

INTERACTIONS WITH CHILDREN PROCEDURE

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| Policy Hierarchy link | Children (Education and Care Services National Law Application) Act 2010 Education and Care Services National Regulations 2011: 155-156, 168(2)(j) National Quality Standard: 5.1 & 5.2 | | |
| Responsible Officer | Vice-President, University Services | | |
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| Superseded Documents | | | |
| File Number | Contact the Records & Archives Office . | | |
| Associated Documents | Anti bias, social justice, inclusion and diversity procedure | | |
| Version | Authorised by | Approval Date | Effective Date |
| 2.0 | Early Years Management | 7 April 2015 | 7 May 2015 |

1. Purpose and Scope

A positive atmosphere and the wellbeing of children within the Centres is promoted through attentive care and respectful interactions. Emotional and social well-being is enhanced through the development of thoughtful and secure relationships.

Relationships that are built on respect, fairness, co-operation and empathy are given the opportunity to develop these qualities themselves. When children experience positive interactions they develop an understanding of themselves as significant and respected and feel a sense of belonging.

Interactions with children will:

- promote a safe, secure and nurturing environment;
- be authentic and responsive;
- be based in fairness, acceptance and empathy;
- demonstrate respect the individual, culture, rights and community .

2. Definitions

3. Procedure

3.1 Responsibilities of Nominated Supervisor and Educational Leader

1. Guide professional development and practice to promote interactions with children that are positive and respectful;
2. Establish practice that ensures interactions with children are given priority and those interactions are authentic, just and respectful.

3.2 Responsibilities and practices of Educators and Staff

1. Respond to children's communication in a just, considerate and consistent manner;
2. Respond sensitively to children's attempts to initiate interactions and conversations;

3. Initiate one to one interactions with all children. This will be a part of the daily routine for all children.
4. Engage in respectful and meaningful conversations with each child throughout the day;
5. Support children's efforts, assisting and encouraging as appropriate;
6. Support children's secure attachment to significant adults through consistent, warm and nurturing relationships;
7. Support and encourage children's expression of their thoughts and feelings;
8. Listen to and suspend judgement during all conversations
9. Engage in conversations with children in a manner that stimulates curiosity and facilitates learning;
10. Encourage children to make choices and decisions;
11. Support children's developing peer relationships;
12. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
13. Respect and embed principles of social justice in practice;
14. Critically reflect on interactions and relationships.

4. Review & History

5. Acknowledgements

DEEWR (2009). *Belonging Being and Becoming: The Early Years Learning Framework for Australia*.

https://docs.education.gov.au/system/files/doc/other/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf

Last accessed 14/4/15

National Quality Standards: 5.1 & 5.2

Appendix A: History

The authorisation and amendment history for this document must be listed in the following table. Refer to information about [Version Control](#) on the Policy website.

| Version | Authorised by | Approval Date | Effective Date | Sections modified |
|---------|--|------------------|------------------|-------------------|
| 1.0 | Vice President, University Services | 11 November 2013 | 11 November 2013 | |
| 2.0 | Early Years Management | 7 April 2015 | 7 May 2015 | |
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