



INTERACTIONS WITH CHILDREN, FAMILIES & STAFF POLICY

Related Quality Area	QA5: Relationships with Children QA6: Collaborative Partnerships with families and communities
Related Policies	Code of Conduct Policy Educational Program Policy Respect for Children Policy Student and Volunteer Policy Orientation of New Families Policy Behaviour Guidance Policy Supervision Policy Grievance Policy (Staff) Grievance Policy (Families)

PURPOSE

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 effect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

We aim to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our Centre philosophy and the Early Years Learning Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at Nightcliff Family Centre (the Centre), ensuring children feel safe and supported.

SCOPE

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

IMPLEMENTATION

In order to build and maintain positive and respectful relationships with children, families and educators of our Service will adhere to our statement of philosophy and the Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations.

Interactions with children

We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

Management and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators.
- Role-model appropriate language and behaviour.
- Support children to be aware of their own feelings as well as the feelings of others.
- Encourage children to treat all children with respect.
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions.
- Ensure children are aware of how to raise concerns or provide feedback
- Respond or report to children about how their feedback has been acted upon
- Assist the children to build resilience and self-assurance through positive interactions.
- Guide children's behaviour positively.
- Respect the rights of children.
- Support children in the early childhood environment.
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication.
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children.
- Respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions.
- Listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- Communicate with children by getting down to their level, using 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 the child and family are considered and respected.
- Ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. 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.

Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others.

Management and Educators will ensure:

- All families are treated equitably without bias or judgement, recognising that each family is unique.
- Families and children are greeted upon arrival.
- Two-way communication is established through leading by example and asking questions.
- Common terminology is used when talking to parents regarding their child's development.
- Another child or family information 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 Educators at the Centre.
- They always endeavour to seek the advice and opinion from experts (with family permission), to help with regard to a child with additional needs or support a family through resources available from the regional Inclusion Agency (ECA NT).
- They endeavour to recognise and implement several different ways to communicate with families in the family's preferred way.
- Verbal communication is always open, respectful and honest.
- Families are provided with up to date Centre information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.
- They regularly reflect on parent input into the program and make changes where necessary that will best benefit the Centre and children.
- Children are treated and programmed for as individuals.
- Any gift (including cash money) received by a family valued over \$50 is to be declared to management
- Any bribe or gift received by a family that may influence or appear to influence a decision or action is to be declined and reported to management.

Interactions with Staff and Educators

The Centre recognises that the way Educators interact with each other has an effect on the interactions they have with children and families. Educators working within our Centre are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our Centre to maintain positive relations and model the type of communication they want children to develop. Educators also need to use positive communication with families and siblings in order to create a responsive and inclusive environment for all.

To maintain professionalism at all times, Educators will:

- Engage in professional communication in order to create an effective work environment and to build a positive relationship with Educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.
- Collaborate together as a team sharing roles and responsibilities through the use of a roster where necessary.
- Be respectful when listening to each other's point of view and ideas.
- Keep up to date with current legislation to child protection including mandatory reporting
- Maintain effective communication to ensure that teamwork occurs.

- Use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team.
- Attend in-service training to update and refresh and add to individual skills and knowledge.
- Refer to the *Staff Grievance Policy/Procedure* if they feel a situation with another Educator is not being handled with professionalism, respect, and fairness.
- Recognise each other's strengths and value the different work each does.
- Work collaboratively to reach decisions which will enhance the quality of the education and care offered at the Centre.
- Welcome diverse views and perspectives.
- Work together as a team and engage in open and honest communication at all times.
- Respect each other's positions and opinions.
- Develop and share networks and links with other agencies.
- Resolve differences promptly and positively and use the experience to develop more effective methods of working together.

To enhance communication and teamwork, Management will:

- Provide new educators with relevant information about the Centre and program through a handbook, induction, and daily communication.
- Treat Educators with respect.
- Be sensitive to the feelings and needs of Educators.
- Provide constructive feedback to Educators.
- Value the role and contribution of each educator.
- Provide opportunities for all educators to have input and evaluate the program.
- Appreciate and utilise educator skills and interests.
- Provide support and assistance to Educators.
- Hold regular educator meetings.
- Use appropriate conflict resolution techniques to solve problems.
- Ensure policies and procedures are up to date regarding communication, expected behaviour and grievances.
- Provide opportunities for professional development.
- **Ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process**

To enhance communication and teamwork, Educators will:

- Maintain confidentiality.
- Treat each team member with respect.
- Be sensitive to the feelings and needs of other team members.
- Provide constructive feedback to each other.
- Trust each other.
- Value the role and contribution of colleagues.
- Appreciate and utilise colleague skills and interests.
- Provide support and assistance to each other.
- Share responsibilities.
- Have a flexible attitude towards team roles and responsibilities.
- Greet each other by name.

- Show genuine interest in the other person by using active and reflective listening.
- Communicate ideas and opinions clearly and professionally.
- Use a communication book or daily diary to pass on messages and record relevant information.
- Use appropriate conflict resolution techniques to solve problems.
- Engage in opportunities for professional development.

REVIEW

POLICY REVIEWED BY	Judy Rondon	Director	April 2022
POLICY REVIEWED	April 2022	NEXT REVIEW DATE	April 2024
MODIFICATIONS	<ul style="list-style-type: none"> • keep up to date with current legislation to child protection including mandatory reporting • Ensure children are aware of how to raise concerns or provide feedback • Respond or report to children about how their feedback has been acted upon • We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff. • We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations. 		
POLICY REVIEWED BY	Judy Rondon	Director	April 2024
POLICY REVIEWED	April 2024	NEXT REVIEW DATE	April 2026
MODIFICATIONS	<ul style="list-style-type: none"> • Annual policy maintenance • Added information about receiving gifts from families • Minor edits • Sources checked for currency and updated as required 		