

Policy Statement & Commitments

The quality of staff interactions with children has a significant impact on children's development, growth, confidence and self-worth. The program aims to create an environment in which children feel that they are valued members of their community, and in which their sense of belonging and wellbeing is supported. Educators will achieve this through providing consistent emotional support that will nurture the development of children's self-esteem and assist them to acquire the skills and understandings they need to interact positively with others.

Acceptable standards of behaviour need to be maintained to ensure the physical and emotional health of all children and staff in the program and to ensure the service is able to meet its objectives without undue disruption.

The program is committed to:

- Ensuring that children and families are provided with Educators who they develop warm relationships with, respecting their opinions and maintaining dignity and rights;
- Providing Educators who are responsive to children's strengths, interests, abilities and background, providing opportunities to become self-reliant and develop self-esteem;
- Maintaining the dignity and rights of children, families, Educators, colleagues and the community at all times; and
- Positive guidance and support towards acceptable behaviour.

In order to reach all families from the diverse cultural communities who utilize the program, this information will be translated into key community languages when required.

Definitions

Gender equity refers to measurable equal representation of men and women. Gender equity does not imply that men and women are the same but they have equal value and should be treated equitable.

Gender inequality refers to the unequal treatment or perspectives of individuals based on their gender.

Stereotype refers a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Sexism refers to gender discrimination. It is prejudice or discrimination based on a person's sex or gender.

Regulation Reference	Approval Date:	Next Review:	Page:
155-156	May 2021	May 2025	1 of 4

Procedures

- As each child and family arrives at the program they will be greeted by an Educator.
- Educators will be supportive and encouraging and engage in one to one small group communications with children in a friendly, positive and respectful manner. They will form warm relationships with each child in their care. Educators will use children's names and ensure that their interactions are both meaningful and personal.
- Educators will create a relaxed and happy atmosphere ensuring children experience equitable, friendly and genuine interactions with all educators at the program.
- Educators will respect each child's uniqueness, will be attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language (sometimes through bi-lingual workers and non-verbal cards), communication styles and culture to enhance their interactions.
- Educators will assist children to learn to communicate and interact positively and cooperatively with their peers through modelling appropriate communication and responding positively to children at all times.
- Education will encourage children to communicate their own ideas in a respectful and courteous way, and will respond appropriately to children's non-verbal cues.
- Educators will show empathy, respect and understanding when communicating with children to model this in their interactions with adults.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will comfort children when they are upset, or are showing signs of distress, and help them to feel safe, secure and understood.
- Educators will interact with children at meal and snack times in a relaxed, unhurried manner, in which the enjoyment of food and the social aspect of meal and snack times will be promoted.
- Educators will genuinely seek children's input, respect their ideas and take their program suggestions on board.

Educators are genuinely interested in each child's own interests and needs, and take the time to fully understand what children are doing or saying, listening to their responses

Regulation Reference	Approval Date:	Next Review:	Page:
155-156	May 2021	May 2025	2 of 4

and asking open ended questions. Educators also respect children's desire not to engage in conversations at certain times or for particular reasons.

Equity & Diversity

The program aims to develop responsive, warm, trusting and respectful relationships with each enrolled child through taking the time to genuinely listen and talk with children and their families. Educators at the programs relate to the children, their families, and to each other in a friendly, caring and sensitive manner valuing each individual and the unique contribution they make

- All children will be equally encouraged to participate in all activities with due consideration for individual needs and interests.
- Non-sexist behaviour by children will be supported, and expected from staff.
- Children will be encouraged to express emotions and display appropriate affection.
- All language used within the Service, both verbal and written will be gender inclusive.
- Materials which portray females and males in roles, situations and jobs which are not stereotyped will be utilized.
- Decisions on employment of staff and duties will not be based on gender.
- Encourage professional development activities of staff to support challenging stereotypes in curriculum decision making.

Legislative Reference & Sources

<i>DEEWR Child Care Service Handbook 2011-2012 – Sections 6.5 & 6.6</i>
<i>Education & Care Services National Law Act Vic. (2010) – Sections 2(2)(b)& 3(3)(a)(b)(c)(d)(e)(f), 165, 166 & 168</i>
<i>Education & Care Services National Regulations (2011) – Regulations 155, 156 & 168(20(j))</i>
<i>National Quality Standard for Early Childhood Education and Care & School Age Care (2010) – Standards 1.1, 1.2, 5.1 & 6.1; Elements 2.1.2, 2.3.4, 4.1.1, 7.1.5</i>
<i>Framework for School Age Care in Australia (2012) – Principles; Practices; Outcomes 1,2,3 & 5</i>

National Professional Support Coordinator Alliance (2012) *Getting started with policies for the NQF: Policies in Practice template – Interactions with Children*. Accessed June 2014 from www.pscalliance.gov.au

Tansey, S – *Fostering children's relationships* – extract from *Putting Children First*, the Newsletter of the National Childcare Accreditation Council – Issue 29, March 2009

Regulation Reference	Approval Date:	Next Review:	Page:
155-156	May 2021	May 2025	3 of 4

UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved 16 March 2011, from http://www.unicef.org/crc/files/Rights_overview.pdf

Early Childhood Australia (ECA) (2005) *The Code of Ethics* – Retrieved May 2014, from http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

Regulation Reference	Approval Date:	Next Review:	Page:
155-156	May 2021	May 2025	4 of 4