

INTERACTIONS AND RELATIONSHIPS WITH CHILDREN

PRINCIPLE

'Relationships are the foundations for the construction of identity – 'who I am', 'how I belong' and 'what is my influence?'

Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security. Positive interactions between educators/adults and children can empower children to feel valued, competent and capable.

GUIDELINES

Children's Services will ensure:

1. Children being educated and cared for by the service are provided with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service (*Education and Care Services National Regulation 156(1)*)
2. Consideration of the size and composition of groups is taken into account, to ensure all children are provided the best opportunities for quality interactions and relationships with each other and adults at the service (*Education and Care Services National Regulation 156(2)*).
3. Reasonable steps are taken to provide education and care to children in a way that:
 - encourages the children to express themselves and their opinions; and
 - allows the children to undertake experiences that develop self-reliance and self-esteem; and
 - maintains at all times the dignity and rights of each child; and
 - 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 (*Education and Care Services National Regulation 155*).
4. Staff members, educators, volunteers and students practices are guided by the *National Quality Standard – Quality Area 5 Relationships with Children*.
<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children>
5. Staff members , educators, volunteers and students are supported to understand children's behaviour and are guided by the *Department of Education and Training (DET) – Understanding children's behaviour* information provided at the following:
https://www.education.vic.gov.au/childhood/providers/regulation/Pages/understand_child_behaviour.aspx#link83

6. A *Behaviour Guidance Strategy Plan (Appendix 5.1)* is developed in consultation with the family and other staff/services to support staff members and educators when faced with behaviours they find challenging.
7. When a staff member or educator are guiding children's behaviour they must:
 - ensure no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (*Education and Care Services National Law - section 166*).
 - that every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury (*Education and Care Services National Law - section 167*).

Related Policies:

- Child safe
- Enrolment and Orientation
- Governance and Management of the Service
- Greater Shepparton City Council - CEO Directive – Code of Conduct
- Providing a Child Safe Environment
- Students, Volunteers and Visitors

National Quality Standards 5.1, 5.2

Education and Care Services National Regulations - 155,156, 168(2)(j)
Education and Care Services National Law – section 166, 167

Sources and Reference Tools:

- *Education and Care Services National Regulations 2011*
- *Education and Care Services National Law 2010*
- *Children's Services Regulations 2020*
- *Guide to the National Quality Standards*
- *Department of Education and Training (DET)*
- *EYLF Belonging, Being & Becoming*
- *NQS PLP e- Newsletter No.36 2012*

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Updated 12/2023 – removing reference to Aquamoves due to cease of operation

ⁱ EYLF Belonging, Being & Becoming - P.20