

Ballina River Street Children’s Centre

Interactions with Children, Families & Staff

Policy

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, teachers/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.

National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	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	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other

Quality Area 6: Collaborative partnerships with families and communities		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share decision-making about their child’s learning and wellbeing

6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
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Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
155	Interactions with children
156	Relationships in groups

PURPOSE

BRSCC aims to build positive relationships with children, families and teachers/educators through collaboration and interactions, which is reflective in our Service philosophy and the Early Years Learning Framework. Teachers/Educators will encourage positive relationships between children and their peers as well as with teachers/educators and families at the Service(BRSCC), ensuring children feel safe and supported.

SCOPE

This policy applies to children, families, teachers, educators, staff, management and visitors of the Service(BRSCC).

IMPLEMENTATION

In order to build and maintain positive and respectful relationships with children, families and teachers/educators our Service(BRSCC) will adhere to our philosophy and code of ethics to guide:

Interactions with Children

Children need positive relationships with Teachers/Educators that are trusting and responsive to their needs. *Management and Educators will:*

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Teachers/Educators
- Use appropriate language and behaviour will be role modelled by Teachers/Educators
- 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
- 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 environments
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Listen to children and take them seriously; teachers/educators will support and encourage children to use appropriate language in their interactions with adults and peers. Teachers/Educators will extend upon children's interests and ideas through questions and discussions, supported in observations, reflections and programming
- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Show empathy to children
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- 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 your relationships and interactions with children and how these can be improved to benefit each child
- Challenge children's individual development

Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators working within the Service(BRSCC) are required to demonstrate mutual respect towards each other and value the contributions made by each teacher/educator. This enables our Service(BRSCC) to maintain positive relations and model the type of communication they want children to develop.

Teachers/Educators also need to use positive communication with families and children in order to create a responsive and inclusive environment for all.

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
- Use common terminology when talking to parents regarding their child's development

- Never to discuss another child or family information with a parent or visitor
- Remain sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and Teachers/Educators at the Service(BRSCC)
- Always endeavour and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies as Inclusion Support Agency, Area Health or the private sector
- Endeavour to recognise and implement a number of different ways to communicate with families in their preferred chosen way
- Ensure verbal communication is always open, respectful and honest
- Provide families with up to date service information and notices through room notices, Newsletter, communal signs, emails and sign-in sheets
- Regularly reflect on parent input into the program and make changes where necessary that will best benefit the service(BRSCC) and children
- Ensure children are treated for as individuals and programs reflex individual observational links

Interactions with Teachers, Educators and staff members

The Service(BRSCC) recognises that the way Teachers/Educators interact with each other has an effect on the interactions they have with children and families.

To maintain professionalism at all times, Teachers, Educators and staff will:

- Preserve professional communication in order 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 Service(BRSCC) for families. Communication between teachers, educators, staff and families ensures that important information is being passed on and that consistency occurs
- Collaborate together as a team sharing room roles and responsibilities through the use of a roster where necessary
- Be respectful when listening to each other's point of view and ideas
- 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 individual skills and knowledge
- Refer to the Staff Grievance Policy/Procedure if teachers/educators or staff members feel a situation with another teacher, educator or staff member is not being handled with professionalism, respect and quality
- Recognise each other's strengths and valuing the different work each teacher, educator and staff members does

- Work collaboratively to reach decisions which will enhance the quality of the Education and care offered at the Service(BRSCC)
- Welcome diverse views and perspectives
- Work together as a team and engaging 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 using the experience to learn more effective methods of working together

To enhance communication and teamwork, Teachers, Educators and staff members will:

- Provide new teachers, educators and staff members with relevant information about the Service(BRSCC) and program through an Employees (Teachers/Educators/Staff members) handbook, induction and daily communication
- 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 each educator
- Provide opportunities for all teachers/educators to have input and evaluate the program
- Appreciate and utilise teachers/educator 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
- 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
- Opportunities for professional development

Source

- Education and Care Services National Regulation 2015
- National Quality Standards
- Early Years Learning Framework
- Respectful Relationships
<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>
- Revised National Quality Standards
- Childcare Centre Desktop Policies – www.childcarecentredesktop.com.au

Review

Policy Reviewed	Modifications	Next Review Date
January 2018	Changes made to policy format and updated the references to comply with the revised National Quality Standard	May 2018