

Lilly Pilly Little School Policies

QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN

14/12/2022



Monitoring and Review

These policies are to be monitored to ensure compliance with legislative requirements and unless deemed necessary through the identification of practice gaps, the service will review these Policies every two years.

Families and staff are essential stakeholders in the policy review process and will be given opportunity and encouragement to be actively involved.

In accordance with R. 172 of the Education and Care Services National Regulations, the service will ensure that families of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure that may have significant impact on the provision of education and care to any child enrolled at the service; a family's ability to utilise the service; the fees charged or the way in which fees are collected.

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INTERACTIONS WITH CHILDREN

Introduction

A positive atmosphere and the wellbeing of children within an education and 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.

Goals:

Interactions with children will:

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

Strategies:

The Nominated Supervisor and Educational Leader shall:

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

Educators and 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 conversation with each child.
- ♥ 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 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.

Related Legislation

- Education and Care National Law Act 2010: Sections 166, 167
- Education and Care National Regulations: 73, 74, 155, 156, 157, 168(2)(j)
- Children and Young Persons (Care and Protection) Act 1998

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- Commission for Children and Young People Act 1998
- Disability Discrimination Act 1992 (Cth)

Related Guidelines, Standards, Frameworks

- National Quality Standard, Quality Area 5: Relationships with children – Standards 5.1, 5.2
- National Quality Standard, Quality Area 7: Governance and Leadership – Standard 7.1.

Sources/Useful Resources

- Australian Children's Education and Care Quality Authority (ACECQA) – www.acecqa.gov.au
- United Nations Convention on the Rights of the Child – www.unicef.org.au
- The Supporting young children's rights: Statement of intent (2015-2018) – www.earlychildhoodaustralia.org.au
- Australian Human Rights Commission – www.humanrights.gov.au



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

Educators and staff must use listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgment and in 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 interaction 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 in interactions with children that comprise communication and listening.

Role Modelling

Educators model positive interactions when they:

- ♥ Show care, empathy and respect for children, educators and staff and families;
- ♥ Learn and use effective communication strategies;
- ♥ Remember - quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.



Evaluation

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

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BEHAVIOUR MANAGEMENT POLICY

Aim:

To have a centre policy regarding behaviour management which encourages children to cooperate, enhance their self-esteem and encourage their ability to interact with others. To encourage children to develop inner controls to direct their own behaviour.

Procedure:

Staff by using a positive approach in guidance will recognize why a child behaves in a certain way and encourage more acceptable forms of behaviour. By encouraging and helping children to make decisions and positive choices about their behaviour we facilitate and build self-esteem, inner self confidence and a positive self concept.

- ♥ To use a positive approach at all times in guiding children's behaviour, for example, anticipating behavioural events, use of the environment, redirection, look at the programming and individual needs through observation. In extreme situations keep the child beside you until they feel able to rejoin the group.
- ♥ No physical punishment of any kind will be permitted or used
- ♥ Limits will be set and children reminded of them at the beginning of each year or term or when needed.
- ♥ Children will be involved in the setting of limits and explanations offered as to why a certain type of behaviour is unacceptable. For example, for other children's and staff safety. Encourage the children to fully understand the reason for limits and take responsibility for their own behaviour.
- ♥ Guidance and discipline will encourage individuality and confidence of children and will never lower their self-esteem
- ♥ Children will be presented with clear alternatives to help them develop their ability to make decisions and direct themselves
- ♥ Staff will gently remove a child from a group without physical force until such time as the child has settled down and able to return to the group situation
- ♥ Language by staff will be positive, clear and developmentally appropriate for the child in question

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- ♥ Staff will have realistic expectations of the children in their care based on a sound knowledge and understanding of child development.
- ♥ Staff will show sensitivity to children's background and current home situations. Staff will value and respect the backgrounds of each child and to build on their individual interests, skills, ideas and possible needs. That is to be accepted and acknowledged as a unique human being.
- ♥ Staff encourage other children to show sympathy for children experiencing difficulties
- ♥ Staff to establish positive relationships with each child based on trust and friendship that encourages open communication.
- ♥ Staff will get down to the child's eye level to discuss situations
- ♥ Staff will consult parents regularly on behaviour management policy and seek constructive solutions to any differences in values
- ♥ Staff will give clear instructions or explanations, make sure children understand what is expected of them.
- ♥ To create an environment that invites co-operative play and positive learning experiences.

When interacting with children, positive reinforcement is to be used. We give clear instructions or explanations and make sure that children understand what is expected of them. Be consistent but not inflexible. You may have to remind the child constantly about certain limits, etc, but stick to it, speak quietly, clearly and allow the child time to respond before speaking again.

Be aware of sound that may mean play is getting out of control (yelling, crashing, etc). Direct children to other activities. Guide behaviour by giving positive direction and be constant where limits are set. For example, "If you throw sand, it may get in someone's eyes and hurt them. I can't let that happen, you will have to play somewhere else", always give a reason . Give praise and encouragement to the children - be positive when talking to children. For example, "I am happy to see you help pack away", or "That is a great painting you're doing".



PLANNING CHILD TO CHILD INTERACTION

- ♥ For optimum development, all children need to recognise and develop an awareness, acceptance and understanding of themselves and others. Positive peer interactions are encouraged and observed at Lilly Pilly Community Preschool. Programmes are written and evaluated to encourage respect and understanding of others. Staff encourage children to:
- ♥ verbalise feelings and ideas
- ♥ listen to other children
- ♥ show respect for others
- ♥ develop good social skills
- ♥ accept others of different culture, race and religion
- ♥ be cooperative
- ♥ have good relationships with each other
- ♥ share experiences
- ♥ show acceptance of routines
- ♥ seek help when frustrated
- ♥ interact with other children
- ♥ be relaxed and happy with each other
- ♥ contribute to activities and participate
- ♥ respond to positive discipline practice
- ♥ feel comfortable with themselves
- ♥ respect other children's space and privacy



MULTICULTURAL POLICY

Our aim is to provide a centre and programme which recognizes that Australia is a multicultural society where different ethnic groups co-exist harmoniously, free to maintain and practice their language, religious beliefs and social customs, while recognizing that all are equals as individuals.

Our programme will recognize the importance of similarities as well as differences in various cultures, which incorporates the cultural and linguistic backgrounds of families, staff and the community, and which includes experiences and materials which meet the individual needs and interests of all children. It is also equally important to introduce children to cultural variety, not only to the cultures represented at Lilly Pilly Community Centre.

Staff will include individual experiences for non-English speaking children. Staff will consult with parents about the care of each child when there may be a conflict between the centre's philosophy and family values. Parents will be encouraged to participate in the centre programme and introduce their culture, food, craft and clothing to the other enrolled children in the centre.

The centre will provide within the programme activities relevant to other cultures, books, music, songs, cooking activities, craft, clothing, multicultural dolls, multicultural puzzles, games, play equipment, posters and utensils to help foster cultural awareness.

The centre has access to an ethnic worker by the Ethnic Child Care Development Unit and her attendance at the centre will depend on availability at the time required. All staff are encouraged to attend inservice training on multicultural programming for centre staff. All activities in the centre will be monitored to ensure that negative and discriminating images of particular cultures are avoided.



AUSTRALIAN INDIGENOUS CULTURE POLICY

Aim:

This centre will provide children and their families with positive awareness of the aboriginal culture, access to information and appreciation of the Aboriginal Culture

Procedure:

This will be done by the provision of books, music, crafts, singing, posters, dance, aboriginal dolls, puzzles and games. Where possible and feasible, staff from Aboriginal backgrounds will be employed. Where Aboriginal children attend the centre, new parents or guardians will be invited to give advice to the staff about appropriate child rearing practices and programmes. Parents or guardians will be encouraged to contribute and participate in the programme to enhance awareness of their culture. Many Aboriginal people prefer to be called "Korris", a word that comes from a north coast language. The name "Murri" is also used in the North and North West of the state. For further information, contact the Aboriginal and Torres Strait Islander Commission.

We have built and continue to build strong relationships with our First Nations Elders in our community. We had Aunty Delta visit us regularly and she helped us with our Reconciliation Action Plan. We now continue with Aunty Nicola who visits us twice a term for Storytelling and sharing of culture.

