



Interactions with Children

POLICY STATEMENT

Abbotsford Community Centre will provide an environment that reflects the principles in 'My Time, Our Place' where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged, and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

Through our interactions with the children, we will endeavour to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact their positive sense of self-identity.

Educators will use opportunities in their interactions with children to develop an understanding of each other's expectations and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

PROCEDURES

Under Regulation 155, 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 each child
- gives each child positive guidance and encouragement toward acceptable behaviour; and
- 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.

EDUCATOR AND CHILD INTERACTIONS

Supporting children's needs and abilities

Educators will:

- maintain a positive attitude in all interactions with children and treat children with respect, courtesy and understanding.



- listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.
- respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigma and bias.
- treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and Educators exhibit this.
- support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs.

Communicating with children

Educators will:

- provide children with opportunities to interact and develop respectful and positive relationships with each other, Educators and visitors to ACC.
- ensure that appropriate physical contact is maintained when comforting children, applying first aid, or ensuring safety such as holding hands, while maintaining respectful bodily space.
- identify when interactions with a child are not appropriate and refer to the relevant policy to address these concerns.
- maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.
- sensitively manage children who are having difficulty conveying their message or managing their emotions and strive towards the goal of inclusivity for such children.
- ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes and interests.
- collaborate with children regarding the daily routines and practices within ACC, including programming of experiences in order to meet their individual needs, interests and abilities.



Providing a positive environment

Educators will:

- organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- collaborate with children to develop a set of rules or boundaries to guide their behaviour within ACC and discuss clear expectations and consequences of inappropriate behaviours.
- keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All Educators, families and children will be made aware of the rules and the expected consequences.
- ensure that all Educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
- act as a positive role model for appropriate and expected behaviours in ACC, being mindful of respectful language and tone.
- encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- focus on the behaviours being displayed and not the child displaying them.
- assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive reinforcement.
- collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- access professional development and resources related to positive behaviour management and include this in professional development planning.
- Build an environment that allows children to undertake experiences that develop self-reliance and self-esteem

Children's engagement

The children will:

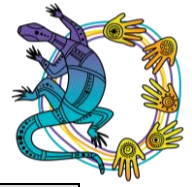


- be encouraged to respond to others with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- be encouraged to share humour and express themselves in a variety of ways.
- practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
- have opportunities to use and share languages spoken at home with other children and Educators.
- collaborate with Educators in developing ACC routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- encourage their peers to adhere to the rules and expectations.
- participate in experiences that will build relationships and promote interactions between each other, Educators and visitors to ACC.
- assist Educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- have their need for solitude or quiet time supported and respected by Educators and other children.
- develop an understanding of the choices they make and the responsibility they have to manage their own behaviours with support from the Educators.

| Education and Care Services National Law & Regulations | National Quality Standards & Elements | Links to other Service Policies | Other Documentation/ Evidence |
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| S168, 166 R 73, 74, 155, 156, 168 | Standards 1.1, 1.2, 2.1, 2.2 4.1, 4.2, 5.1, 5.2, 6.2, 7.1 Elements 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.2.3 3.2.1, 4.1.1 4.1.2, 4.2.2 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.2.1, 7.1.1 | Code of Conduct for staff OSHC code of Professional Standards Staffing Policy Providing a Child Safe Environment policy Behaviour Guidance policy Child Protection policy | My Time, Our Place. Family Handbook Staff Handbook Programming and Evaluations |

ENDORSEMENT BY THE SERVICE:

Approval date: August 2022



Date for Review: Nov 2023