



Interactions with Children Policy

Rationale

All children should have opportunities to interact and develop respectful and positive relationships with each other, and with educators, in the preschool setting. Positive interactions are essential for children's social, emotional, cognitive and physical development and wellbeing. Positive interactions help children feel safe and secure, develop a positive sense of self, contribute to feelings of 'belonging, being and becoming', and promote pro social behaviours such as respect and cooperation with others.

Children have the right to be educated and cared for in a manner that regards their cultural and linguistic background, age, physical and intellectual development and abilities. The protection and wellbeing of children is paramount. Educators have professional boundaries and legal obligations that should guide their interactions with children.

National Quality Standards

Regulation 155 and 156 of the Education and Care Services National Regulations, 2018.

Quality Area 5: Relationships with children:

At our preschool:

- We believe responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
- The dignity and rights of every child are maintained

There are also links to:

Quality Area 1: Educational program and practice

Educators Responsibilities

This policy is to be observed during all interactions with children at The Pines Preschool. It is expected that all educators and volunteers will adhere to the following:

- Interactions will be guided by Regulation 155, *Education and Care Services National Regulations 2018*. This regulation states that:
 - Children should be encouraged to express themselves and their opinions;
 - Children should undertake experiences that develop self-reliance and self-esteem;
 - Each child's dignity and rights should be maintained at all times,
 - Each child should have positive guidance and encouragement towards acceptable behaviour; and
 - Each child should be educated and cared for in a way that regards their family and cultural values, age, physical and intellectual development and abilities.
- Interactions will be guided by Regulation 156, *Education and Care Services National Regulations 2018*. This regulation states that:
 - Children should have opportunities to interact and develop respectful and positive relationships with each other and with staff members and volunteers at the kindergarten.

References:

- Regulation 155 – Interactions with Children and Regulation 156 – Relationships in Groups; Education and Care Services National Regulations 2018.
- National Quality Standards 5.1 and 5.2.
- Department Policies available at: <https://www.education.sa.gov.au/department/policies>
- ‘Child Protection in Schools, Early Childhood Education and Care Services Policy’, DfE 2021.
- ‘Protective practices for staff in their interactions with children and young people. Guidelines for staff working or volunteering in education and care settings’, DfE, 2019: <https://edi.sa.edu.au/library/document-library/controlled-guidelines/protective-practices-staff-interactions-children-young-people.pdf>
- ‘Overview of the NAEYC Early Childhood Program Standards’, National Association for the Education of Young Children, 2008, <https://www.naeyc.org/our-work/families/10-naeyc-program-standards>
- ‘Code of Ethics for the South Australian Public Sector’ Government of SA, 2022: https://www.publicsector.sa.gov.au/_data/assets/pdf_file/0017/218141/Code-of-Ethics_20212022.pdf

Policy review**Quality area 7: Leadership and service management****To be reviewed:**

2024