



Interactions with Children Policy

NQS

QA2	2.3	Every child is protected
QA5	5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults
QA6	6.2	Families are supported in their parenting role and their values and beliefs about childrearing are respected

Regulations

Regs	155	Interactions with Children
	156	Relationships in Groups

Aim

The kindergarten aims to develop responsive, warm, trusting and respectful relationships with each enrolled child through taking the time to genuinely listen and talk with children and their families.

Educators relate to the children, their families, and to each other, in a friendly, caring and sensitive manner, valuing each individual and the unique contribution they make.

The kindergarten aims to create an environment in which children feel they are valued members of their community, and in which their sense of belonging and wellbeing is supported.

Educators will achieve this through providing consistent emotional support that will nurture the development of children's self-esteem and assist them to acquire the skills and understandings they need to interact positively with others.

Implementation

Nurturing positive interactions with children

- As each child arrives at the kindergarten they will be greeted by an educator/staff member.
- Educators will be supportive and encouraging and engage in one to one and small group communications with children in a friendly, positive and respectful manner.
- Educators create a relaxed and happy atmosphere in which children experience equitable, friendly and genuine interactions with all educators, the nominated supervisor/coordinator, and other staff members at the kindergarten.
- Educators instigate many playful social interactions with children including conversations, songs, rhymes, finger plays, sharing books or stories.
- Educators respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will (where possible) use the child's own language, communication styles and culture to enhance their interactions.
- Educators assist children to learn to communicate and interact positively and cooperatively with their peers through modelling appropriate communication and responding positively to children at all times.
- Educators encourage children to communicate their own ideas in a respectful and courteous way, and will respond appropriately to children's non-verbal cues.
- Educators show empathy, respect and understanding when communicating with children and model this in their interactions with adults.
- Educators are responsive to children's feelings , and support them to feel safe, secure and understood..
- Educators Interact with children during meal times in a relaxed, which the enjoyment of foods and the social aspect of meal times is promoted.
- Educators are genuinely interested in each child's own interests and needs, and take the time to fully understand what children are doing or saying, listening to their responses and asking open ended questions.
- Children are encouraged to share their feelings or thoughts, and express different viewpoints about matters that affect them.
- Educators share humour with children and are playful and friendly in their interactions.
- Educators respect children's desire not to engage in conversations or interactions at certain times or for particular reasons.

Involving children in decision making

- Educators will acknowledge children's thoughts, ideas, feelings and choices.
- children will be encouraged to make decisions about:
 - the experiences or activities they would like to do;
 - the materials and resources they would like to use and how they would like to use them;
 - where they would like to play (i.e. indoors or outdoors);
 - who they want to play with, or whether they wish to play on their own.

Encouraging families to share information about the child

- Educators will use information gained from families to enhance their interactions with children and continue to build children's sense of wellbeing and belonging.
- Educators will encourage families to share important information about their child through:
 - initiating regular on-going communications with families in a manner that promotes the development of meaningful relationships that are based on mutual respect, trust and understanding;
 - encouraging families to share their thoughts, ideas, questions and concerns, and promoting supportive partnerships between families, educators and the kindergarten;
 - treating all families equitably.

Educator/staff communications with each other

- The kindergarten recognises that the way educators/staff interact with each other has an effect on the interactions they have with children and families.
- Educators will role model warm and supportive interactions as they interact with each other.
- Educators will convey mutual respect and recognition of each other's strengths and skills through:
 - recognising each other's strengths and valuing the different work each does; working collaboratively to reach decisions which will enhance the quality of the education and care at the kindergarten;
 - welcoming diverse views and perspectives;
 - working together as a team and engaging in open and honest communication;
 - respecting each other's feelings;
 - developing and sharing networks and links with other agencies;
 - working collaboratively and positively and using each other's knowledge and expertise to work effectively together.

Source

Adapted from the PSC Alliance IPSP Policy on Interactions with Children.

Review

This policy will be reviewed on a 3 yearly basis by the kindergarten staff and the Governing Council.