

Warradale Community Children's Centre acknowledges the traditional custodians of the land we live on today and we pay our respects to the Aboriginal and Torrens Strait Islander People past, present and emerging.



Interactions with Children, Families and Staff Policy

National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other

Quality Area 6: Collaborative partnerships with families and communities		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role

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6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
6.2.2	Access and Participation	Effective partnerships support children's access, inclusion and participation in the program

Education and Care Services National Regulations

Children (Education and Care Services) National Law	
155	Interactions with children
156	Relationships in groups

Aim

To build positive relationships with children, families and educators through collaboration and interactions, which is reflective in our service philosophy and the Early Years Learning Framework. Educators will encourage positive relationships between children and their

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peers as well as with educators and families at the services, ensuring children feel safe and supported.

Implementation

In order to build and maintain positive and respectful relationships with children, families and educators our Centre will adhere to our philosophy and code of ethics to guide interactions with children:

Children need positive relationships with Educators that are trusting and responsive to their needs.

Leadership and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators.
- Appropriate language and behaviour will be role modelled by Educators.
- Support children to be aware of their own feelings as well as the feelings of others.
- Encourage children to treat all children with respect.
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
- Assist the children to build resilience and self-assurance through positive interactions.
- Guide children's behaviour positively.
- Respect the rights of children.
- Support children in the early childhood environments
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues.

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- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children.
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions.
- Listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming.
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Show empathy to children.
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected.
- No child will be isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child.
- Challenge children's individual development.
- Respect cultural differences in communication and consider alternative approaches to own.
- Ensure no child is ever isolated for any reason other than illness, accident. During this time, they will be under adult supervision.

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Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators working within our centres are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our Centres to maintain positive relations and model the type of communication they want children to develop. Educators also need to use positive communication with families and children in order to create a responsive and inclusive environment for all.

Leadership and Educators will:

- Ensure all families are treated equitably without bias or judgement; recognising that each family is unique.
- Greet families and children upon arrival.
- Establish two-way communication through leading by example and asking questions.
- Use common terminology when talking to parents regarding their child's development.
- Never to discuss another child or family information with a parent or visitor.
- Remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the centre.
- Always endeavour and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from support agencies.
- Endeavour to recognise and implement several different ways to communicate with families in their preferred chosen way.

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- Ensure verbal communication is always open, respectful, and honest.
- Provide families with up-to-date service information and notices through newsletters, communal signs, emails, and sign-in apparatus.
- Regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children.
- Ensure children are treated and programmed for as individuals.
- Educators will endeavour and seek the advice and opinion from experts, with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies.

Interactions with Staff and Educators

The service recognises that the way educators interact with each other has an effect on the interactions they have with children and families.

To always maintain professionalism, Educators will:

- Preserve professional communication to create and maintain an effective work environment and to build a positive relationship with educators, children, and families. Communication amongst colleagues creates a positive atmosphere and a professional Centre for families. Communication between staff and families ensures that important information is being passed on and that consistency occurs.
- Collaborate as a team, sharing room roles and responsibilities using a roster where necessary.
- Be respectful when listening to each other's point of view and ideas.
- Maintain effective communication to ensure that teamwork occurs.

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- Use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team.
- Attend In-service training to update and refresh individual skills and knowledge.
- Refer to the Staff Grievance Policy/Procedure if they feel a situation with another educator is not being handled with professionalism, respect, and quality.
- Recognise each other's strengths and valuing the different work each does.
- Work collaboratively to reach decisions which will enhance the quality of the education and care offered at Warradale Community Children's Centre.
- Welcome diverse views and perspectives.
- Work together as a team and always engaging in open and honest communication.
- Respect each other's positions and opinions.
- Develop and share networks and links with other agencies.
- Resolve differences promptly and positively and using the experience to learn more effective methods of working together.

To enhance communication and teamwork, Leadership and educators will:

- Provide new educators with relevant information about the Centre and program through an Educator handbook, induction, and daily communication.
- Maintain confidentiality.
- Treat each team member with respect.
- Be sensitive to the feelings and needs of other team members.
- Provide constructive feedback.
- Trust each other.
- Value the role and contribution of each educator.
- Provide opportunities for all educators to have input and evaluate the program.

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- Appreciate and utilise educator skills and interests.
- Provide support and assistance to each other.
- Share responsibilities.
- Have a flexible attitude towards team roles and responsibilities.
- Greet each other by name.
- Show genuine interest in the other person by using active and reflective listening.
- Communicate ideas and opinions clearly and professionally.
- Use a communication book or daily diary to pass on messages and record relevant information.
- Hold regular educator meetings.
- Use appropriate conflict resolution techniques to solve problems.
- Ensure policies and procedures are up to date regarding communication, expected behaviour and grievances.
- Provide opportunities for professional development.
- Self-Reflect on their own practices and interactions with families and each other.

Evaluation

This policy is viewed as working effectively when children form their own identity, they feel safe and supported, and experience a sense of belonging. Secure, respectful, and reciprocal relationships are formed and developed between all parties associated within our Centre.

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Source

- Early Years Learning Framework
- ECA Code of Ethics
- Revised National Quality Standards

Record of Policy Adoption and Amendment:

Version	Date	Details	Author	Next Review Date
1.0	16/4/18	Policy developed	Trish Cook	May 2020
1.1	May 2020	Addition of 6.2.2 to NQS		May 2022
1.2	31/7/23	Regulations on top and acknowledgement. Added adjustments to staff interactions with children and interactions which support families.	Michelle and Pamela	31/7/24