

## Interactions with Children

### Policy Statement

Children will benefit from relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. Positive interactions and relationships with others, they develop an understanding of themselves as significant and respected and feel a sense of belonging.

### Policy Considerations

- Education and Care Services National Law
- Education and Care Services National Regulations
- Guide to the National Quality Framework
- UN Convention on the Rights of the Child
- Early Childhood Australia Code of Ethics

### Procedure

- The educational program is based on the knowledge, ideas, culture, abilities and interests of each child as communicated to educators by their families, observed by educators; and, contributed to by the children.
- Children's development and abilities are assessed as part of the programming cycle of planning, documentation and evaluation.
- Educators extend upon children's interests and ideas through questions and discussions, supported through observations, reflections, and programming.
- The Service's expectation that educators build collaborative and responsive relationships with children, in accordance with this Policy.
- The Service provides flexibility of the program and the way that the environment is structured to support the educational program and contributed to by families and children.
- Educators extend upon children's interests and ideas through questions and discussions, utilising observations and reflections to direct programming.
- Educators consistently model positive social behaviour in their everyday interactions with other adults and children.
- Educators communicate with children, adopting appropriate body language, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication.
- Educators speak to children in an appropriate manner, promoting respect and empathy, including the use of non-verbal cues and communication.
- The Service is committed to working in partnerships with families to best meet the education and care needs of their children.
- Educators collaborate with the children to construct simple and positive agreements/rules to support the safety of themselves and others.
- Educators support children in how to play appropriately with others, be collaborative and mindful in their interactions and to resolve social conflicts that arise from time to time.
- The Service offers experiences that promote collaboration and positive relationships amongst their peers.
- Educators guide children's behaviour in a positive manner, supporting children to develop the necessary skills to resolve conflicts independently.
- Educators use strategies such as redirection, gentle reminders, offering choices and encouraging children to think about how others might feel.

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Reviewed by:	Natasha Finnigan	Approved by:	Scott Finnigan

# Kids Biz Holidays & Sports

## OSHC Policies & Procedures

- Educators are guided in their interactions by the UN Convention on the Rights of the Child, the Philosophy, the National Quality Framework and the policies and procedures of the service.
- Educators participate in reflective practice in relation to the environment, the program, the routine and other aspects of the service curriculum in meeting the needs and interests of children.
- Educators aim to promote a strong sense of belonging through the provision of a program that allows children to explore their agency and be themselves.
- Children are supported as individuals to grow and learn in ways that are meaningful to them.

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