



INTERACTIONS WITH CHILDREN & FAMILIES POLICY

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.



EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups

RELATED POLICIES

Arrival and Departure Policy Code of Conduct Policy Educational Program Policy Enrolment Policy Social Media Policy	Privacy and Confidentiality Policy Grievance Policy Supervision Policy
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PURPOSE

We aim to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our preschool philosophy and the *Early Years Learning Framework*. Staff will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported.

SCOPE

This policy applies to children, families, staff, management, and visitors of the Preschool.

IMPLEMENTATION

In order to build and maintain positive and respectful relationships with children, families and Educators of our Preschool will adhere to our philosophy and the Early Childhood Australia Code of Ethics to guide:

Interactions with Children

Children need positive relationships and interactions with teachers and educators that are respectful and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging.



ALL STAFF WILL:

- create a welcoming and relaxed environment in which children experience equitable, friendly and genuine interactions with all staff
- role-model appropriate language and behaviour
- support children in being and becoming aware of their own feelings as well as the feelings of others
- encourage children to treat all other children with respect
- provide children with the opportunity to express themselves and their opinions
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively
- respect the rights, dignity and agency of children
- speak to children in a positive manner at all times, promoting respect, tolerance, inclusion and empathy. This includes tone and non-verbal cues
- engage in meaningful, open interactions that support the acquisition of skills for life and foster a love of learning
- respect each child's individuality and respond sensitively and appropriately to children's efforts to communicate
- support and encourage children to use appropriate language in their interactions with others
- extend upon children's interests and ideas through open ended questions and discussions. Children's interests and ideas are supported and made visible in observations, reflections, and programming.
- communicate with children by getting down to their level when possible, using appropriate eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of children and their family are considered and respected
- ensure that no child is ever isolated for any reason other than for their own safety or that of other children. During this time, they will be under adult supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities



Interactions with Families

Effective communication is key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Teachers and educators engage in positive and open communication with families in order to create a responsive and inclusive environment for children, staff and families. Interactions with families help to inform staff's knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

ALL STAFF WILL ENSURE:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language where possible
- families are asked to identify a preferred method of regular communication with the preschool (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner
- they attempt to learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
- common terminology (not jargon) is used when talking to parents regarding their child's development
- privacy and confidentiality are respected at all times and information about another child or family is never discussed with a parent or visitor
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and staff at the preschool
- the advice and opinion from other professional experts is requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs
- verbal communication is always open, respectful and honest
- families are provided with up-to-date service information and notices
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the preschool and children



SOURCE

Australian Children's Education & Care Quality Authority. (2014).
Child Australia *Cultural Connections Booklet*. (2017).
Early Childhood Australia Code of Ethics. (2016).
Australian Government Department of Education, Skills and Employment (2009) *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*
Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
Guide to the National Quality Standard. (2020)
Privacy and Personal Information Protection Act 1998 (Cth).
Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED	April 2022	NEXT REVIEW DATE	April 2023
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