

Intereach Children's Services

Relationships with Children Procedure



Applies to	Intereach Family Day Care (FDC) and Intereach Out of School Hours (OOSH)				
Policy	NQS Five: Relationships with Children Policy				
Version	2.0	Date approved	25/8/2022	Next review date	25/8/2025

1. Objective

The objectives of this procedure are to ensure that:

- Intereach staff and educators' interactions with children are warm, attentive, responsive and positive, thus ensuring trusting relationships are formed;
- relationships in a children's service's setting are built on respect, fairness, cooperation and empathy and that children are given the opportunity to develop these qualities themselves; and,
- group relationships are supported by consideration by the size and composition of groups, enabling children the opportunities to interact and develop positive relationships.

2. Responsibilities

It is the responsibility of Educators and staff to:

- allow children to 'be' and respect the child for being their own, individual self;
- create a sense of belonging for each child;
- promote a safe, secure and nurturing environment;
- recognise, support and provide opportunities to ensure the:
 - right of all children to maintain their language and culture;
 - need to acknowledge different religious and cultural practices;
 - right of all children to benefit from quality programs that consider the cultural, linguistic and religious diversity of the community; and,
 - provision of relevant and appropriate programs and experiences that will ensure each child's cultural heritage is respected.
- be authentic and responsive;
- interact with all children in a way that maintains each child's dignity and rights;
- participate in professional development to enhance knowledge and skills which support quality interactions with children;
- use effective communication strategies and model positive interactions with everyone showing care, empathy and respect; and,
- demonstrate inclusive practices.

3. Procedure

3.1. Interactions with Children

- Children are encouraged to express themselves and their opinions. Meaningful open interactions are built to support development of life and learning skills.
- An environment that supports collaborations between children / educators and families is developed
- Children are provided with environments that offer quiet and solitary spaces.

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- Opportunities are created to allow children to undertake experiences that develop self-reliance and self-esteem.
- Children are supported through periods of change, e.g. transitions to pre-school, school, , death in the family and birth of a sibling.
- Children are given positive guidance and encouragement when dealing with behaviours.
- information is shared with families regularly and in a constructive manner about children's interactions;
- Time is dedicated to reflect on their interactions with children;
- Boundaries and rules are determined and negotiated with children, where possible.
- Children's complex relationships are acknowledged and sensitively intervened in ways that promote consideration and alternative perspectives and social inclusion.
- Input from children is genuinely sought, their ideas are respected, and their suggestions are taken on board.
- The routines and experiences available to children in care are appropriate, flexible and reflect children's family and their diverse needs are taken into account, age, physical and intellectual development.
- Children's requests are responded to in a fair and consistent manner.
- Size of groups will be maintained to allow for inclusive, positive and respectful peer and educator relationships to develop.
- Interactions with each child are warm and responsive to build trusting relationships.
- Every child can engage with educators in meaningful, open interactions that support the acquisition of skills for life and learning.
- Each child is supported to feel secure, confident and included.
- Each child is supported to work with, learn from and help other through collaborative learning opportunities.
- Every child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

4. National Quality Standards

Element	Concept	Description
5.1.1	Relationships between educators and children	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2.1	Relationships between children	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
1.1.2	Child Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

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1.2.2	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback.
1.2.3	Child directed learning	Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

5. Context	
5.1. Standards or other external requirements	<p>Australian Children's Education and Care Quality Authority (2017), <i>National Quality Standards</i></p> <p>Australian Children's Education and Care Quality Authority (2017), <i>Guide to the National Quality Framework</i></p> <p>Australian Government, Department of Education, Employment and Workplace Relations (2012), <i>Educators My Time, Our Place: Educators' Guide to the Framework for School Age Care in Australia</i></p> <p>Victorian Department of Education and Training, <i>Victorian Early Years Learning and Development Framework</i></p> <p>Child Safe Standards Victoria (2022)</p> <p>Child Safe Standards NSW (Updated August 2022)</p>
5.2 Legislation or other requirements	<p>Education and Care Services National Law Act 2010</p> <p>Education and Care Services National Regulations 2017</p>
5.3 Internal Documentation	<p>Relationship with Children Policy</p> <p>Enrolment form</p> <p>Educator's program, observations and evaluations</p>

Document control			
Version	Date approved	Approved by	Next review date
1.0	2/12/2019	R. Phillips - Acting Senior Manager, Children and Family Services	2/12/2022
2.0	25/8/2022	M. Tai, General Manager, Operations	25/8/2025