

INTERACTIONS WITH CHILDREN

Quality Area 5: Relationships with children

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

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

PURPOSE To ensure the development of positive relationships with children which promote the growth of self esteem and achievement of optimum potential

POLICY Children are treated with respect and their individuality is recognised and valued; educators provide an environment reflecting qualities of consistency, harmony, affection, fairness, warmth and sensitivity; behaviour management strategies used, guide children to recognise, manage and learn from their behaviours and express their emotions in positive, non-threatening and productive ways

PROCEDURES

Children will be encouraged to display socially acceptable behaviour and language when dealing with their peers:

- Educators will create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- Appropriate language and behaviour will be role modelled by Educators
- Educators will support children to be aware of their own feelings as well as the feelings of others
- Children are encouraged to treat all children with respect as their friend

Positive communication and mutual respect that is role modelled by Educators, household members, visitors and staff will benefit children in their development of similar skills along with increasing their self-esteem and self-confidence;

- Children will be spoken to in a positive manner at all times to promote respect, tolerance and empathy; this includes children using non-verbal cues
- Babies are supported to build trusting attachments with Educators in order to develop a secure base for their exploration and learning

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- Children will engage with Educators in meaningful, open interactions that support the acquisition of skills for life and learning
- Educators will respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Educators will listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communication with children will be down on the child's level as this shows respect to the child, allows for eye contact to occur and therefore promotes effective communication
- Educators will encourage and be involved in spontaneous interactions
- Educators will always use appropriate language keeping in mind that they are powerful influences in children's lives and are very active role models
- Children will never be singled out or made to feel inadequate at any time
- Educators will ensure that the dignity and rights of each child are respected at all times
- Educators will show empathy to children
- Educators will ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- Educators will ensure that children are not forced to eat or sleep against their wishes or needs
- No child is ever isolated for any reason other than illness or accident.
- Encouragement and praise is given freely regardless of success, allowing the children to undertake experiences that develop self-reliance and self-esteem
- Educators will regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child

Educators will acknowledge families as a valuable source of information on their child:

- All families will be treated equitably without bias or judgement; recognising that each family is unique
- Educators are to greet parents as well as children upon arrival
- Educators are to encourage two way communication through leading by example and asking questions
- Educators are to use common terminology when talking to parents regarding their child's development
- Educators are never to discuss another child or family information with a parent or visitor
- Educators are to be sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and Educators at the Centre
- Educators will always endeavour and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies, Area Health or the private sector
- Staff will endeavour to recognise and implement a number of different ways to communicate with families in their preferred chosen way
- Verbal communication will always be open, respectful and honest
- Service information, updates and notices will be made available.
- Educators will regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children

Behaviour guidance

- the use of any physical punishment, isolation, humiliation, intimidation or negative labelling by staff/educators/educators family members/students/ volunteers, visitors is not acceptable under any circumstances; physical punishment includes smacking, hitting, slapping, kicking, pinching, pulling, pushing, shoving, or the inappropriate manhandling of a child on any part of their body by an adult.
Refer to Complaints policy
- parents/guardians are encouraged to practice positive behaviour management techniques with their own children during delivery and collection or while in attendance at the educators home

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- children are acknowledged for initiating and/or maintaining appropriate behaviour and given positive affirmations to enhance their positive self esteem
- educators establish clear and simple boundaries for children's behaviours which are designed to ensure a safe environment for their optimal development whilst promoting respect for others and themselves; coordination unit assists educators by offering resources and advice as required
- behaviour management is based upon positive guidance, sensitivity to and respect for the child, consistency, and knowledge of developmentally appropriate behaviour; educators consult their behaviour management resource material or contact the coordination unit for advice and/or assistance
- communication between educators and parents/guardians is essential in understanding and resolving any behaviour difficulties which may arise with children; parents have the right to be informed, in a sensitive manner, of any problems which may be occurring with their child in care
- all attempts to resolve children's behaviour difficulties are implemented in consultation with coordination unit staff, educators and parents/guardians
- educators and parents/guardians work together to develop strategies to resolve any difficult behaviours presented in children. The coordination unit can act as a source for information, referral to other agencies and support in the childcare placement
- educators will be encouraged to apply appropriate behaviour management strategies consistently over a period of time; if the child's needs can no longer be met by the educator, the child may require an alternate placement; parents/guardians must contact the coordination unit if they require a referral to an alternate educator

Household family members and visitors interactions with families, children and staff

- Whilst positive interactions are encouraged between the children, household members and visitors; it is the educator's role to meet the daily needs of the individual children including positive behaviour guidance.
- When assisting educators with guiding children's behaviour, household members and visitors must comply with the guidelines listed above.
- Household members and visitors are not permitted to provide personal care routines for the children of nappy change, toileting or bathing.

Educators and their own children

- educators prepare their own children and family to accept family day care children
- all children in care, including educators own children, are treated equally by the educator and other family members and visitors
- all behaviour management techniques relating to this policy also apply to educators own children while family day care is operating

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Educators and staff will communicate with each other always exercising professionalism, respect and equality:

- The service recognises that the way Educators and staff interact with each other has an effect on the interactions they have with children and families
- Professional communication is very important to create an effective work environment and to build a positive relationship with families. Communication amongst colleagues creates a positive atmosphere and a professional service for families. Communication between staff and families ensures that important information is being passed on and that consistency occurs
- Educators and staff are to be respectful when listening to each other's point of view and ideas
- Effective communication is required to ensure that the teamwork occurs
- In-service training on communication will be encouraged to update and refresh knowledge
- Educators and staff will refer to the Staff Grievance Policy/Procedure if they feel a situation with another Educator or staff member is not being handled with professionalism, respect and quality

Educators and staff will convey mutual respect and recognition of each other's strengths and skills through:

- Recognising each other's strengths and valuing the different work each does
- Working collaboratively to reach decisions which will enhance the quality of the Education and care offered at the service
- Welcoming diverse views and perspectives
- Working together as a team and engaging in open and honest communication at all times
- Respecting each other's feelings
- Developing and sharing networks and links with other agencies
- Resolving differences promptly and positively and using the experience to learn more effective methods of working together

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Source

- Education and care services National Regulation—155
- Family Day Care Dimensions: Excellence in many Ways: Ann Stonehouse 2004
- My Time our place-Framework for School Aged Care in Australia
- Belonging, Being and Becoming - The Early Years Learning Framework
- The Education and Care Services National Quality Standards
- The Early Childhood Australia : Code of Ethics 2016

Associated Forms/information:

- Educators planning and reflections documents
- Children's Assessments for learning
- Home visit forms
- Educator's Household rules
- Daily Routine
- Visitors attendance record
- Working With Children Checks for educators and household members