

Interactions with Children Policy

Cubby House on Campus is committed to child protection and providing child safe environments.

Policy

- The safety and wellbeing of children is of primary importance to Cubby House on Campus. All staff, educators, students, and volunteers are expected to be mindful of this focus, and act in accordance with policies that support this. Place qualified staff member in charge of the day to day running of the centre.

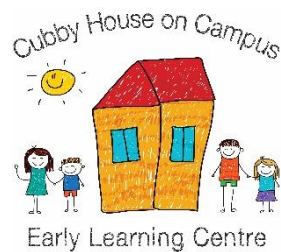
Practices

All Staff, educators, students, and volunteers are expected to devise sessions and care plans that: -

- Encourage and guide children to express themselves and their opinions in an environment that is accepting and safe.
- Allow children to undertake experiences that develop their self-reliance and self-esteem.
- Provide children with positive guidance and encouragement towards acceptable behaviour.
- At all times maintain the dignity of children.
- Have regard to the family, cultural values, age, physical and intellectual development, and abilities of each child.
- Have adequate staff to child ratio including times of programming, staff lunch breaks and sickness.
- Provide opportunities to interact with and develop respectful and positive relationships with:
 - Each other
 - Staff, educators, students, and volunteers.

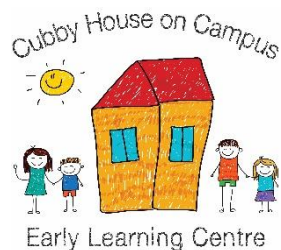
Interactions with Children

Children need positive relationships with Educators and staff that are trusting and responsive to their needs.



Management, Educators, and staff will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly, and genuine interactions with all Educators and staff.
- Use appropriate language and behaviour will be role modelled by Educators and staff.
- Support children to be aware of their own feelings as well as the feelings of others.
- Encourage children to treat all children with respect and as their friend.
- 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.
- Always speak to children in a positive manner, 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 style and culture to enhance their interactions.
- Listen to children and take them seriously; they will support and encourage children to use appropriate language in their interactions with adults and peers. Educators and staff 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 their relationships and interactions with children and how these can be improved to benefit each child.
- Challenge children's individual development.

<i>Policy Action</i>	<i>Process Development</i>
Sources/ Further Reading	<p><i>Education and Care Services National Law (ACT) Act 2018 and the Education and Care Services National Regulations 2018</i></p> <p>Keeping Children and Young People Safe; Reporting child abuse: a shared community response. Dept. of Disability, January 2009</p> <p>Disability discrimination ACT 1992</p> <p>Housing and Community Services (2006)</p> <p>The Children and Young Persons Act 2008</p> <p>Education and Care Services National Regulations: 155, 156</p> <p>National Quality Standards/Elements: 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1,</p> <p>Regulation 117A, 123</p>

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