

## C-14 Interactions with Children

### Introduction

A positive atmosphere and the wellbeing of children within a care setting is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given 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.

### Procedure

Interactions with children will promote a safe, secure and nurturing environment, be authentic and responsive, and be based in fairness, acceptance and empathy, with respect for culture, rights, community and the individual.

#### The Nominated Supervisor will:

- Guide professional development and practice to promote interactions with children which are positive and respectful;
- Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect differences.

#### Staff will:

- Respond to children's communication in a just and consistent manner
- Respond sensitively to children's attempts to initiate interactions and conversations
- Initiate one-to-one interactions with children during daily routines and conversations with each child

#### NQS

##### Quality Areas

1.1	5.1.2
1.1.1	5.1.3
1.1.2	5.2
1.1.5	5.2.3
1.2.2	6.1
5.1	6.2
5.1.1	7.1.4

#### National Regs

73	155
74	156
75	168

#### MTOP

1, 2, 3, 4, 5

- Support children's efforts, assisting and encouraging as appropriate
- Support children's secure attachment through consistent and warm nurturing relationships
- Support children's expression of their thoughts and feelings
- Encourage children to express themselves and show an interest, and participate in what the child is doing
- Encourage the children to make choices and decisions
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion – guidance strategies should be reflective of this approach
- Acknowledge each child's uniqueness in positive ways
- Respect cultural differences in communication and consider alternative approaches to own



## Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

### Listening

Staff must use listening as a foundation for interactions. Listening is based on observations and in leaving spaces in conversations and communication, suspending judgment and giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

### Children and Families

A culture of respectful interactions is promoted when children's attempts to communicate are valued. Turn taking and regulating children's conversations promotes active engagement. Respectful communication with families generates greater confidence in interacting.

### Reflection and Consideration

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged with children that comprise of communication and listening.

### Role Modelling

Staff model positive interactions when they:

- Show care, empathy and respect for children, staff and families;
- Learn and use effective communication strategies.

Quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understanding they need to interact positively with others.

### Review

The policy will be readily accessible to all staff, families and visitors, and ongoing feedback on this policy will be invited. Management and staff will monitor and review the effectiveness of this policy regularly. Updated information will be incorporated as needed.

### Evaluation

Interactions between staff and children are genuine, positive and responsive and based on respect, fairness, acceptance, cooperation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families.

Date endorsed: 18<sup>th</sup> October 2018

Date of Review: 18<sup>th</sup> October 2020