



Policy Document No:	ELC33
Category:	Early Learning
Topic:	Staff Interactions with Children

Date of issue: March 2012
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Considerations

- Philosophy:** To provide a secure, safe and stimulating environment where children are valued and respected. To develop warm and responsive relationships with children and families.
- Child's needs:** To have their feelings acknowledged and accepted and be able to express their emotions appropriately; to feel safe and protected; to have their cultural, religious and racial diversity respected; consistent expectations.
- Parent's needs:** To feel confident that their child's dignity and rights are maintained and protected; avenues of support for parenting skills; non-judgemental communication from staff and opportunities to have input into policy.
- Staff needs:** Clear guidelines and policy, appropriate training to deal with behaviour issues and ensure that programs are meeting the child's developmental, social, emotional and cognitive needs; support from parents and management in dealing with difficult behaviours.
- Management Needs:** Appropriately trained staff and budget to sustain this; support from relevant agencies and professionals to make appropriate decisions in the best interests of the individual child and other children in the child care setting.

Legislation and Sources

Education and Care Services National Regulations Part 4, Reg. 155; 156; 73; 74; 162 (2, j); 168 (2.h).
Ministerial Council for Education, Early Childhood Development and Youth Affairs, 2011
Education and Care Services National Law, section 166
Federal Disability Discrimination Act 1992
Victorian Equal Opportunity Act 1995
Children, Youth and Families Act 2005
Child Wellbeing and Safety Act 2005
Belonging Being and Becoming: The Early years learning framework for Australia, Department of Education and Employment and Workplace Relations 2009, Canberra
Guide to the National Quality Standard, Area 5; Area 4 standard 4.2.1.
Programming and Planning in Early Childhood Settings 4th Edition; 2007
OSCAR Term 4 2011, Resource and Development Unit Community Child Care Victoria

Related policies

- [Philosophy and Mission Statement – ELC 01](#)
- [Behaviour Guidance Policy – ELC 05](#)
- [Diversity and Equity Policy – ELC 07](#)
- [Bullying, Violence and Harassment Policy – ELC 08](#)
- [Staff Conduct with Students – HR 22](#)
- [Child Protection Policy – ED 34](#)

Educators are expected to be attuned to children's thoughts and feelings to support the development of a strong sense of wellbeing and social competencies.

Educators provide consistent opportunities for children to develop effective communication skills, interpersonal skills, confidence and a positive sense of self in an environment that respects diversity, is safe and supportive and where children have a strong sense of belonging.

Educators regularly meet outside of the program hours and discuss the development of the program, knowledge of individual children's needs, routines and current goals and strategies.

Educators have 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

The children will not be required to participate in activities that are inappropriate in relation to each child's family and cultural values, age and physical and intellectual development or capacity.

The staff of Mount Scopus Memorial College Early Learning Centres will respond to children in a positive manner. Positive body language and verbal interactions will be appropriate to the child's developmental level.

Staff will encourage positive interactions between children.

Staff will 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 co-operative.
- 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.

Through positive, supportive and intentional relationship building, educators will ensure that

The Children are encouraged to express themselves and their opinions

The United Nations 'Rights of the child' are acknowledged. Diversity of opinion, culture and interests is promoted and incorporated into the program.

The children contribute ideas to the programme of activities based on their current interests and skills.

The children participate in the documentation of their experiences, participation and achievements

Children's reflections, contributions, ideas, feedback, opinions are sought by the educators regularly throughout the programme and in a variety of situations. The documentation is used to enhance and enrich the program

Educators monitor, support, facilitate and guide interactions between peers where required.

Relationships are strengthened as educators and children share decisions, respect and trust each other and learn together

The Child's dignity is respected by staff

- Child management techniques will be positive. No physical, verbal or emotional punishment, (ie no threats, humiliation or scare tactics).
- The child is to be only isolated for sickness, accident or a prearranged appointment with parental consent.
- The child is to be given positive guidance directed towards acceptable behaviour with encouragement.
- The child is to be given support in the child's learning experiences.
- The child is given emotional support.
- The child is not required to sleep or rest against the child's wishes or needs.

Children are supported to undertake experiences that develop self-reliance and self-esteem

The children have many opportunities to take on levels of responsibility and make decisions for themselves.

The routine is reviewed regularly to ensure it is developmentally and age appropriate and that educators' expectations of children are based on their age and development.

The program of activities is planned, evaluated, extended on to facilitate the individual's strengths and interests and to ensure children have opportunities to try new activities, take risks and develop a sense of achievement.

The dignity and rights of each child being educated and cared for by the service are maintained at all times

The educators will ensure at all times the environment and interactions reflect and promote respect for the individual using the service and will facilitate the children's development of skills in interactions and communication to ensure all interactions are non-bias, non-discriminatory, non-threatening, respectful, will not humiliate, scare, threaten or harm any other person.

The educators will role model and promote respect, democracy, honesty, integrity, justice, courage and a collaborative environment for all users to promote a positive interactive learning community

Each child is given positive guidance and encouragement toward acceptable behaviour

Educators discuss the strategies for positive and acceptable behaviours with the children individually and in a group situation on a regular basis.

Educators role model respectful and positive interactions with the children, with each other and with the families.

Educators value the partnership with families and consult with families on a regular basis.

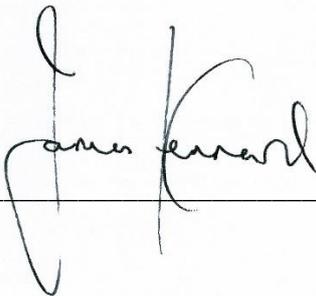
Staff know that actively playing alongside the children is the best place to adequately supervise, respond and promote positive interactions and learning.

Staff promote and role model positive guidance and conflict resolution through supporting interactions, role modelling and play.

Relationships in Groups

Educators will:

- take reasonable steps to ensure there are opportunities for children to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.
- Have regard to the size and the composition of the groups in which children are being educated and cared for at the service



Approved by the College Principal: _____

Date: July 2017