus on delivering an educational program based on the observed individual developmental needs, interests and experiences of each child. **Refer to:** Creating Inclusion and Equity Policy.

Heritage educators understand that active supervision, together with thoughtful planning of the environment not only reduces the likelihood of injuries, but also allows educators to

interact meaningfully with children and to pre-empt conflicts or challenging behaviours. Educators can ensure that play experiences are enjoyable and support children by promoting learning opportunities and peaceful conflict management. **Refer to:** Supervision and Water Safety Policy; Behaviour Guidance Policy.

Arrivals and Departures

Procedures are in place to ensure that only persons authorised by the child's parent or family member (Authorised Nominee) have access to children at Heritage and that no child leaves the service with anyone who is either unauthorised to take them or who, in the opinion of educators, may put the child in harm's way. **Refer to:** Delivery and Collection of Children Policy.

Child Protection

Heritage is committed to child protection and ensuring a child safe environment. A strong healthy community can be measured by the way in which its' most vulnerable members are protected from harm. All children are active, competent learners and rich in potential and depend on adults to keep them safe. It is every child's right to be safe and protected from all forms of abuse and it is the legal and moral obligation of all adults responsible for children to ensure their safety and wellbeing. In addition, in the education and care setting, families have the right to expect that their children will be protected from all forms of abuse while on the premises.

Educator procedures include:

- Ensuring all interactions with children are undertaken, as far as practicable, in full view of other adults.
- Encouraging and assisting children to undertake activities of a personal nature for themselves e.g. toileting and changing clothes.
- Informing children if physical contact is required for any purpose, and asking them if they are comfortable with this interaction

Refer to: Child Protection Policy.

Curriculum

Our educators understand the importance of respecting children's agency when planning the curriculum and the pedagogy of listening is used as the foundation for interactions with children. Listening is based on observation and leaving spaces in conversations and communication, suspending judgement and giving full attention to children as they communicate.

Regardless of race, gender, age, ability, social status or family structure, we ensure each child is able to participate in all aspects of the HECC program and value the different gifts that each child brings to our community. Family and cultural values are honoured, children's ages and stages of development are catered for, physical, emotional and intellectual development is stimulated and the needs and interests of individual children are acknowledged, planned for and documented.

Each child is encouraged to participate in on-going group projects that involve group research, problem-solving and shared decision making, Through group work, educators can help each child experience enjoyable interactions with their peers, respond positively to ideas, negotiate roles and develop friendships.

Routines

All routines, including meals, toileting and rest times are planned to allow time for relaxed and unhurried interactions between educators and children, Educators utilize this time to actively listen to children, encourage their communication skills and talk with children about the importance of health, safety and personal care.

Refer to: Curriculum and Program Planning Policy and Procedures.

Behaviour Guidance

Heritage understands the importance of establishing an emotionally secure foundation based on respect in order to support each child's developing sense of self and empathy for others. Developing warm, respectful and meaningful relationships with children is the most powerful tool that educators have in guiding behaviour and encouraging their acquisition of skills for life and learning. Each child at Heritage is supported to respond appropriately to the behaviour of others and to communicate effectively to resolve conflicts peacefully.

Heritage educators understand that each child is unique and has their own temperament. We are committed to using consistent behaviour management strategies based on current best practices, which preserve the dignity and rights of the child at all times. We aim to work in partnership with families to guide children to recognise, manage and learn from their behaviours and to express their emotions in positive, non-threatening and productive ways.

Refer to: Behaviour Guidance Policy.

Settling and Transitions

Heritage understands that it takes time to build relationships and the importance of having a small number of educators interacting with the children over a long period of time. We aim to minimise the number of different educators who work with children, especially with very young children and those settling in or transitioning from one room to the next.

Settling In

Heritage understands that enrolment into an early childhood education environment for the first time can be an emotional experience for both the child and family and separation anxiety is common. Our educators take a sensitive, patient and flexible approach to the individual needs of families. We understand that the best outcomes for children occur when families and educators work in partnership to settle their child into the education and care environment, gradually. Children need time and plenty of reassurance to become familiar with new situations and new people.

When a child first enrolls at Heritage we aim to have two educators develop a strong relationship with the child in order to build a strong foundation for the child to build subsequent relationships. We believe that when a family member stays to help a child settle in and the child experiences the trusted family member interacting with a small number of educators, the child and educators begin to form a meaningful relationship.

Heritage is committed to a well organised, positive and family friendly enrolment and orientation process. We believe this builds the foundation for a strong partnership with each family, which is the basis for achieving the best outcomes for all enrolled children and ensuring consistency in approach between home and Heritage. In addition, sharing information during enrolment empowers the family and provides educators with invaluable insights into each family's perspective and their child's way of communicating their emotions and needs. **Refer to:** Enrolment and Graduating Rooms Policy and Procedures.

Transitions

When children transition to another room at Heritage, our educators understand it is crucial to help each child foster relationships with their new educators before they move. We begin by allowing the child to visit the room for short periods, building up to more lengthy times, in order to gradually become familiar with the new routine and develop relationships with their new educators and older peers. Educators understand the importance of communication and empathy and keep each other and the family informed as to how the child is progressing and discuss any strategies which might make the transition easier. **Refer to:** Enrolment and Graduating Rooms Policy and Procedures.

Similarly when children are transitioning to school the following year, our educators plan to ensure each child's individual needs are met through open communication and collaborative partnerships between families, educators and schools. **Refer to:** Transition to School Policy.

Supporting Children through Difficult Situations

When a child, family, educator or the Heritage service as a whole, experiences a traumatic event, eg, car accident, fire, sudden illness or death or violent situation, Heritage educators provide appropriate support to aid their recovery. Our educators understand that children react in different ways depending on their nature, stage of development and how the individuals around them react and may:

- have physical symptoms such as stomach aches or headaches;
- become anxious and have separation anxiety;
- suffer sleep problems or have nightmares;
- re-live the experience through drawing or play;
- lose interest in activities;
- lose confidence and show regressive behaviours.

Educators may use the following strategies:

- Reassure the child they are safe, but only if they really are.
- Talk through the situation with the child honestly, without going into frightening detail;
- Ensure the child has not jumped to wrong conclusions, eg, they are responsible.
- Let the child have their say and talk about how their feelings are normal and how everyone reacts differently.

Families may use the following strategies:

- Give children a sense of control of their environment and allow them to make minor decisions such as what to wear/eat/play with.
- Allow children plenty of time to play and do physical exercise to burn off stress hormones and promote sleep.
- Encourage relaxation through story times and cuddles.
- Limit stimulants such as sugar.
- Talk through the situation, be understanding, provide emotional support and model coping strategies and seek help for themselves if necessary.

Role Modelling

Heritage educators model positive interactions with each other and families by showing care, empathy and respect and using effective communication strategies. From this, children learn how to initiate conversations, participate in group play, negotiate roles and resolve conflict peacefully.

Reflection and Evaluation

Heritage educators regularly reflect on their interactions with children and evaluate evidence of quality interactions through observations of their conversations, communication, pedagogy and planning for children and families.

Professional Development

Professional development opportunities related to the Interactions with Children Policy and Procedures are provided to HECC educators on a regular basis including training on the latest child development theories, the Early Years Learning Framework, inclusion and equity, and intentional teaching strategies.

Communication

Families and educators can access information about the Interactions with Children Policy and Procedures through the Heritage Handbook, Policy Handbook, Educators Handbook, Policy and Procedures Manual.

Policy Review

In order to assess whether the values and purposes of the Interaction with Children Policy and Procedures have been achieved, the Heritage Management Committee (Approved Provider) and Director or Nominated Supervisor:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness;



- monitor the implementation, compliance, complaints and incidents in relation to this policy. **Refer to:** Complaints and Grievance Management Policy.
- keep the policy up to date with current legislation, research, policy and best practice;
- revise the policy and procedures as part of the service's policy review cycle, or as required;
- encourage families and educators contribute to the regular review of this policy;
- notify families at least 14 days before making any changes to this policy or its procedures.

Privacy

Sensitive and confidential information is kept secure in the main office and observational and behavioural records are only shared with the child's family and between Heritage educators and other early childhood professionals when appropriate to do so, such as when developing individual behavioural plans or during room transitions.

All observational records will be kept on file during a child's enrolment at Heritage and for 3 years after the family leave the service. Accident, Incident, Illness and Trauma records must be archived for 25 years by law when the family move on. **Refer to:** Privacy and Confidentiality Policy.

The Approved Provider (Heritage Management Committee) is responsible for:

- ensuring the Interactions with Children Policy reflects current legislation;
- ensuring the Interactions with Children Policy is developed and maintained in consultation with the Nominated Supervisor, Certified Supervisors, educators and parents/guardians;
- ensuring the Interactions with Children Policy reflects the philosophy, beliefs and values of Heritage.

The Director or Nominated Supervisor is responsible for ensuring:

- the implementation of the Interactions with Children Policy and Procedures at the service;
- families and educators are provided with a copy of the Interactions with Children Policy and Procedures and comply with its requirements;
- all educators are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and interactions when working with children and families (**refer to:** Code of Conduct/Ethics).
- all educators, students and regular visitors to Heritage have an up to date Working with Vulnerable Children (WWVP) Card.
- all educators are aware of their responsibilities in terms of Child Protection. **Refer to:** Child Protection Policy;
- ensuring the staff roster is planned in a way that maximises continuity for children;
- children are adequately supervised and the environment is safe, secure and free from hazards. (**refer to:** Supervision and Water Safety Policy; Work, Health and Safety Policy);
- the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (Regulation 156(2));
- that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships. **Refer to:** Curriculum Planning Policy; Communication and Family Involvement Policy;
- the educational program is developed in accordance with an approved learning framework and is based on the developmental needs and individual differences, interests and experiences of each child. **Refer to:** Curriculum Planning Policy; Supporting Individual Needs Policy);
- the educational program contributes to the development of children in ways that ensure they have a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators (Regulation 73) (**refer to:** Curriculum Development Policy);
- that educators provide education and care to children in a ways that:
 - encourage children to express themselves and their opinions;
 - allow children to undertake experiences that develop self-reliance and self-esteem;
 - maintain the dignity and the rights of each child at all times;



- offers positive guidance and encouragement towards acceptable behaviour;
- have regard to the cultural and family values, age, and physical and intellectual development and abilities of each child being educated and cared for (Regulation 155).

Refer to: Curriculum Planning Policy.

- that educators are supported to gain appropriate training, knowledge and skills for the implementation of the Interactions with Children Policy and Procedures;
- the environment at the service is safe, secure and free from hazards for children (**refer to:** Work Health and Safety Policy; Supervision and Water Safety Policy);
- that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is at the service. **Refer to:** Arrivals and Departures Policy;
- that educators 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);
- the promotion of collaborative relationships between children, families, educators and other early childhood professionals, to support children and their families and improve the quality of children's education and care experiences. **Refer to:** Communication and Family Involvement Policy; Behaviour Guidance Policy; Privacy and Confidentiality Policy;
- educators use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others. **Refer to:** Behaviour Guidance Policy;
- individual behaviour guidance plans are developed for children with diagnosed behavioural difficulties, in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professionals and support agencies. **Refer to:** Behaviour Guidance Policy.
- monitoring the implementation, compliance, complaints and incidents in relation to this policy and:
 - referring notifiable complaints to Department of Education and Early Childhood Development (DEECD) in writing within 24 hours (Regulation 176 (2)(b))
 - referring notifiable incidents to DEECD in writing within 24 hours (Regulation 176).

Refer to: Grievance Management Policy; Staff Grievance Management Policy;

Educators are responsible for:

- assisting with the development and implementation of the Interactions with Children Policy and Procedures, in consultation with the Approved Provider, Director or Nominated Supervisor, parents/guardians and families;
- providing copies of the Interactions with Children Policy to parents/guardians and families as required;
- complying with the requirements of the Interactions with Children Policy and Procedures;
- being aware of service expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (**refer to:** Code of Conduct for Educators and Families);
- being aware of child protection responsibilities. **Refer to:** Child Protection Policy.
- providing adequate supervision of children at all times (**refer to:** Supervision of Children Policy)
- communicating and working collaboratively with parents/guardians and families in relation to their child's learning, development, interactions, behaviour and relationships. **Refer to:** Curriculum Planning Policy; Communication and Family Involvement Policy.
- delivering educational programs in accordance with an approved learning framework and based on the developmental needs, interests and experiences of each child, taking into account the individual differences of each child (**refer to:** Curriculum Planning Policy; Diversity and Equity Policy);
- delivering programs that develop a sense of wellbeing and identity, connection to community, and provide skills for lifelong learning in all children providing education and care to children in a way that:
 - encourages children to express themselves and their opinions;
 - allows children to undertake experiences that develop self-reliance and self-esteem;



- maintains the dignity and the rights of each child at all times;
- has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for;
- offers positive guidance and encouragement towards acceptable behaviour. (**refer to:** Curriculum Development Policy).
- developing warm, responsive and trusting relationships with children that promote a sense of security, confidence and inclusion;
- supporting each child to develop responsive relationships, and to work and learn in collaboration with others using positive and respectful strategies to assist children to manage their behaviour and respond appropriately to conflict and the behaviour of others;
- developing individual behaviour guidance plans for children with diagnosed behavioural difficulties, in consultation with parents/guardians and families, and other professionals and support agencies (**refer to:** Behaviour Guidance Policy);
- documenting assessments and evaluations for each child to inform the educational program (Regulation 74);
- being aware of the Non-Compliance Policy and that not complying with the Behaviour Guidance Policy will result in disciplinary action;
- being 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;
- maintaining confidentiality in accordance with the Privacy and Confidentiality Policy.

Parents/guardians and families are responsible for:

- reading and complying with the Interactions with Children Policy and Procedures;
- pro-actively building a good relationship with educators and engaging in open communication about their child;
- keeping educators informed of any changes in their child's needs or routine and informing educators of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, relationship issues, a new sibling);
- informing educators of any concerns regarding their child's behaviour or the impact of other children's behaviour;
- working collaboratively with educators and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate;
- providing input into the development of the educational program in collaboration with the Director Nominated Supervisor, educators and children. This may involve:
 - asking questions about the daily routines and curriculum plans and making suggestions or contributing their knowledge/skills such as music, art and craft, languages, drama etc. Refer to: Communication and Family Involvement Policy;
 - regularly completing Family Input Forms outlining their child's weekend activities.
- communicating regularly with the service in relation to their child's learning and development and attending the 6 monthly Parent-Educator interviews.

Refer to: Communication and Family Involvement Policy.

Related Policies

Name	Location
Behaviour Guidance Policy and Procedures	
Child Protection Policy and Procedures	Educator Handbook
Code of Conduct/Ethics	Family Handbook
Communication and Family Involvement Policy and Procedures	
Curriculum Development Policy and Procedures	Policy & Procedures
Creating Inclusion and Equity Policy and Procedures	section on Website.
Employment and Recruitment Policy	
Enrolment and Graduating Rooms Policy and Procedures	Manuals in main office,
Supporting Children's Individual Needs Policy and Procedures	foyer and Programming
Supervision and Water Safety Policy and Procedures	Room.

References and Further Reading

Australian Children's Education and Care Quality Authority (ACECQA). (2013). *Guide to the Education and Care Services National Law and the Education and Care Services National Regulations 2011.*

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Department of Education, Employment and Workplace Relations. [2009]. *Belonging, Being & Becoming: the Early Years Learning Framework (EYLF) for Australia and Educators.*

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Early Childhood Australia. (2015). *National Quality Standard: Professional Learning Program.*

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United Nations Convention on the Rights of the Child

<http://www.ohchr.org/en/professionalinterest/pages/crc.aspx>

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Version Control and Change History

Version Number	Approval Date	Approved by	Authors and Amendments
1	June 2013	Director	Author: Julia Charters Added information on interactions with children to Curriculum Planning Policy to meet NQS. Renamed Curriculum Planning and Interactions with Children Policy.
2	19 April 2016	HECC Management Committee	Author: Julia Charters Separated from Curriculum Planning Policy. Complete re-write to meet National Regulations and National Quality Standard.
3	13 Sept 2019	Director	Added Educators inform children if physical contact is required for any purpose and ask them if they are comfortable with this interaction.

Refer over-page to: Appendix 1: National Regulations and Standards

Appendix 1: National Regulations and Standards

National Regulation 168 (2)(i)

Education and care services must have policies and procedures in relation to interactions with children, including the matters set out in regulations 155 and 156.

National Regulation 155, Interactions with Children

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that:

- encourages the children to express themselves and their opinions;
- allows the children to undertake experiences that develop self-reliance and self-esteem;
- maintains at all times the dignity and rights of the child;
- gives each child positive guidance and encouragement toward acceptable behaviour;
- has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.

National Regulation 156, Relationships in a Group

(1) The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.

(2) For the purposes of sub-regulation (1), the approved provider must have regard to the size and the composition of the groups in which children are being educated and cared for by the service.

National Quality Standard, Quality Area 5: Relationships with children

Standard 5.1: Respectful and equitable relationships are developed and maintained with each child.

- Element 5.1.1: Interactions with each child are warm and responsive and build trusting relationships.
- Element 5.1.2: Every child is able to engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- Element 5.1.3: Each child is supported to feel secure, confident and included.

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

- Element 5.2.1: Each child is supported to work with, learn from and help others through collaborative learning opportunities.
- Element 5.2.2: Each child is supported to manage their own behavior, respond appropriately to the behavior of others and communicate effectively to resolve conflicts.
- Element 5.2.3: The dignity and rights of every child are maintained at all times.

Early Years Learning Framework (EYLF)

The Five EYLF Learning Outcomes:

- 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
- Outcome 4: Children are confident and involved learners
- Outcome 5: Children are effective communicators

The five EYLF principles

1. Secure, respectful and reciprocal relationships.
2. Partnerships.
3. High expectations and equity.
4. Respect for diversity.
5. Ongoing learning and reflective practice