



INTERACTIONS WITH CHILDREN POLICY

(This policy forms part of our Child Safe Environment Policies)

POLICY STATEMENT

Lennox Head Community Preschool is committed to fostering positive, respectful and responsive interactions and relationships with children that support their safety, wellbeing, learning, development and sense of belonging. The safety, rights and best interests of children are the paramount consideration in all interactions, relationships, decisions and practices.

The Preschool recognises that children develop confidence, self-esteem, communication skills and positive relationships when educators respond with empathy, respect, consistency and genuine engagement. Educators, staff, volunteers and students will create safe, supportive and inclusive environments that uphold children's dignity, agency, culture, identity and rights.

PROCEDURES

The Preschool will:

- ensure all interactions with children are respectful, responsive, supportive and child-centred
- encourage children to express themselves, communicate their ideas and participate in decision-making
- provide opportunities for children to develop self-reliance, self-esteem, confidence and independence
- maintain the dignity and rights of every child at all times
- ensure behaviour guidance practices are positive, respectful and developmentally appropriate
- ensure no child is subjected to corporal punishment, unreasonable discipline, humiliation, intimidation, isolation or inappropriate conduct
- ensure educators respond to children with empathy, fairness, consistency and understanding
- ensure children are supported to develop respectful relationships with peers, educators and others
- provide environments and experiences that support children's inclusion, agency, cooperation and social development
- recognise and respect children's individual needs, abilities, culture, language, family values and developmental stages
- actively listen to children and respond appropriately to their feelings, ideas, concerns and communication attempts
- support children to identify emotions, develop self-regulation skills and resolve conflict appropriately
- ensure children are supported to speak up if they feel unsafe, upset or uncomfortable
- ensure educators actively supervise children and intervene appropriately to maintain safety and respectful interactions
- ensure staffing arrangements and group sizes support quality interactions and relationships
- ensure routines such as meals, rest, toileting and transitions are used as opportunities for positive interactions
- support children experiencing difficulties with social interactions, communication or emotional regulation
- ensure educators model respectful communication and positive relationships at all times
- ensure interactions with children using digital technologies and online environments remain safe, respectful and appropriate

- ensure personal digital devices are not used while working directly with children unless authorised under legislation
- ensure personal devices are not used to capture, store or transmit images of children
- ensure only authorised service devices are used to capture, store or transmit images of children where parental authorisation has been obtained
- ensure all educators, staff, volunteers and students complete required child protection and child safety training
- ensure educators understand mandatory reporting obligations and procedures for responding to concerns regarding inappropriate conduct or abuse
- ensure concerns regarding children’s safety, inappropriate conduct or unsafe interactions are responded to immediately in accordance with service procedures
- support reflective practice and ongoing professional learning relating to relationships with children, behaviour guidance and child safe practices
- work collaboratively with families to support positive interactions and consistent approaches to supporting children’s behaviour and wellbeing.

ROLES AND RESPONSIBILITIES

The Approved Provider will:

- ensure obligations under the National Law and Regulations are met
- ensure children’s safety, wellbeing and rights remain the paramount consideration
- ensure interactions with children are respectful, positive and child safe

The Nominated Supervisor or Responsible Person will:

- oversee implementation of interactions with children procedures
- ensure staffing arrangements, supervision and group sizes support positive interactions and relationships
- ensure digital device requirements are followed
- ensure no child is subjected to inappropriate conduct, unreasonable discipline or corporal punishment
- ensure policies, procedures and professional development opportunities support quality interactions with children.
- support educators to implement positive, respectful and responsive practices
- ensure educators, staff, volunteers and students complete required child protection and child safety training
- ensure educators understand child protection obligations and behaviour guidance expectations
- monitor supervision, staffing arrangements and group dynamics
- support reflective practice and ongoing professional learning
- respond appropriately to concerns regarding inappropriate conduct or unsafe interactions.

Educators, staff, volunteers and students will:

- interact with children in respectful, responsive and positive ways
- always maintain the dignity and rights of children
- actively listen and respond to children’s ideas, emotions and communication
- support children’s agency, inclusion and wellbeing
- model respectful relationships and communication
- follow behaviour guidance, supervision and child safe procedures
- immediately report concerns regarding inappropriate conduct or children’s safety
- comply with digital safety and image-sharing procedures
- participate in required training and reflective practice processes.

Families will:

- work collaboratively with educators to support children’s wellbeing and behaviour
- communicate relevant information that may impact children’s emotional wellbeing or behaviour
- support the Preschool’s child safe and respectful interaction expectations
- raise concerns respectfully and collaboratively where required.

LEGISLATIVE REQUIREMENTS

- Education and Care Services National Law Act 2010
- Sections 2A, 162A, 162B, 165, 166, 166A, 168, 169 and 175A–175J
- Education and Care Services National Regulations
- Regulations 73, 84, 115, 117A, 118, 123, 126–128E, 145, 155–156, 168–172 and 179A–179B
- Children and Young Persons (Care and Protection) Act 1998
- Disability Discrimination Act 1992
- Child Protection legislation
- Work Health and Safety legislation

(Reviewed annually with NQF and QIP)

Date last amended _____

President's signature _____