

## **Interactions with Children**

**NQS 5.1** Respectful and equitable relationships are maintained with each child.

**NQS 5.1.1** Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

**NQS 5.1.2** The dignity and rights of every child are maintained.

**NQS 5.2** Each child is supported to build and maintain sensitive and responsive relationships.

**NQS 5.2.1** Children are supported to collaborate, learn from and help each other.

**NQS 6.1** Respectful relationships with families are developed and maintained and families are supported in their parenting role.

**NQS 6.1.2** The expertise, culture, values and beliefs of families are respected and families share decision-making about their child's learning and wellbeing

### **Introduction**

At Glenaeon Rudolf Steiner Preschool, a positive atmosphere and the wellbeing of children within an education and care setting is promoted through attentive care and quality interactions with children, which is reflective of our Service philosophy. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

### **Aims**

Interactions with children will:

- promote a safe, secure and nurturing environment;
- be authentic and responsive;
- be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual.

### **Procedures**

**The Approved Provider will:**

- Ensure all staff have access to relevant professional development.
- Ensure that the Nominated Supervisor and all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166) (Regulation 73).
- Inform the Regulatory Authority in writing, within 24 hours of receiving a notifiable complaint (Section 174(4), Regulation 176(2)(b)).

- Inform the Regulatory Authority in writing within 24 hours of a serious incident occurring at the service (Section 174(4), Regulation 176).

**The Nominated Supervisor and Educational Leader shall:**

- Guide professional development and practice to promote interactions with children that are positive and respectful;
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.

**Educators and staff will:**

- Act in accordance with the obligations outlined in this policy.
- Create a welcoming and relaxed atmosphere for children and families.
- Respond to children's communication in a just and consistent manner;
- Respond sensitively to children's attempts to initiate interactions and conversations;
- Initiate one to one interactions with children during daily routines and conversations with each child.
- Support children's efforts, assisting and encouraging as appropriate;
- Support children's secure attachment through consistent and warm nurturing relationships;
- Support children's expression of their thoughts and feelings as well as the feelings of others;
- Encourage children to express themselves and show an interest and participate in what the child is doing;
- Encourage children to make choices and decisions;
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach;
- Acknowledge each child's uniqueness in positive ways;
- Respect cultural differences in communication and consider alternative approaches to own.
- Respect the rights of children.
- Show empathy to children
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- No child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time they will be under adult supervision

**Children's Rights, Family and Cultural Values**

Interactions at Glenaeon Rudolf Steiner Preschool are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

## **Listening**

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

## **Children and Families**

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

## **Reflection and Consideration**

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

## **Role Modelling**

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies;

Remember - quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

## **Related Documents**

Behaviour guidance Policy  
Settling In Procedure  
Pedagogical Booklet

## **Statutory Legislation & Considerations**

- National Law & National Regulations

## **Sources**

- Glenside Preschool Centre Philosophy
- DEEWR (2009). Belonging Being and Becoming: The Early Years Learning Framework for Australia. [www.deewr.gov.au](http://www.deewr.gov.au)
- Respectful Relationships  
<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>
- National Quality Standards

## **Evaluation**

Interactions between Glenside Rudolf Steiner Preschool educators and children are genuine, positive and responsive and are based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families.

## Review

<b>Policy Reviewed</b>	<b>Modifications</b>	<b>Next Review Due</b>
Feb 2013 Oct 2014 Nov 2015 Jan 2017	Pedagogical Booklet, Settling in Procedure and Behaviour Guidance Policy created to work with this policy	
Jan 2018	<ul style="list-style-type: none"><li>• Updated the references to comply with the revised National Quality Standard.</li><li>• Additional points for Educators to enhance relationships and interactions with children.</li></ul>	Jan 2019
April 2019	<ul style="list-style-type: none"><li>• Include procedures for the Approved Provider</li><li>• Include that educators will act in accordance with the obligations in the policy</li></ul>	April 2020