

## 6.4 INTERACTIONS WITH CHILDREN POLICY

### Introduction

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. Developing, trusting, and respectful relationships with children promotes their wellbeing, self-esteem and sense of security. Positive interactions between educators/staff and children can empower children to feel valued, competent and capable. Actively engaging in children's learning and decision-making during daily routines and activities can stimulate children's thinking, enrich their learning and encourage them to explore and manage their feelings and behaviour.

### Related Documents

The policies contained in this section regarding interactions with children at the service meet the following requirements:

#### National Quality Standards (NQS)

##### Quality Area 4: Staffing Arrangements

Standard 4.1	Staffing Arrangements	Staffing arrangements enhance children's learning and development
Element 4.1.1	Organisation of Educators	The organisation of educators across the service supports children's learning and development

##### Quality Area 5: Relationships with Children

Standard 5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
Element 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
Element 5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
Standard 5.2	Relationship between children	Each child is supported to build and maintain sensitive and responsive relationships
Element 5.2.1	Collaborative learning	Children are supported to collaborate, learn from, and help each other
Element 5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

##### Quality Area 6: Collaborative partnerships with families and communities

Standard 6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
Element 6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
Element 6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share in

		decision-making about their child's learning and wellbeing.
Element 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.
Standard 6.2	Collaborative partnerships	<b>Collaborative partnerships enhance children's inclusion, learning and wellbeing.</b>

## Relevant Legislation

---

<b>Education and care Services National Law (WA) Act 2012</b>	
165	Offence to adequately supervise children
165A	Offence relating to children leaving the education and care premises unauthorised
166	Offence related to appropriate use of discipline
167	Offence relating to protection of children from harm and hazards
168	Offence related to required programs
169	Offence relating to staffing arrangements

<b>Education and Care Services National Regulations 2012</b>	
99	Children leaving the education and care service premises
155	Interactions with children
156	Relationships in groups

### 6.4.1 Child Supervision Policy

#### 1. Purpose and Scope

---

Joondalup Family Centre must take all reasonable steps to ensure that we provide education and care to children with opportunities to interact and develop respectful positive relationships.

This policy applied to Educators/staff visitors, Educators/staff members, parents, children (including visiting children) and volunteers.

#### 2. Policy

---

Best endeavours are made to build positive, respectful and equitable relationships with children that are maintained in a way that: encourages children to express themselves and their opinions; allows children to undertake experiences that develop self-reliance and self-esteem; maintains at all times the dignity and rights of all children; gives each child positive

guidance; and has regard to the family and cultural values, age and physical intellectual development and abilities of each child being educated and cared for by the service.

Joondalup Family Centre Educators/staff are required to provide adequate supervision of all children in their care. It is of paramount importance that our Centre always ensures the safety of all children in care.

### 3. Procedures

---

- **Adequate Supervision**

Educators/staff are responsible for the direct supervision of children. Each child will always be within sight and/or hearing of Educators/staff children are in care. Play areas and furniture will be arranged to meet this requirement.

Educators/staff will be alert to, and aware of, any potential hazards and risks of injury to children and will implement strategies to improve the children's safety. Daily safety checks of the area will be conducted, and any hazards will be removed prior to the children attending.

Educators/staff will develop a routine to support the supervision and safety of children during delivery and collection times, educator toilet breaks and lunch times.

Access areas like doors and gates will be closed at all times to prevent children leaving the service unaccompanied or from accessing unsupervised areas.

All the above procedures apply except in an emergency that is life threatening. If it is a life-threatening situation, Educators/staff may call upon the assistance of a responsible adult to supervise the children.

- **Educator to Child Ratio, Including Non-Enrolled Children on The Premises**

Educators/staff service will ensure at all times that the ratio's for Adult to children in care are compliant with the current Education and Care Services National Regulations, 2012, and the Education and Care Services National Law (WA) Act, 2012.

Each session is licensed for 20 children aged between 2 years – 5 years. Educators/staff will be staffed at all times in line with ratios as outlined below:

WA Room Ratio's	
Birth to 24 months (2 years)	1:4
Over 24 months (2 years) and less than 36 months (3 years)	1:5
Over 36 months (3 years) up to and including preschool age	1:10
Over preschool age	1:13

In Western Australia, the maximum number of children may be exceeded because a child or children are being educated and cared for in an emergency. There is no requirement that, where two or more children are being educated and cared for, they need to be from the same family.

- **Attendance Record**

Joondalup Family Centre maintains accurate records detailing attendance of each child at the Centre including their name, time of arrival, time of departure.

## **4 Document History**

---

<b>Record of policy development</b>		
<b>Version</b>	<b>Date approved</b>	<b>Date for review</b>
2014.1	30/06/2014	6/2015
2015.1	30/06/2015	6/2016
2016.1	30/06/2016	6/2017
2017.1	26/07/2017	8/2018
2018.1	1/08/2018	8/2019
2019.1	26/08/2019	8/2020
2020.1	26/09/2020	9/2021

### **6.4.2 Positive Behaviour Guidance Policy**

#### **1. Purpose and Scope**

---

Joondalup Family Centre provides a space for children to be physically and psychologically safe, gradually guiding them to communicate needs verbally, and developing independence skills without the use of aggressive or destructive behaviour to resolve conflict to meet their needs. Our priority is for children to learn self-control so they can be responsible for their own behaviour. This will lead to responsible, happy and healthy adults.

#### **2. Policy**

---

Educators/staff encourage children to express their feelings in appropriate ways that do not harm others or property. Educators/staff will respect children's rights and support them to develop to their full potential by encouraging acceptable social skills and allowing them to resolve conflicts using positive behaviour. Educators/staff will support the children in their efforts to regulate their energy to be appropriate to the task to be undertaken.

Educators/staff employ three aspects to develop positive behaviour:

- A positive and supportive learning environment
- Strategies for building and strengthening positive behaviour
- Strategies for decreasing undesired behaviours

### 3. Procedures

---

#### **Educators/Management will:**

- gather information from families on enrolment covering concerns about their child's learning, development, or behaviour. This information will be used to engage children in experiences that support children to develop and practice their social and decision-making skills. Continue to collaborate with families in managing ongoing behavioural issues.
- develop partnerships with local schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.
- provide children with the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- acknowledged children when they make positive choices in managing their behaviour.
- Positive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour. In addition, we will implement strategies educating children about behaviour limits and the consequences of inappropriate behaviour.
- Excessive behaviour is managed and communicated with families.
- Support educators continuously enhance their skills and knowledge in guiding children's behaviour.
- A Strategic Inclusion Plan (SIP) is developed with local support agencies as required for individual children.

#### **Educators will:**

- encourage individual social development in each child and assist with developing self-control and understanding other feelings.
- Actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others.
- respond to and acknowledge children's emotions such as happiness, anger, sadness, anxiety, frustration, and fear.
- At all times provide positive role-modelling in their dealings with children, other educators and staff, and families.
- Guide children's behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.

- Talk calmly with children about the consequence of their actions, and the reason for rules.
- Use positive guidance through redirection. In the instance of adverse behaviour being persistently observed, Educators will evaluate their program, room set up, supervision etc. to reflect on triggers and sources of inappropriate behaviour.
- Role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds, ages, and genders.
- Implement “Time with” an adult, which will be used when all other strategies (above) have been exhausted. “Time with” allows children time to reflect on their actions, assisting in fostering self-discipline and to acknowledge that there are consequences to actions. “Time with” will occur under the supervision of other Educators.
- Take into consideration the child’s past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence.
- Be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour.
- Ensure all strategies being implemented are appropriate to the child's age and developmental capacity.
- Adapt a positive approach, excluding cruel, harsh, humiliating, or demeaning actions.
- Consult with industry professionals to support individual children within the Service as required and implement strategies within the program to benefit all.
- Commit to professional development and keep up to date with industry information regarding behaviour management.
- Re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching, or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an Educator will remove the child from the harmful situation.
- Complete a 'Behaviour Incident Report' with each incident that occurs. Families are to be notified where and will be required to read and sign in an instance where a child or children's safety has been jeopardised.
- Continue observing the child, where a similar incidence occurs three times the child’s parents and Educators will meet to discuss the behaviour of concern as they assist in creating a Strategic Inclusion Plan (SIP) to support the child in the environment.

- Be sufficiently informed, trained and supervised to implement the Strategic Inclusion Plan (STP) created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child.
- Exchange information with families about behaviour guidance which is encouraged both on an informal and more formal basis, such as parent interviews and through newsletters.
- Support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules.
- Provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns.
- Encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations.
- Listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions.
- Guide children to remove themselves from situations where they are experiencing frustration, anger, or fear.
- Support children to negotiate their rights and rights of others and mediate perceptively when children have trouble in resolving dissimilarity.
- Learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills.
- Work with individual families and professional agencies to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- Use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them.
- Remain calm, respectful, and tolerant as they encourage children who are strongly expressing distress, frustration, or anger.
- Guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour.
- Inform families of behaviour concerns the Service may have with their child daily, ensuring that positive aspects of the day are also communicated.

**Families will:**

- Collaborate with Educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour.

**Children will:**

- Learn to respect the rights and needs of others by anticipating the result and consequences of their behaviour appropriate to their developmental stage.
- Be given positive guidance towards acceptable behaviour so they learn what acceptable and unacceptable behaviour is.
- Gradually develop an understanding of their actions and how their behaviour impacts on others.
- Be encouraged to use their words rather than actions to resolve conflicts.
- Build on strengthening their communication through: - Greeting others when they arrive and depart from the Service - Sharing resources - Assisting when it is time to pack away the indoor and outdoor environment - Using manners such as please and thank-you
- Learn to wait for their turn for an appropriate period of time. This will depend on age and development level.
- Learn about the feelings of others throughout the program in order to assist children to understand the consequences of their actions.
- Be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.

**Positive behaviour strategies:**

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving. Corporal punishment and unreasonable discipline are not permitted in children's services, not only because the child may be physically harmed, but also because it nearly always has detrimental effects on the child's self-esteem and feelings of security. Our Service will:

- Establish positive relationships with children.
- Empower children to use language and other forms of non-hurtful communication to communicate their emotions.
- Promote positive, empathetic relationships between children assisting them to develop respectful relationship.
- Encourage and assist children to make decisions for themselves and provide opportunities for independence and self-regulation.



- Provide clear and reasonable limits so that children know what is expected of them and follow through to help them abide by the limits.
- Model appropriate behaviours.
- Provide positive feedback and focus on children’s strengths, achievements, and abilities.
- Be understanding and supportive, acknowledging children’s emotions.
- Help children develop a sense of social responsibility, so that they become aware of the impact of their actions on others.
- Promote children’s initiative and agency.
- Discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines.
- Provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged in.
- Provide opportunities for children to explore both the indoor and outdoor environment and engage them in activities and experiences in accordance with their abilities and interests.
- Ensure there is sufficient materials and equipment.
- Implement a regular routine to support children’s positive behaviour. Routines help to provide a sense of security, so children feel settled.

## 4 Document History

---

Record of policy development		
Version	Date approved	Date for review
2014.1	30/06/2014	6/2015
2015.1	30/06/2015	6/2016
2016.1	30/06/2016	6/2017
2017.1	26/07/2017	8/2018
2018.1	1/08/2018	8/2019
2019.1	26/08/2019	8/2020
2020.1	26/09/2020	9/2021