Relationships with Children

Policy

**NQS**

|  |  |  |
| --- | --- | --- |
| QA5 | 5.1.1 | Each child’s health needs are supported.  |
| 5.1.2 | Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines.  |
| 5.1.3 | Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.  |
| 5.2.1 | Each child is supported to work with, learn from and help others through collaborative learning opportunities. |
| 5.2.2 | Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. |
| 5.2.3 | The dignity and the rights of every child are maintained at all times. |

**National Regulations**

|  |  |  |
| --- | --- | --- |
| Regs | 155 | Interactions with children |
| 156 | Relationships in groups |

**Victorian Early Years Learning and Development Framework**

|  |  |
| --- | --- |
| LO1 | Children feel safe, secure, and supported. |
| Children develop their emerging autonomy, inter-dependence, resilience and sense of agency. |
| Children develop knowledgeable and confident self identities. |
| Children learn to interact in relation to others with care, empathy and respect. |
| LO2 | Children develop a sense of belonging to groups and communities and an understanding of thereciprocal rights and responsibilities necessary for active community participation. |
| Children respond to diversity with respect. |
| Children become aware of fairness. |
| Children become socially responsible and show respect for the environment. |

**Aim**Our Service aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators will encourage positive relationships between children and their peers as well as with educators and volunteers at the Service.

**Implementation**

**Interactions with Children**

In order to maintain positive interactions with children our service and educators will uphold the following:

* Russell Court Kindergarten will provide a relaxed and happy atmosphere for the children.
* Our service will ensure snack and lunchtimes are relaxed and unhurried and educators take the time to sit and talk with children.
* Educators will encourage children to initiate conversations about their experiences inside and outside the kindergarten as well as what is happening around them, express their ideas feelings and share humour with educators.
* Educators create an environment where children feel safe, secure and confident to seek assistance as they take on new challenges.
* Educators will respond sensitively and appropriately to children’s efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
* Educators will talk with children in a two-sided manner. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.
* Our routines, as well as planned and spontaneous experiences will be organised to maximise opportunity for meaningful conversations between children and educators and the kindergarten will strive to ensure that all children have equal opportunity to engage in one to one and small group conversations with educators.
* Our educators will participate in children’s play using children’s cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.
* Our educators will model reasoning, prediction and reflection processes and language.
* Our educators will collaborate with children about routines and experiences.
* Our educators will use techniques such as Makaton and other resources and tools to support children with additional needs.
* Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.
* Our educators will use information from observations of interactions with children to extend the children’s thinking and learning.
* Educators will frequently talk with families to get an idea of the non-verbal forms of communication used by their children in order to convey messages such as hunger, needing the toilet, tiredness and emotions.
* Educators will allow time to talk to parents about their children and encourage positive relationships with families and the service.
* The kindergarten and educators will implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators.
* Educators show and model kindness, respect and compassion to staff, children and families.
* When children have special needs our service will consult with other professionals or support agencies that work with children to gather information that will guide our interactions with these children. This information will be recorded in the child’s file.
* Educators endeavour to create an environment that reflects and honours the lives of children, their families and the local community.
* To assist in the settling in process for new children to the service, educators will develop a transition plan that is flexible and sensitive to children and families needs.
* Russell Court Kindergarten’s approach to equity and inclusion will be documented in our statement of philosophy. Our statement of philosophy and policy on interactions with children will be visible

# Authorisation

This policy was adopted by the Approved Provider of Russell Court kindergarten and Children’s Centre on 01/06/2025

# Review date: 01/06/2026

**Group Relationships**

In order to encourage respectful and positive relationships between children, their peers and educators our service will adhere to the following practices:

* Educators will encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
* Educators will scaffold children’s interests and support children in ongoing group projects that involve research, planning, problem solving and shared decision making.
* Educators will model strategies for children to initiate interactions and participate in group play and social activities and assist them when they have trouble understanding or communicating with each other.
* Russell Court Kindergarten will strive to promote a sense of community in the service.
* Educators will support and promote children’s interpersonal relationships and support the inclusion of children from diverse backgrounds and capabilities in group play and experiences.
* Educators will learn about children’s shared interests and will use this information to plan further experiences that provide collaborative learning opportunities.
* Educators will pre-empt potential conflicts or challenging behaviours by monitoring children’s play and supporting interactions where there is conflict.
* Educators will ensure that the program and routines of the service will include regular opportunities for children to engage in social play and group experiences.