



## Interactions with Children Policy

**Link to National Quality Standard:**

<b>5.1</b>	<b>Respectful and equitable relationships are maintained with each child</b>	5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included 5.1.2 The dignity and rights of every child are maintained
<b>5.2</b>	<b>Each child is supported to build and maintain sensitive and responsive relationships</b>	5.2.1 Children are supported to collaborate, learn from and help each other 5.2.2 Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

### Rationale

**a) Children develop social and emotional skills through secure relationships with trusted adults**

All children need a sense of connection with others to support the development of their identity and social and emotional competence. From birth, children begin to explore how the social world works. Exploring and learning to socialise appropriately with others, and to manage feelings, behaviours and responsibilities is a complex process. When educational leaders, co-ordinators and educators take a positive, strengths-based approach to guiding children's behaviour, they ultimately empower children to regulate their own behaviour and develop the skills needed to interact and negotiate effectively with others. (Guide to the National Quality Framework, ACECQA)

**b) Social and emotional development supports children's learning**

Children's social and emotional development is fundamental to learning. When children have a strong sense of identity and belonging they are able to engage fully with the learning environment. When children are calm and focused, they can attend to new information, integrate information and apply it to new contexts. In this way, self-regulation and resilience, the cornerstones of emotional maturity, are at the heart of children's learning ability. (Australian Early Development Census 2018)

**c) In early childhood, children develop social and emotional skills through play.**

Play helps support a child's emotional development, as it ... allows them to play out situations which may be frightening or exciting to them, assisting them to recognise and regulate a variety of emotions in different situations. These experiences can then be drawn upon in real life situations later in life, providing the child with a sense of control and understanding. (Australian Early Development Census 2018)

### Strategies, Practices and Procedures

To encourage a sense of belonging, educators will:

- Greet children and families warmly on arrival.
- Ensure that families are supported to engage with the service from enrolment (i.e. that they have sufficient information about what to bring, how to sign in and out, educators' names and roles and communication channels).
- Ensure that children have a place for their belongings and that children's names and photos and/or artwork are displayed.

To build secure relationships, educators will:

- Use a warm tone of voice.
- Use a friendly facial expression and show interest in children's ideas.
- Make eye contact.
- Get down to children's level.

To support children's social and emotional development, educators will:

- Provide opportunities for children to develop concepts of fairness, justice and inclusion within the curriculum, for example through story books or in the context of children's play.
- Name and accept children's feelings.
- Provide experiences which meet individual children's sensory needs.
- Help children solve conflicts with peers by suggesting possible actions.
- Give specific, positive feedback when children use strategies to regulate their emotions and/or manage conflict.
- Use strategies learnt at the BSEM training relating to co-regulation (being with the children to help them regulate, use positive primers, the Breathe Space, naming feelings for children).

To extend children's learning through interactions, educators will:

- Hold extended conversations and engage in sustained shared thinking with children.
- Tune in to children's feelings and interests.
- Listen attentively and use wait-time to encourage communication.
- Create play environments based on children's strengths and interests.
- Engage in collaborative critical reflection to develop a curriculum that is engaging, relevant, challenging and developmentally appropriate.

In response to unsafe, unkind, unfair or destructive behaviour, educators will:

- Redirect or change the play environment to make play safer and explain and discuss these changes with the children.
- State expectations positively (e.g. 'walk inside' rather than 'don't run').
- Help children realise the consequences of their behaviour and when they are calm, invite them to engage in helping behaviours.
- Help children understand why their behaviour was inappropriate, e.g. it might be unsafe or unfair/upsetting to others.
- Be available to children when they report inappropriate behaviour (i.e. follow up concerns rather than dismissing them).
- Tune in to their own feelings and ensure they are calm and regulated before responding to children.
- Remain close to children who are distressed or dysregulated so they see that a trusted adult is available to support them when they are ready.
- Reflect with colleagues and families on the reasons for specific behaviours and consider strategies such as modifying routines, environments, curriculum and staffing and making referrals to relevant service providers.
- Fill out incident forms where needed.

Signed: \_\_\_\_\_  
Governing Council Chairperson                      Director

Date: \_\_\_\_\_

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