

Interactions with Children Policy and Procedure

Title:	Interactions with Children Policy and Procedure		
Last Reviewed:	October 2015	Next review due:	October 2018
NQF Reference:	Regulations 155, 156, 168 NQS 5.1; 5.1.1; 5.1.2 5.2.1; 5.2.2;		

Policy

The approved provider will take reasonable steps to ensure the interactions of educators and others associated with the service:

- encourages each child to express themselves and to support the development of self-reliance and self-esteem through the use of professional and respectful language, level and tone of voice, maintenance of eye contact and body language; and
- provides each child with positive guidance and encouragement toward acceptable behaviour; and
- supports each child to have the opportunity to interact and develop respectful and positive relationships with others.

Procedure

When interacting with children being educated and cared for at the service, educators will have regard to the individual child's family, cultural values, age, physical and intellectual development and abilities.

Educators and others associated with the service will, at all times, ensure their interactions with each child:

- Maintains the dignity and rights of the child;
- Encourages individual expression;
- Provides positive guidance and encouragement toward acceptable behaviour;
- Are based on individual levels of development and the interests and opinions of each child;
- Supports children to undertake experiences that develop self-reliance and self-esteem;
- Are proactive, rather than reactive;
- Reinforces positive behaviours through the provision of positive role models;
- Provides children the opportunity to positively affect their environment; and
- Are consistent and age appropriate.

To support the implementation of these procedures, educators will have the opportunity to engage in relevant and ongoing training and mentoring opportunities; as well as being supported via the implementation of the required ratios and qualifications.

To support the development of positive and respectful relationships regard will also be given to:

- group sizing and composition;
- the implementation of strategies to promote positive and open interactions between children, peers, educators and others;
- the impact of the environment on interactions and behaviour; and
- the opportunity for children to resolve potential conflicts, with educator support as required.

Links to other policies or documents

- Child Protection Policy and Procedure
- Complaints Policy and Procedure

Interactions with Children Policy and Procedure

- Governance Policy and Procedure
- Staffing Policy and Procedure
- Supervision Policy and Procedure

Sources

- *Education and Care Services National Law*
- *Education and Care Services National Regulations*