

# Child Safe Environment: Interaction with Children

Policy/Procedure Number: C 6

Policy/Procedure Requirement: National Quality Standards 1 & 5; Regulations 155, 156 & 168

## Policy Statement

Relationships that are responsive, respectful and promote a sense of security and belonging should be established and maintained with children in FDC. Positive, supportive and individualised relationships with adults enhance and integrate the social, emotional, cognitive and physical development of young children.

## Rationale

The manner in which adults interact with children is significant to the child's development and growth. Of particular relevance are behaviour management practices. It is well accepted that physical and humiliating punishment has negative consequences for children and that a warm, attentive atmosphere enhances children's ability to be responsible for their actions and build their self-esteem, sense of confidence and self-worth.

## Strategies and Practices

The Service will take all reasonable steps to ensure that education and care to children is provided in a way that each child's agency is promoted, and:

- **Encourages the children to express themselves** and their opinions
- Allows the **children to undertake experiences** that develop self-reliance and self-esteem
- Maintains at all times the **dignity and rights of each child**
- 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

The Service believes punishment is inappropriate as a behaviour management technique. **No child is to be subjected to any form of corporal punishment, immobilisation or any other frightening or threatening technique.** FDC Educators shall ensure that all people in contact with FDC children behave in a non-aggressive manner.

## The Coordination Unit will:

- Support Educators and families to encourage positive interactions
- Participate in Professional Development
- Develop guidance strategies with Educators that demonstrate respect and understanding of individual children
- Provide Professional Development and/or information for Educators and families on effective communication skills that help build quality supportive relationships

- Role model respectful and positive interactions with the children that convey to the children that they are valued and competent learners
- Have caring, equitable and responsive relationships between themselves and children

#### **Educators will:**

- Use best endeavours to build positive, respectful and equitable relationships with children that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains at all times the dignity and rights of all children
  - gives each child positive guidance, and
  - has regard to the family and cultural values, age, physical and intellectual development and abilities of each child being educated and cared for by the service
- Use best endeavours to ensure the atmosphere of the FDC is relaxed and happy
- Engage with each child in meaningful open interactions that support the acquisition of skills for life and learning
- Ensure routines such as meal times, toileting, nappy change and rest times are relaxed, unhurried and are used for positive interactions with individual children
- Show an interest in, participate and treat respectfully children's play and projects and actively engage in children's learning and share decision making with them
- Interact with each child in a warm, responsive manner to build trusting relationships
- Respond to children's efforts to communicate sensitively and appropriately supporting the child to feel safe, secure and confident
- Support each child to work with, learn from, and help others through collaborative learning opportunities
- Support each child to manage their own behaviour, respond appropriately to the behaviour of others and to communicate effectively to resolve conflict
- Respond positively and respectfully to children's comments, questions and requests for assistance
- Share information with families regularly in a constructive and confidential manner about children's interactions
- Create opportunities for children to be independent and self-reliant, to work through differences, learn new things and take calculated risks
- Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status
- Support children through periods of change
- Participate in Professional Development



**Parents/Guardians Will:**

- Develop supportive relationships with Educators, Family Day Care Staff, each other and children
- Share relevant information with Educators and staff regularly
- Interact with all children in the Educators home in an appropriate manner
- Role model effective communication skills to their children

**Day-to-Day Service Management of Health and Safety Policies**

- Reviewed quarterly and as required

**Resources and Further Readings**

- Education and Care Services National Regulations
- Education and Care Services National Law Act 2010
- ACECQA National; Quality Framework Resource Kit [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Childcare Service Handbook 2013-2014

**Related FDC Policies, Procedures & Documents**

- Professional Development Calendar for Educators and Staff

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