

CEEC PP POL INTERACTIONS WITH CHILDREN POLICY

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Related policy documents	Archdiocese Of Brisbane - Safeguarding Children And Vulnerable Adults Prevention And Protection Policy
Related legislation	Education And Care Services National Law Act 2010 Education And Care Services National Regulations 2011 Education And Care Services National Amendment Regulations 2017 Guide To The National Quality Framework

PURPOSE

Catholic Early EdCare (CEEC), a Directorate of Centacare under the Corporation of the Trustees of the Roman Catholic Archdiocese of Brisbane (AOB) is committed to achieving and maintaining the highest practical standards of children's programming and practice in an education and care environment.

This policy has been developed to outline Catholic Early EdCare's commitment to developing positive relationships and interactions with children.

SCOPE

This policy applies to staff members as defined in the Education and Care Services National Law.

1. POLICY STATEMENT

- 1.1 Catholic Early EdCare is committed to positive interactions with children and promoting the development of relationships that are responsive, respectful and promote children's sense of security and belonging.
- 1.2 Catholic Early EdCare recognises that relationships of this kind allow children to explore the environment and engage in play and learning.
- 1.3 Catholic Early EdCare will comply with –
 - National Law Section 166 - Offence to use inappropriate discipline
 - National Regulations – Regulation 155 - Interactions with children

- National Regulations – Regulation 156 - Relationships in groups
- National Regulations - Regulation 73 - Educational program
- National Regulations - Regulation 74 - Documenting of child assessments or evaluations for delivery of educational program
- National Regulations - Regulation 168 (2)(j) - Policies and procedures are required in relation to interactions with children

1.4 Catholic Early EdCare Services are required to operate in accordance with The National Quality Standard (NQS) Quality Area 5 – Relationships with Children

- Standard 5.1 - Respectful and equitable relationships are developed and maintained with each child
 - Element 5.1.1 – Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
 - Element 5.1.2 – The dignity and rights of every child are maintained
- Standard 5.2 – Each child is supported to build and maintain sensitive and responsive relationships
 - Element 5.2.1 – Children are supported to collaborate, learn from and help each other
 - Element 5.2.2 - Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

1.5 Catholic Early EdCare is committed to -

- In early childhood, in middle childhood and throughout life, relationships are crucial to a sense of belonging and that experiencing ‘belonging’—knowing where and with whom you belong—is integral to human existence
- All children need to know that others care about them, know them well and are interested in what they do, think and feel. Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security
- Relationships with peers take on increasing importance for older children, and the Educators role is to monitor, support and guide children’s interactions with others in a sensitive manner as they explore their own identity and develop more complex social skills and relationships
- Having supportive relationships enables children to develop confidence in their ability to express themselves, work through differences, learn new things and take calculated risks
- Positive interactions with children convey to them that they are valued as competent and capable individuals. Educators are to be encouraged to actively engage in children’s learning and share decision-making with them. They should also use their everyday interactions to collaborate with children during play, routines, intentional teaching opportunities, investigations, real life experiences and ongoing projects to stimulate children’s thinking and to enrich their learning

- Educators will adopt a combination of learning experiences based on children’s interest and planned opportunities for intentional teaching and knowledge building. Services will plan and organise particular experiences that support children to progress towards each learning outcome.
- The role of Educators is to support children as they begin to empathise with others, allowing them to appreciate their connectedness and interdependence as learners and to value collaboration and teamwork.
- Positive and responsive one-to-one interactions with babies and toddlers are important to both their current wellbeing and their future development. Having secure relationships with Educators encourages babies and toddlers to thrive, and provides them with a secure base for exploration and learning. As children grow and develop they continue to rely on secure, trusting and respectful relationships with the adults in their lives

1.6 Catholic Early EdCare Services are required to -

- Provide environments that are welcoming, dignified, respectful, inclusive and equitable
- Support the emotional wellbeing of children by adopting thoughtful approaches to conversations and discussions that encourage children’s development and promote language and communication skills.
- Facilitate collaborative learning opportunities
- Promote positive interactions with children
- Encourage children to express themselves and their opinions
- Allow children to undertake experiences that develop self-reliance and self-esteem
- Promote the dignity and rights of each child at all times
- Speak in comforting tones and hold babies to soothe them when they are crying and respond positively to babies and toddlers exploratory behaviour
- Respond appropriately to children’s social, emotional, physical and education needs relevant to their current wellbeing and future development
- Provide each child with positive guidance and encouragement toward acceptable behaviour
- Respect family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for
- Take reasonable steps to ensure that Services provide children with opportunities to interact and develop respectful and positive relationships with each other and with staff members
- Have regard to the size and the composition of the groups in which children are being educated and cared for by the service
- Provide an educational program that contributes to the following outcomes for each child—
 - The child will have a strong sense of identity
 - The child will be connected with and contribute to his or her world

- The child will have a strong sense of wellbeing
 - The child will be a confident and involved learner
 - The child will be an effective communicator
 - From birth, children begin to explore how the social world works. Exploring and learning to manage feelings, behaviour, rights and responsibilities is a complex process. Catholic Early EdCare will take a positive approach in guiding children’s behaviour that is ultimately aimed at empowering children to regulate their own behaviour and to develop the skills to negotiate and resolve conflicts or disagreements with others
 - Catholic Early EdCare will develop behaviour guidance strategies that demonstrate respect and understanding of individual children. Educators will strive to recognise and understand why each child may behave in a certain way, or why behaviour may occur in particular circumstances or at specific times of the day
 - A positive approach to guiding behaviour builds children’s confidence and self-esteem and is based on the development of caring, equitable and responsive relationships between Catholic Early EdCare and children
- 1.7 Catholic Early EdCare have not developed a procedure for interactions with children as guidance is provided by The National Quality Standard (NQS) Quality Area 5 – Relationships with Children and all Services are expected to adhere to the guidelines provided within the Guide to the National Quality Standard.
- 1.8 Catholic Early EdCare Services are required to –
- Minimise the risk of physical and/or emotional harm to children or another being in all interactions
 - Pre-empt potential conflicts or challenging behaviours by monitoring children’s play and supporting interactions where there is conflict
 - Adopt positive language, gestures, facial expressions and tone of voice when redirecting or discussing children’s behaviour with them
 - Respond to children’s aggressive or inappropriate behaviour
 - Demonstrate patience, and adopt a gentle, calm and reassuring demeanour when children express distress, frustration and anger
 - Consult with Parents/Carers, other professionals and resource agencies and work with them to improve interactions/relationships
- 1.9 Services are not permitted to adopt corporal punishment at any time nor use food as a reward or punishment.
- 1.10 Services may provide older children with privileges and increased freedom in recognition of their growing maturity and ability to take responsibility for their own behaviour

SUPPORTING DOCUMENTS

N/A

COMPLIANCE

Breaches of this policy will be dealt with under Centacare’s misconduct provisions, as stated in the Employment Guidelines Code of Conduct.

IMPLEMENTATION

Centacare will place this policy on the Archdiocesan Intranet (AI). Directors and managers are responsible for ensuring that the appropriate communication of policies and supporting documents to staff has occurred. All staff are responsible for understanding and complying with this policy. Contact the Policy Sponsor for further interpretation of this policy.

DEFINITIONS

Staff Member	<p>In relation to an education and care service, means any individual (other than a volunteer)employed, appointed or engaged to work in or as part of an education and care service, whether as an</p> <ul style="list-style-type: none"> ▪ Educator ▪ Director/Coordinator ▪ Nominated Supervisor; ▪ Or otherwise.
Educator	<p>Educator means an individual who provides education and care for children as part of an education and care service.</p>

2. RECORD KEEPING

- 2.1 Catholic Early EdCare will maintain all records as required by AOB and Centacare policies and procedures relating to record keeping
- 2.2 All Catholic Early EdCare Services are required to maintain all records in their Service folder on the L:\ drive.
- 2.3 All Catholic Early EdCare Services will adhere to Division 3 – Information and record keeping requirements, Education and Care Services National Regulations; specifically Subdivision 4 – Confidentiality and Storage of Records (181, 182, 183, 184).
- 2.4 Catholic Early EdCare will ensure all privacy provisions are implemented in relation to record keeping in accordance with the Archdiocese of Brisbane (AOB) privacy statement and AOB privacy policy available on the AI portal this extends to storing records in a secure and confidential manner.
- 2.5 Service records will be maintained (stored and preserved) in conditions suitable to the length of time they need to be kept and made available for use. This applies regardless of the format of the records or the media they are stored on.
- 2.6 Catholic Early EdCare will coordinate the removal, archiving and disposal of records as required.