



# *Interactions with Children Policy*

## *Covers*

- Supporting Children Procedure
- Children Requiring Additional Support Procedure

## *Intention*

Nurturing Family Day Care Scheme and all associated personnel will endeavour to ensure that all interactions with children support and develop upon their individualism, natural curiosity and independence in a manner that is positive and respectful. Through empowering relationships with the children and adults who they explore, play and exceed alongside, each child is provided the opportunity to grow in a safe, secure and inspiring environment.

## *Overview*

This policy, and all policies and procedures that are associated with the Interactions with Children Policy, are implemented at all registered residences and approved venues by all educators, staff and visitors whom are allied with the scheme.

This comprises of -

- The rights of every child.
- How to support and guide each individual child, including those requiring additional support.
- Embedding best practices into every day.

The approved provider will ensure -

- That the Rights of the Child and the Code of Ethics are upheld at all times.
- That the scheme's philosophy, policies and procedural documents are upheld and provides scope for all individuals to implement the importance of every child's rights at an education and care setting.
- That the objectives of the National Quality Framework are adhered to and their principles reinforce all actions, being that –
  - The rights and best interests of the child are paramount.
  - Children are successful, competent and capable learners.
  - The principles of equity, inclusion and diversity underpin the National Law.
  - That Australia's Aboriginal and Torres Strait Islander cultures are valued.
  - That the role of parents and families is respected and supported.
  - That best practice is expected in the provision of education and care services.



- That all associated personnel with Nurturing Family Day Care Scheme are trained during orientation and continually through the year, on interacting and guiding children, supporting their development and behaviours, the vital role of families and growing positive relationships.
- The educational program of all registered residences or venues contributes to the development of each child, fostering a strong sense of wellbeing and identity, and are connected, confident, involved and effective learners and communicators.
- The implementation of the National Quality Framework in relation to interacting with children is adhered to, which states that all personnel will –
  - Encourage children to express themselves and their opinions.
  - Allow children to undertake experiences that develop self-reliance and self-esteem.
  - Maintain the dignity and rights of each child.
  - Give positive guidance and encouragement to each child.
  - Consider the family and cultural values, age, and physical and intellectual development and abilities of each child.
- The implementation of the National Quality Framework in relation to relationships in groups is adhered to, which states that all personnel will –
  - Provide opportunities for children to interact and develop respectful and positive relationships with each other and with educators and staff.
  - Take into consideration of the size and composition of groups in which children are being educated and cared for by the service.
- That all associated personnel with Nurturing Family Day Care Scheme work collaboratively with families and the community to promote positive relationships, strong and inclusive environments, and a sense of belonging.

## Supporting Children Procedure

Nurturing Family Day Care Scheme and all associated personnel hold each child in the highest regard, ensuring that all actions, communication and documentation supports their interactions with other children, educators and adults in their community.

### **Nurturing Family Day Care Scheme in partnership with all individuals associated with the scheme, will -**

- Maintain their duty of care toward each child.
- Protect each child.
- Respect and uphold the United Nations Convention on the Rights of the Child, ensuring that each child is educated and cared for with their dignity and worth valued, irrespective of their race, gender, religion, abilities, family income, cultural background or language.
- Respect and uphold the Early Childhood Australia's Code of Ethics, implementing and taking ownership of the relevant section as it applies to each individual.
- Encourage children to explore, play and exceed at their own pace, supporting their opinions, scaffolding their efforts to communicate and providing opportunities for further development, independence and self-esteem.
- Ensure that each registered residence or venue implements a program that is -
  - Based on an approved learning framework (Belonging, Being and Becoming and/or My Time, Our Place depending on the age of the child).



- Delivered in accordance with that framework.
- Based on the developmental needs, interests and experiences of each child.
- Takes into account the individuality of each child.
- Ensure that each registered residence or venue will provide an educational program that is reinforced by the following outcomes –
  - Children have a strong sense of identity.
  - Children are connected with and contribute to his or her world.
  - Children have a strong sense of wellbeing.
  - Children are confident and involved learners.
  - Children are effective communicators.
- Ensure that each child's safety, health and well-being is sustained and nurtured in an education and care environment that is secure, inspiring and welcoming.
- Prompt diversity through embedded practices that acknowledge and expose children to all possibilities in their local, and in their wider community, representing Australian culture, worldwide ethnicities, languages and an individual's differing abilities.
- Work every day in building and preserving a warm, open, trusting and considerate relationship with each individual child through one on one play that is both child initiated and through intentional teaching, entrenching opportunities for learning in the daily routine and planning group experiences with children that extend on interests, growth and development of all areas.
- Comfort and validate each child's emotions, responding sensitively to signs of distress, demonstrating empathy, understanding and providing a sense of security.
- Guide children through behaviours, supporting without judgement actions that are socially unacceptable, and role-modelling and reinforcing behaviours that are positive, respecting and working collaboratively at all times with families, their culture and values.
- Will seek out children's views and opinions and documenting this sharing in positive and respectful ways, taking their suggestions under consideration and implementing in the education and care setting when possible.
- Take into consideration the size and composition of the groups children are educated and cared in, ensuring, that children are adequately and actively supervised while under the education and care of the scheme.
- Reflect upon practices, opinions, policies and philosophies continually to reinforce the high standards of education and care expected by all individuals associated with Nurturing Family Day Care Scheme.

## Children Requiring Additional Support Procedure

The approved provider will lead by example and hold all educators, visitors and families to the highest standards in regard to their partnership with children, recognising that a child is a holistic individual that will, at all times, be treated with the utmost respect and dignity. Nurturing Family Day Care Scheme embraces all children and recognises families and guardians as a child's primary foundation, working with them and the wider community and support professionals to ensure the best start for every child irrespective of how long the child may require additional support.

**All individuals are expected to have an open, positive and honest relationship with each other, regardless of –**



- Behaviour that may be
  - challenging
  - outside the expected developmental milestones
  - learning difficulties or gifted/talented abilities.
- A child's health requirements or issues/concerns in regard to them
  - medically
  - socially
  - emotionally
  - physically
  - communication skills.
- The child's and/or their family's
  - ancestry
  - background
  - citizenship
  - economic status
  - beliefs
  - culture
  - language
  - Religion.

**The approved provider will encourage and collaborate with all family day care educators to provide a registered residence or approved venue, which is inclusive by –**

- Maintaining at all times Nurturing Family Day Care Scheme's Philosophy, which emphasises the commitment to equality and the rights of each child.
- Understanding the significance of Quality Area One, ensuring the program and curriculum acknowledges and embraces all children and utilises resources and learning materials that reflect positive examples of inclusion in the home and community.
- Examining the indoor and outdoor space with an eye toward Quality Area Three, adapting the environment and equipment where it's required for comprehensive access and participation for every child.
- Working with community professionals and families to ensure that the education and care setting is developmentally suitable for the needs of each child, while involving them in this process of creating meaningful environments. Where required, Nurturing Family Day Care Scheme will store confidentially on OneDrive any specific plans or instructions provided by external resource providers and professionals.
- Creating an area that fosters a child's sense of safety and security through developing trusting relationships with all educators, other children, the approved providers, coordination team and the community.
- Recognising that children develop to the best of their ability, while nurturing their autonomy, independence, competency, self-confidence and dignity, with each child to be valued as an individual.
- Educating children through positive role modeling from all educators, acknowledging that it is not acceptable for a child to say or do unfair things to another person and that if this does occur an educator will guide the children to work together so that a positive outcome can be reached, while learning from the event.



- Seeking professional advice and services in partnership with parent/s and guardian/s and linking to create individual support plans which focus on strength based outcomes for each child.

## Sources

### Education and Care Services National Law and National Regulations 2011 (Updated October 2017)

- Section 3, Objectives and guiding principles.
- Section 165, Offence to inadequately supervise children.
- Section 166, Offence to use inappropriate discipline.
- Section 167, Offence relating to protection of children from harm and hazards.
- Reg 73, Educational program.
- Reg 74, Documenting of child assessments or evaluations for delivery of educational programs.
- Reg 75, Information about educational program to be kept available.
- Reg 76, Information about educational program to be given to parents
- Reg 84, Awareness of child protection law.
- Reg 155, Interactions with children.
- Reg 168, Education and care services must have policies and procedures.

### National Quality Standard (Updated February 2018)

- 2.1, Each child's health and physical activity is supported and promoted.
  - 2.1.2, Effective illness and injury management and hygiene practices are promoted and implemented.
  - 2.1.3, Healthy eating and physical activity are promoted and appropriate for each child.
- 2.2, Each child is protected.
  - 2.2.1, At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.
  - 2.2.3, Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.
- 3.1.2, Premises, furniture and equipment are safe, clean and well maintained.
- 4.1, Staffing arrangements enhance children's learning and development.
- 5.1, Respectful and equitable relationships are maintained with each child.
- 5.2, Each child is supported to build and maintain sensitive and responsive relationships.
- 6.1, Respectful relationships with families are developed and maintained and families are supported in their parenting role.
  - 6.2, Collaborative partnerships enhance children's inclusion, learning and wellbeing.
- 7.1, Governance supports the operation of a quality service.
  - 7.1.2, Systems are in place to manage risk and enable the effective management and operation of a quality service.

### Early Years Learning Framework

ACECQA

Early Childhood Australia – Code of Ethics [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)

KidSafe Qld

United Nations Convention on the Rights of the Child – [www.unicef.org.au](http://www.unicef.org.au)



## Review

The policy will be reviewed annually.

The review will be conducted by:

- Approved Provider
- Employees
- Educators
- Families
- Interested Parties

Created: May 2017

Reviewed: October 2017

April 2018

April 2019

Next review: April 2020