



Child Care – Interactions with Children Policy

Blackburn North Neighbourhood House - Inc A0009540J

Policy:

Blackburn North Neighbourhood House (BNNH) programs for children are based on positive, reciprocal relationships, where all children, families and educators may experience:

- A strong sense of safety, security and 'belonging' through warm, welcoming environments
- Guidance to help children develop a positive self concept.
- The time and space to enjoy 'being' in the present and to explore what it is to live and learn with others
- Encouragement and support to be curious, to wonder, to collaborate and cooperate, to explore and ask questions, nurturing them to learn and grow with confidence
- Respectful relationships, opportunities to interact and responsive engagement between children and educators, families, volunteers and students.

Principles

BNNH:

- Values and nurtures the uniqueness of each child. We will listen to children and include them in decision making.
- Respects the primary role of families. Our partnership with families will inform our interactions with children.
- Responds to the specific needs and interests of each child.
- Ensures all interactions with children are professional and ethical (and adhere to the Code of Conduct).

Scope

This policy applies to all staff, families, students and volunteers engaged in the childcare setting at Blackburn North Neighbourhood House.

Procedures:

- Work in partnership with each child's parent/guardian to exchange information about children's strengths and to develop strategies to support children to acquire skills and knowledge to help them develop trusting relationships with others.
- Use written observations of each child to help understand the child's interests and needs, to further strengthen relationships with each child. This documentation will also inform and guide discussions with children and their parents/guardians to support children's continued learning and development, in particular, their social and emotional growth.
- Educators will collaborate with other professionals such as Maternal & Child Health Nurse and/or the Preschool Teacher, as required.
- Encourage children to express themselves and their opinions whilst facilitating care and respect for the thoughts and feelings of others.

- Enable children to undertake experiences that develop self-reliance and self-esteem.
- Display regard for family and cultural values, age, and physical and intellectual development and abilities of each child.
- Respond sensitively to each child's temperament, communication strategies and emotional cues.
- Develop and maintain relationships with children that are responsive, respectful, and equitable and promote children's confidence, sense of security and belonging.
- Respond to children in ways that strengthen their sense of agency and self-efficacy.
- Support each child to build and maintain sensitive and responsive relationships with other children and adults.
- Create a learning environment where children are encouraged to explore, imagine, create and engage in learning.
- Be thoughtful, deliberate and purposeful in interactions with children, moving flexibly between child initiated/directed play and learning; guided play and learning; and adult led learning.
- Support children's acquisition of skills and knowledge for life and learning by encouraging children to express themselves and their opinions and by scaffolding children's learning.
- Support each child to work with, learn from and help others through collaborative learning opportunities.
- Create a community of care, supporting each child to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
- Provide children with positive guidance and encouragement toward acceptable behaviour, with clear expectations about their behaviour and, when necessary, set clear and appropriate limits that are sensitive to children's perspectives.
- Provide meaningful feedback and acknowledgement to children.

Guidance techniques that are used with the children include:

- Staff acting as role models of appropriate behaviour
- Arranging the environment and routines to enhance the learning of acceptable behaviours
- Staff using descriptive praise to recognise children's efforts – positive feedback
- Planning the daily schedule in such a manner as to allow the children a successful mixture of choice and structure
- Anticipating and eliminating potential problems
- Encouraging parents/caregivers to discuss any concerns with child care staff.

When unacceptable behaviour is occurring, the staff use a range of strategies including:

- Planned ignoring (for behaviour that is attention seeking)
- Redirection (substituting a positive activity for a negative activity)
- Distraction (changing the focus of the activity or the behaviour)
- Active listening (to determine the underlying cause of the behaviour)

Our program believes in the importance of parents and staff working together to problem solve and remedy persistent behavioural issues such as biting or repeated aggression towards others. If a child appears to be unusually motivated to engage in negative behaviours, parents will be consulted, as we endeavour to help all children to develop safe and appropriate ways of interacting with others and with the environment.

In extreme cases when consultation and intervention has failed to resolve the situation, and the Committee of Management believes the repeated behaviours risk the emotional and/or physical wellbeing of others in the childcare setting, the Committee of Management reserves the right to exclude a child from care.

Roles and Responsibilities

Committee of Governance	Accountable for: - ensuring policy and procedure implementation
Manager	Responsible for: - supporting educators to provide a safe and secure environment through resourcing and professional learning - provide specific resources to educators working with a child/ren who require extensive support with self-regulation.
Educators	<ul style="list-style-type: none"> - Provide a safe and secure learning environment where children are challenged and their emotional needs are supported and met. - Reflect on their practice and seek guidance, direction and professional learning to increase their knowledge, expertise and improve their practice. - Collaborate with children's families and other professionals to inform their understanding of children so that their interactions with each child are meaningful and support the child's continued learning and development. - Always demonstrate respect for children by maintaining the dignity and rights of every child. - Create an emotional environment that is nurturing and accepting of everyone.

Relevant Legislation/Guidelines

- Education and Care National Regulations: Regulations 155, 156, 168 Child Wellbeing and Safety Act 2005.
- Charter of Human Rights and responsibilities Act 2006
- Guide to the Education and Care Services National Law 2010 and education and Care Services National Regulations <https://www.acecqa.gov.au/sites/default/files/2020-01/Guide-to-the-NQF.pdf>

Adopted by the Committee of Governance

Signature:	
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Position:	Chair
Date:	16/4/2021
Review Date:	