



Policy No: CE-POL-014/3.2/2013

Supporting Interactions with Children

Custodian: Management
Committee

Custodian Contact:
[dl.5363.administration@schools.
sa.edu.au](mailto:dl.5363.administration@schools.sa.edu.au)

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Approved By:
Amelia Thiele
Chairperson

**On behalf of the Management
Committee.**

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Supersedes:
Supporting Interactions with
Children version 3.1

1 Purpose:

All children have the right to feel safe and to have trusting, secure relationships. All children have the right to be treated with dignity and respect, to be listened to and to have a voice in decisions that affect them. At C.a.F.E. Enfield Children's Centre we are committed to these rights for children. This policy aims to nurture and uphold respect and shared responsibility for and by all.

2 Scope:

Approved Provider (At this site we have 2 approved providers-the Management Committee & DfE)
Nominated Supervisor
Responsible Person on Duty
Educators
Parents & Children
Students & Volunteers

3 Supporting Documents:

[Centre Philosophy](#)
[ECA Code of Ethics](#)
[United Nations Convention on the Rights of the Child](#)
[Supervision of Children Policy](#)
[Keeping Safe; Child Protection Curriculum](#)
[information for families](#)

4 Policy Details:

Educators acknowledge that children's behaviour is a purposeful form of communication, and they actively support children to recognise, name, understand and manage their feelings.

When children experience relationships that are built on respect, fairness, cooperation and empathy they have the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

5 Procedures:

It is the responsibility of all educators to model consistent positive behaviours to support and guide children towards developing positive relationships. Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect & trust. In their daily interactions “educators are attuned to, and actively listen to children so that they can respond in ways that build relationships and support children’s learning, development and wellbeing” (EYLF 2023,p21).Educators draw on current theoretical knowledge and multidisciplinary perspectives (Eg Circle of Security, Marte Meo, relational pedagogy, Occupational Therapy principles) which support children’s sensory and emotional regulation.

Positive relationships we encourage are:

- Listening and responding to others
- Being inclusive and respectful of each other
- Being caring and empathetic towards others
- Engaging in positive social interaction with others and the development of friendships
- Expression of acceptance and tolerance of all differences, cultures and backgrounds.
- Resilience, confidence and persistence, supporting all to have a go, to work through problems and look for solutions
- Care and respect for the physical environment

Ways Educators can support positive relationships

- Value and support parents as their child’s first educator and respect their right to make decisions about their child. Communicate openly and respectfully about their child, and engage in shared decision-making in relation to their child’s learning, development and wellbeing
- Support and empower children to negotiate their rights in relation to the rights of others and intervening sensitively when children have trouble in resolving disagreement (NQS 5.2).
- Engage in discussions with children about responsible choices and responsibilities
- Use Fair/ Unfair, Safe/Unsafe language & visual cues when talking about behaviour
- Be clear about expectations and whenever possible, consult with children in order to formulate these expectations
- Promote an inclusive positive outlook, sense of humour, enthusiasm and fun
- Provide opportunities for children to take risks and experience achievement and allow time for practice, failure and success.
- Support children to work collaboratively with others
- Model respectful behaviour and positive language.
- Notice and name appropriate behavioural responses by children
- Plan flexible learning environments that provide a balance of quiet and active spaces, experiences to support emotional self-regulation, and that cater for the individual learning needs and interests of all children
- Use intentional teaching strategies to support the development of children’s play skills and group entry skills
- Engage in critical reflection about the curriculum, learning environments and educator’s intentional teaching strategies and the ways that these can influence behaviour and relationships.

Behaviours which are considered unfair/unsafe:

- Any behaviour which causes harm or risk to the child, other children, adults or living things
- Any behaviour which is destructive to the environment and/or equipment
- Any behaviours that places a child or others at risk of psychological harm, for example name calling, put downs, exclusion from play and bullying
- Any behaviour that is disruptive to the child's or the group's learning, for example exclusion or distracting others,
- Any other behaviour which is socially unacceptable for example spitting, yelling, intentional toileting in the play space.

Procedure for responding to unfair/ unsafe behaviour. Helping children sort out problems

- Step 1 Utilise Marte Meo techniques to use a connecting moment with the children to establish a shared understanding of events that led up to the disruption. Work calmly and collaboratively to resolve the issue, whilst acknowledging:
- a. the children's feelings- name their feelings
 - b. the developmental understandings of the children
 - c. the right to safety of all children.
 - d. these are learning opportunities for children
- Educator to remain close by to offer support if needed to support the ongoing collaborative play between the children.
- Step 2 If the unfair/unsafe behaviour continues, an educator must remain in close proximity to the children and support their play through the following:
- a. Model and scaffold appropriate play skills and
 - b. Continue to ensure the safety of all children
 - c. It may be necessary to move with the child to an alternative experience
 - d. Educators will work with their team to document concerns to develop a consistent response to these behaviours.
- Step 3 When continued ongoing unfair/unsafe behaviours occur, Educators will take observations for review to uncover the reason behind the behaviours. The Team Leader will work with the Director to share with the family/carers their concerns. If required a meeting will be set up to formulate a Behaviour Support plan for the child. This will contain agreed strategies, expectations and goals.
- In cases of continuing or serious concerning behaviours, educators with parental permission consult with available support services for advice and/or referral.

When a group of children is collectively engaging in unfair/unsafe behaviour, refer to procedure below

Procedure for responding to unfair/ unsafe behaviour (group of children)

- Step 1 Utilise Marte Meo techniques to use a connecting moment with the children to establish a shared understanding of events that led up to the disruption. Talk to the group about agreed guidelines for safe behaviour to

ensure all children understand. Educator to remain close by to the ongoing collaborative play between the children

- Step 2 If children divert from the guidelines, remind them again, with the agreed consequence highlighted.
Room teams will work together to document behaviours for discussion to develop a consistent approach/action to such behaviours.
- Step 3 When continued ongoing unfair/unsafe behaviours occur, the Team Leader will work with the Director to inform the families/carers. A meeting will be set up to formulate a Behaviour Support Plan to benefit the children. This will contain agreed strategies, expectations and goals.
In cases of continuing or serious concerning behaviours, educators will consult with available support services for advice and/or referral.

6 Related Legislation and Regulations

Education and Care Services National Regulations 2011

Reg 73 Educational Program

Reg 74 Documenting of child assessments or evaluations for delivery of an educational program

Reg 155 Interactions with children

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- (a) encourages the children to express themselves and their opinions; and
- (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
- (c) maintains at all times the dignity and rights of each child; and
- (d) gives each child positive guidance and encouragement toward acceptable behaviour; and
- (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Reg 156 Relationships in groups

- (1) The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service

Education and Care National Law Act 2010: Sections 166, 167

Education and Children's Services Act 2019 (SA)

7 Definitions of Terms:

Attuned/attunement- is being fully aware and responsive to children, comprehending their feelings and communication, such as through facial expressions, vocalisations, gestures, eye contact and body movement.

Bullying

'Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not defined as bullying.

Examples of bullying behaviour include:

- Deliberate and repeated name-calling
- Physical contact – hitting, kicking, unwanted touching
- Making sexist or racist remarks
- Spreading rumours
- Threatening someone
- Excluding someone from groups, social activities or games.

Relational pedagogy- underpins the way in which educators build trusting, respectful relationships between children, families, other educators relationships and the community.

8 References:

ACECQA, Interactions with children Policy and Procedure guidelines, 2021

Belonging, Being & Becoming, Early Years Learning framework (EYLF v2.0) 2022

Education and Care Services National regulations 2011

Department for Education Bullying prevention strategy-a community approach
<https://www.education.sa.gov.au/department/strategies-and-plans/bullying-prevention-strategy-community-approach> (accessed online 13/4/23)

Early Childhood Australia Code of Ethics

Guide to the National Quality Framework (accessed online 13/4/23)

National Quality Standard, Quality Area 5: Relationships with Children

Standard 5.1: Respectful and equitable relationships are developed and maintained with each child

Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

United Nations Conventions on the Rights of the Child

9 Reviewing Strategy and History:

Review should be conducted every 3 years to ensure compliance with this procedure

Version No.	Reviewed By	Approved By	Approval Date	Review Notes
1	Management Committee Educators Parents	Liam Fudali- Chairperson	24/7/13	Supersedes Positive behaviour guidance policy New format
2	Management Committee Educators Parents	Josephine Salisbury- Chairperson	15/6/16	Added regulations & legislation Amended wording in Purpose Minor amendments Updated referencing
3	Management Committee Educators Parents	Melissa Smithen Chairperson	15/8/18	Changed Title from "Site Behaviour Code". Changed title of Procedure sections Amended wording in Policy Details & Procedures Updated referencing

3.1	Management Committee Educators Parents	Alison Cooklsey Chairperson	19/5/21	Minor content changes Added to Regulations section Updated referencing & Review history
3.2	Management Committee Educators Parents	Amelia Thiele Chairperson	28/6/23	Major Review at Staff Development Day Minor content changes Added to Definitions Changed review period to 3 years Updated referencing & Review history

