



Interactions with Children, Families and Staff

Policy Statement

NBCA acknowledges the importance of positive, respectful and effective interactions between children, families and staff.

Implementation

- Interactions will be aligned with NBCA vision, service philosophy, ECA Code of Ethics and the National Principles for Child Safe Organisations
- Educators will promote continuous open and honest two way communication with families and children to assist them to feel connected with the education and care service.
- Educators will be available to families at collection and drop off times to pass on important information about their child's day and participation in the program.
- External interactions, including but not limited to conversations, social media, text messages, phone calls, etc. between families and staff with regards to the service, children, families or staff are unacceptable and not permitted.
- All interactions must be within the limitations of the Confidentiality and Privacy Policy and Code of Conduct.
- Inappropriate interactions that make anyone involved or a witness to the interaction feel uncomfortable, are not permitted. Any inappropriate behaviour may result in exclusion from the service or review of employment.
- Staff will give due regard to the size and composition of groups when arranging play spaces, resources and routines, to minimise times when individual children are likely to experience stress or frustration.

Children

- Interactions with children will:
 - Be consistently positive;
 - Initiate and encourage children to make choices and decisions, informing children about their rights and involving them in decisions that affect them;
 - Encourage children's independence while respecting individual abilities and needs;
 - Support children's efforts, assisting and encouraging as appropriate and in a way that promotes self-reliance, self-esteem and their sense of agency;
 - Support children's expression of their thoughts, feelings and ideas;
 - Support children's secure attachments through consistent and nurturing relationships;
 - Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion;
 - Maintain children's dignity and rights in a respectful way;
 - Ensure personal care routines will be rich and enjoyable experiences;
 - Provide each child with positive guidance and encouragement towards acceptable behaviour and development of self-regulation skills;
 - Respect cultural and background differences, uphold equity and respect diverse needs, and consider alternative approaches in respect of service and personal philosophies;
 - Be guided by children's cues as to the level and type of educator's involvement in children's play;

- Be educational and provide opportunities for scaffolding, including modelling of reasoning, predicting and reflective processes and language;
- Include engaging children in many conversations and responding sensitively to children's communication efforts including verbal and non-verbal cues;
- Ensure all children have equal opportunities to engage in one-to-one and small group conversations with educators.

Families

- Staff will ensure:
 - Families are treated equitably without bias or judgement; recognising each family is unique;
 - Families and children are greeted upon arrival;
 - Two way communication is established through leading by example and asking questions;
 - Never to discuss another child or family information with a family member, carer or visitor;
 - Remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the service;
 - Always endeavour and seek the advice and opinion from external agencies with family permission, to help with regards to a child with additional needs or support a family through resources available from support services;
 - Endeavour to recognise and implement a number of different ways to communicate with families in their preferred chosen way;
 - Ensure verbal communication is always open, respectful and honest;
 - Regularly reflect on family input into the program and make changes where necessary that will best benefit the service and children.

Staff

- To maintain professionalism at all times, educators will:
 - Create an effective work environment and build a positive relationship with educators, children and families;
 - Demonstrate knowledge, skills, and awareness of child safety and wellbeing, undertaking ongoing education and training where necessary;
 - Collaborate together and be flexible as a team sharing room roles and responsibilities through the use of a roster, where necessary;
 - Be respectful when communicating and listening to each other's point of view and;
 - Use staff meetings to communicate professional reflections and ideas for continuous improvement as a team;
 - Refer to the Grievances Policy/Procedure, if required;
 - Recognise each other's strengths and valuing the different work each does;
 - Develop and share networks and links with other agencies;
 - Provide opportunities for all staff to have input and evaluate the program;
 - Show genuine interest in the other person by using active and reflective listening;
 - Use a communication book or daily diary to share messages and record relevant information.



Policy Links

Policies:

- Behaviour Guidance and Self-Regulation
- Child Protection
- Code of Conduct
- Compliance and Quality Improvement
- Confidentiality and Privacy
- Diversity, Equity and Inclusion
- Employment
- Exclusion
- Family and Community Partnerships
- Grievances
- Social Media
- Workplace Health and Safety

NQS: 1.1, 1.2, 4.2, 5.1, 5.2, 6.1, 6.2, 7.1 and 7.2

Regulations: 155 – 155 and 168

Sources:

- National Principles for Child Safe Organisations
- Community Early Learning Australia – resources at www.cela.org.au
- National Quality Framework – QA 5 – Relationships with Children
- ECA Code of Ethics – Commitment to Action
- NBCA Employee Handbook
- NBCA Workplace Health and Safety Handbooks
- Education and Care services National Law (2011) Section 166 Offence to use inappropriate discipline

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