



Springwood and District Preschool Kindergarten

Interactions with Children Policy

Legislation:

Education and Care Services National Law Act 2010

Education and Care Services National Regulation 2018

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Disability Discrimination Act 1992

United Nation Convention on the Rights of the Child 1989

Quality Area 5 Relationships with Children

National Regulations :

168 *Education and care service must have policies and procedures*

155 *Interactions with children;*

156 *Relationships in groups;*

73 *Educational program;*

74 *Documenting of child assessments or evaluations for delivery of educational program;*

157 *Access for parents*

Rationale:

At Springwood and District Preschool Kindergarten we are very proud of the way in which educators interact with the children. We believe that any interaction between a child and an educator can have a profound effect on the child's self esteem and overall development. We as educators understand the very privileged and responsible position that we hold in each child's life and therefore aim to care and educate each child through interactions that are meaningful, caring, respectful, warm and friendly. By doing this we hope to pass on the same values and attitudes to the children in their own future interactions.

"From the earliest days of life, children learn about themselves from your reaction to them. They build your feedback into a picture of the type of people they are. Later, they take in the reactions of other important people in their lives. Together, all this information forms their self concept."

Children are People Too. – Dr. L Porter

Aim:

- To ensure that all interactions between children and educators are in adherence with Springwood and District Preschool Kindergarten's Statement of Philosophy and are in tune with the overall wellbeing of each child.
- To adhere to legislative requirements regarding interactions with children as outlined in the Education and Care National Regulations – Chapter 4 – Operational Requirements, Part 4.5 - Relationships with children



Procedure:

- In implementing this policy we adhere to the following key points for reference and guidance.
- All interactions with children need to ensure that all children:
 - Are encouraged to express themselves and their opinions
 - Are given the opportunity to become self reliant and to develop self esteem
 - Are given guidance as to positive and responsible behavior
 - Have their dignity and rights maintained at all times, specifically excluding any child management techniques that include punishment that humiliates, frightens or threatens them
 - Not isolated for any reason other than illness or a pre arranged appointment with parental consent
 - Have their family's values acknowledged and respected
 - Have support offered if regarding children's learning experiences
 - Are given emotional support
 - Are not required to sleep or rest against the child's wishes or needs
 - Are interacted with in a warm and friendly manner
 - Are responded to in a positive manner.
- Educators will ensure that:
 - Positive body language and verbal interactions are appropriate to the child's developmental level
 - They encourage positive interactions between children.
 - Children's dignity is respected
 - Behavior management techniques will be positive. No physical, verbal or emotional punishment, (i.e. no threats, humiliation or scare tactics)
 - Children are given support in the child's learning experiences.
 - Children are given emotional support
 - Children are not required to sleep or rest against the child's wishes or needs
 - Children are given the opportunity to become self reliant and develop self esteem
 - They encourage children to:
 - Verbalise feelings and ideas.
 - Be self reliant and develop self esteem.
 - Listen to other children.
 - Show respect for others.
 - Develop appropriate social skills.
 - Accept others of different culture, race and religion.
 - Be involved in appropriate experiences given their family and cultural values, age and physical development
 - Be cooperative.
 - Have positive relationships with each other.
 - Share experiences.
 - Show acceptance of routines.
 - Seek help when frustrated.
 - Interact with other children.
 - Be relaxed and happy with each other.
 - Contribute to group activities and participate.
 - Accept guidance in behaviour and respond to positive discipline practice (see Behaviour Guidance Policy)



- Feel comfortable with themselves.
 - Respect other children's space and privacy
- Physical touching is an important part of the care and nurturing of young children. Children feel loved, accepted and supported through the sensations of touch by nurturing adults and peers.
- Physical touch should be respectful of children's body cues and only occur with their permission. Educators are sensitive to children's responses and requests for physical interaction, and model appropriate nurturing touches. Except for safety or cleansing, children will always have the right to refuse touch. Children are also taught to respect adults and other children's touch preferences. It is our policy to inform parents of the nature of type of physical routine contact that children will experience at preschool.
 - Nurturing touch is necessary for every child's emotional growth. Affectionate nurturing touch includes: hugging, holding on lap, rocking, carrying, rubbing or patting backs, cuddling and holding hands. Children always have the right to refuse these touches. While tickling may be an appropriate form of playful touch, it is kept to a minimum because of its potential for getting out of hand.
 - Personal care touch includes cleaning, dressing and rest time routines, and is done in a gentle, respectful manner. It will also include face and hand washing, assisting with toileting, examining rashes and unusual marks, nose blowing and assisting with necessary clothing changes. Genital areas are touched gently for purpose of cleaning only. First aid is administered as gently as possible and always accompanied by verbal explanation and appropriate comfort.
 - Physical interaction is used only to protect the safety of children and educators or to provide the least restrictive guidance necessary in a given situation. Children are taught through modeling and verbal guidance to use words rather than physical interaction to settle their differences with others.

Links to Quality Areas and Standards:		
Quality Area 1		Educational Program and Practice
1.1 Program		The educational program enhances each child's learning and development.
1.2 Practice		Educators facilitate and extend each child's learning and development.
Quality Area 2		Children's Health and Safety
Standard	2.2	Each child is protected.
Quality Area 4		Staffing Arrangements
Standard	4.1	Staffing arrangements enhance children's learning and development.
Standard	4.2	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills
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
Quality Area 6		Collaborative partnerships with families and communities
Standard	6.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Standard	6.2	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
Quality Area 7		Governance and Leadership
Standard	7.1	Governance supports the operation of a quality service.
Standard	7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.



Source:

Early Childhood Australia (2006). *Code of Ethics*. Canberra, ACT. Early Childhood Australia.

Department of Education, Employment and Workplace Relations (DEEWR) (2009) *Belonging, Being, Becoming: The Early Years Learning Framework for Australia*. Canberra:DEEWR

Department of Education, Employment and Workplace Relations (DEEWR) (2011) *Education and Care Services National Regulation*

Department of Education, Employment and Workplace Relations (DEEWR) (2009) *National Quality Standard for Early Education and Care and School Aged Children* Canberra:DEEWR

Lapstone Preschool Information Brochure

Porter L., *Young children's behaviour: Practical approaches for caregivers and teachers* (2008, 3rd edition, Elsevier, Sydney)

Porter L., *Children are people too: a parent's guide to young children's behaviour* (2006, 4th edition, East Street Publications, Adelaide)

www.community.nsw.gov.au/docswr/assets/main/documents/childcare_scan.pdf

Policy Reviewed by: _____ Approved by: _____

Signature: _____

Date: ____/____/____

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Next Review Date: ____/____/____

