

## INTERACTIONS AND RELATIONSHIPS WITH CHILDREN POLICY

### AIM

Educators and Consultants at Holistic Approach Family Day Care Scheme are intentional, purposeful and thoughtful in their decisions and actions. We aim to ensure that all relationships are safe, supportive and secure. Educators/ staff engage in reflective practice as a form of ongoing learning that involves engaging with questions of philosophy, ethics and practice. Educators/staff aim to ensure that all interactions with children are positive and conducive to their wellbeing, which convey mutual respect, equity and recognition of each child's strength and skills. Positive peer interactions are encouraged and observed. This interaction is encouraged between all children who attend the Education and Care Service. The mixing of age groups is accepted and encouraged and configured to provide for each child's comfort and to minimise the risk of overcrowding, while providing adequate supervision

### IMPLEMENTATION

#### **Educators/Staff to Children interaction:**

- Relationships that are responsive, respectful and promote children's sense of security and belonging, allow them to explore the environment and engage in learning.
- Educators/staff need to communicate closely with parents/guardians to determine how individual children indicate their needs, such as: hunger, toileting, tiredness, and emotions (happiness, sadness, frustration).
- Tantrums can occur as a way of releasing frustration. Educators/staff must allow a child to calm down and then reassure the child. The Educator/staff member can simply discuss what has happened with the child and then give an alternative behavior. For example: "If you are being hurt, next time come and tell me".
- A toddler's need for emerging independence should be encouraged where possible, Educators/staff can utilise routine activities to initiate meaningful interactions.



- Most toddlers' have a need for affection and reassurance. Toddlers can often become frustrated and are affected by separation from family. Educators need to be responsive to this in ways appropriate to each individual family.
- Preschoolers may appear very sure of themselves at times, however, we all need affection and reassurance. Educators should interact appropriately to meet the needs of individual children.
- Conversations should be two way, and Educators should show children their ideas and comments are valued, respected and supported.
- Educators should build a rapport with each child and family. This can be achieved by taking the time to get to know each child well. Asking open ended questions that encourage communication about the children's interests and family events. To develop a strong sense of belonging and connection with children and families it is also important to share your interests and important events in your family's life.
- Allow time to talk to parents/guardians as they can provide valuable information about their child's culture, family life, likes/dislikes, child rearing practices and interest. Educators will support the home language with children who have English as the second language.
- Use positive guidance. Tell children what you want them to do – "We walk inside" rather than "no running".
- Conflicts or challenging behaviors will be monitored during play and the educator will support interactions with the children.
- Regular opportunities for peer and small group interactions are available throughout the routine.
- Providing children with an opportunity to develop a strong sense of agency is highly valued. This can be achieved within the environment by allowing the children to be apart of the decision-making process around planning experiences for the day or week.
- Being attentive and thoughtful with your interactions to all children, at all times gives a sense of belonging and respect. A look or smile and encouragement is all children sometimes need to reassure them they are being noticed and valued without having them having to resort to attention seeking behavior.
- Educators will extend and plan experiences on the children's individual and shared interests to encourage collaborative learning opportunities.



- Educators should be honest in showing their feeling in an appropriate and positive way. If educators are feeling frustrated, ill or getting impatient, they should be able to discuss these feelings with the children in a non-threatening way. Use 'I' messages to explain your concerns these honest conversations allows you to role model self-control and encourages the children to name their feelings and find a way to work through emotions.
- Relationships are relaxed, and routines should be unhurried, ensuring that routine is flexible enough to allow spontaneous opportunities and meaningful conversations to sit and talk with the children including mealtimes.
- Children are encouraged and supported to seek new challenges and develop a sense of independence and agency.
- When babies and toddlers are in care, educators will respond to their communication efforts and personal care routines in an enjoyable manner both verbally and non-verbally.
- Support will be given to children with additional needs, by using appropriate techniques and resources and networking with support agencies while working collaboratively with families.
- Educators will promote a sense of community.

### **Children to Children interaction:**

Educators will support and encourage children to:

- Build and maintain sensitive and responsive relationships with other children and adults.
- Verbalise feelings and support play ideas and interests.
- Listen to other children and respect their decisions
- Show respect for others and celebrate their success
- Promote children's sense of belonging, connectedness and wellbeing
- Develop good social skills.
- Accept others of different culture, race and religion.
- Be co-operative.
- Have good relationships with each other.
- Share experiences.
- Show acceptance of routines.

- Seek help when frustrated.
- Interact with other children.
- Contribute to activities and participate.
- Respond to positive discipline practice.
- Feel comfortable with themselves.
- Respect other children's space and privacy

Legislative Requirements / Sources:
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Education and Care Services National Regulations.  
 Education and Care Services National Law Act 2010  
 Guide to Education and Care Services National Law and Regulations 2011  
 National Quality Standards QA5

Review Process:

Version:	Review Date:	Person responsible:
1	January 2014	Tracey Yeomans
2	January 2017	Lucinda Stott
3	May 2018`	Tracey Thomas
4	May 2019	Rachel Fraser

This policy is the intellectual property of Holistic Approach Family Day Care Scheme and is created with consultation of staff and families attending the service.

This policy will be reviewed as required.



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APPROACH DC

This policy is available in other languages upon request.