

## Interactions with Children

### **Purpose**

To ensure children's social and emotional wellbeing is enhanced in environments where positive relationships are encouraged through effective communications and interactions. It is also an integral part of the care and education of children as it assists staff to make ongoing assessments of the child and the activities in which the child is engaged, which will then inform future planning for that child. All interactions between children and educators are in adherence with our Centre Philosophy.

### **Background and Legislation**

At EY@PP we are very proud of the way in which our educators interact with the children. We believe that any interaction between a child and educator can have a profound effect on the child's self-esteem and overall development. We as educators and carers understand the very privileged and responsible position that we hold in each child's life and therefore aim to care and educate each child through interactions that are meaningful, caring, respectful, warm and friendly and positive. By doing this we hope to pass on the same values and attitudes to the children in their own future interactions.

Child psychologist, Dr Louise Porter highlights the importance of early interactions when she states:

*"From the earliest days of life, children learn about themselves from your reaction to them. They build your feedback into a picture of the type of people they are. Later, they take in the reactions of other important people in their lives. Together, all this information forms their self-concept."*

*Children are People Too – Dr L Porter*

### **Procedures:**

- Children are encouraged to express themselves and their opinions. They are allowed to initiate their own play and make choices
- When given the opportunity and support children are encouraged become self-reliant and develop self-esteem.
- Staff will support all children's attempts to interact and communicate regardless of the child's abilities.
- Staff will role model pro-social behaviours of; listening to others and responding appropriately, accepting different abilities, cultures, races or religions, cooperating with others and turn-taking and sharing with others.
- Children will only be isolated for sickness, accident or a prearranged agreement with parental consent.
- Providing emotional support for every child
- Providing support in all learning experiences
- Form caring and trusting relationships and secure attachments with all of the children in their immediate care

- Staff respond sensitively to infant and toddler's cues and signals
- Rituals are developed to help settle children at arrival and departure.
- Staff provide one to one nurturing and caring interactions with infants and toddlers during routine times
- Staff engage in appropriate play with children
- Staff will empower children to feel confident in their learning environment, feel a sense of belonging and ownership within their room
- Staff will observe children for signs of distress and attend to their emotional needs
- Staff will collaborate with children in their learning experiences
- Atmosphere in the rooms will be relaxed and happy to encourage positive interactions.
- At meal times staff will sit with the children and provide an unhurried meal time which is relaxed giving them opportunity to engage in meaningful conversations.
- Children's home language will be supported by collaboration with parents and using familiar routine words where appropriate.
- Ensure each child is supported to feel, secure, confident and included
- Children's efforts and achievements will be praise and acknowledged by staff.
- By respecting children staff will ensure the dignity and rights of the child are maintained at all times
- Staff allow children to use items of comfort from home, e.g. a favourite toy
- Assist children to develop dispositions to regulate their own behaviour and support them to identify their own feelings. Educators will help children who have are displaying behavioural problems by collaborating with families and other educators
- Staff will ensure that each child is encouraged positively guided towards acceptable behaviour

### **Related policies**

- Enrolment & Admissions
- Delivery and Collection of Children.
- Dealing with Illness and Emergency Care
- Behaviour guidance
- Diversity and equity
- Supervision

### **Sources**

- Education and Care Services National Regulations 2012
- DEEWR (2009). *Belonging Being and Becoming: The Early Years Learning Framework for Australia*. [www.deewr.gov.au](http://www.deewr.gov.au)
- *Children are People Too* – Dr L Porter. 4<sup>th</sup> Ed. 2001. East [www.earlychildhoodaustralia.org.au](http://www.earlychildhoodaustralia.org.au)
- *Education and Care Services National Law Act*
- Education and Care Services National Regulations
- National Quality Standard
- *Child Wellbeing and Safety Act 2005*

- *Occupational Health and Safety Act 2004*
- Complying with the Education and Care Services National Regulations, Quality Areas 5.1 and 5.2

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