

2.1 Interactions with Children Policy

1. Purpose

My Place Family Day Care is committed to ensuring interactions with children are responsive, caring, genuine, respectful and without bias, promoting a sense of security and belonging.

2. Scope

This policy applies to all Parents/Guardians, Educators, staff and all students and volunteers of Inala Community House.

3. Definition

Approved Provider: Inala Community House (ICH) has approval from the Federal Government to operate an approved FDC service.

Service: My Place Family Day Care, whose Approved Provider is Inala Community House.

Parent/Guardian: the person responsible for the payment of fees and who is paid the Child Care Subsidy. Herein after referred to as Parents.

** PLEASE NOTE: this does not include a parent who is prohibited by a court order from having contact with the child.

4. Policy

The Service recognises that respect for children and their rights as unique individuals is the basis upon which all interactions will occur.

4.1 Children's Experience

At My Place Family Day Care children will experience relationships with staff and Educators that are built on respect, fairness, acceptance, co-operation and empathy. Children are given the opportunity to develop these qualities themselves.

4.2. Supporting and Guiding Children's Behaviour

My Place Family Day Care provides secure and nurturing learning environments which encourage children to cooperate, enhance their self-esteem and builds their ability to interact with others. The Service recognises that cultural and religious factors may affect children's behaviour and accepts that there are differences between cultures in what is considered appropriate standards of behaviour.

The Service acknowledges the individuality of all children including those with additional needs and seeks to apply behaviour management guidance in a non-discriminatory manner. Where a child continues to display undesirable behaviour, parents will be consulted and requested to work with the Service and Educator, to ensure strategies to change inappropriate behaviour are clear and applied consistently at home and in care.

“A positive approach to guiding children’s behaviour builds children’s confidence and self-esteem and is based on development of caring, equitable and responsive relationships between Educators and children.” (NQS 5 - Relationships with children)

When determining strategies for guiding children’s behaviour, consideration is given to the theories of early childhood professionals and the work of theorists such as Matt Sanders, Jean Piaget, Lev Vygotsky and Erik Eriksson.

4.3. Exclusion for Behavioural Reasons

My Place Family Day Care has a duty of care to all children who attend Family Day Care and to Educators and staff who work within the Service. If a child exhibits inappropriate behaviour, or behaviour which threatens the safety or wellbeing of any child or other persons in the Service, then the child may be excluded from the Service temporarily or, in some cases permanently. This exclusion may occur if in the Coordinator’s reasonable opinion, the behaviour support and management procedures have been properly applied first but without success, or the behaviour presents an immediate potential threat.

4.4. Staff and Educator Behaviour

All staff and Educators will build positive, respectful and equitable relationships with children that are maintained in a way that:

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

5. Review

This policy remains in effect unless otherwise determined by resolution of the Board of Directors.

This policy will be reviewed every two years or sooner as required.

	Date	Details
V1.0	07/2015	Original Policy Issued
V2.0	12/2016	Policy Amended – submitted to board for ratification
V3.0	08/2017	Policy Amended – submitted to board for ratification
V4.0	11/2019	Policy Amended – submitted to board for ratification
V5.0	01/2021	Policy Amended – submitted to board for ratification <ul style="list-style-type: none">• External consultant engaged and significant amendments made
V6.0	20/02/2023	Policy Amended – submitted to board for ratification

6. Related Documents

Policies

3.1 Education Program and Practice Policy

3.3 Diversity and Inclusion Policy

8.3 Roles and Responsibilities

Procedure

2.1 Interactions with Children Procedure

2.2 Guiding children's Behaviour Procedure

2.3 Exclusions for Behavioural Reasons Procedure

3.1. Education Program and Practice Procedure

3.2 Reflective Practice Procedure

3.5 Diversity and Inclusion Procedure

8.7 Role of Educators and Educator Assistants

Forms

All About Me

Educator Improvement Plan

References

Education and Care Services National Law 2010: [S165; S167; S175; S189]

Education and Care Services National Regulations 2011 (July 2018):

- R 155 Interactions with children
- R 156 Relationships in groups
- R 168(2)(j)] Education and care service must have policies and procedures

ACECQA Guide to National Quality Framework: Quality Area 5 - Relationships with children

- Standard 5.1 Relationships between educators and children: Respectful and equitable relationships are maintained with each child
 - 5.1.1 Positive educator to child interactions: Responsive and meaningful interactions building trusting relationships which engage and support each child' to feel secure, confident and included.
 - 5.1.2 Dignity and rights of the child: The dignity and rights of every child are maintained
- Standard 5.2 Relationship between children
 - 5.2.1 Collective learning: Children are supported to collaborate, learn from and help each other.
 - 5.2.2 Self-Regulation: Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflict.

The United Nations Convention on the Rights of Children Article 12 1991

Belonging, Being and Becoming The Early Years Learning Framework for Australia 2022

My Time Our Place Framework for School Age Care 2022

Early Childhood Australia – Code of Ethics and Supporting young children’s rights statement of intent (2015 – 2018)

ACECQA, Fact Sheet, Supporting children to regulate their own behaviour (Feb 2018)

Early Childhood Resource Hub – QA 5 Relationships with children (retrieved 12 Oct 2019)