



## 5.01 INTERACTIONS WITH CHILDREN

### Purpose Statement

Staff and educators will take all reasonable steps to ensure that the service provides children with opportunities to interact and develop respectful and positive relationships with each other, educators, staff, families and the wider community. It is widely understood, in the field of child development, that children who experience relationships built on respect, fairness, acceptance, co-operation and empathy, are given opportunities to develop these qualities themselves.

### Scope

This policy applies to all salaried full time and part time staff (including casuals), educators, contractors, children and families.

### Policy Statement

INTERACTIONS WITH CHILDREN WILL BE WITHOUT BIAS, RESPECTFUL, GENUINE AND OF A CARING NATURE.

### Procedures

#### *General Tips for Promoting Positive Interactions with Children*

1. Provide an environment that is secure and interesting with a positive and relaxed atmosphere.
2. Ensure the dignity and rights of each child are maintained.
3. Respond to all children in a fair and consistent manner.
4. Give all children an opportunity to be heard.
5. Encourage children to express themselves and their opinions.
6. Support children through periods of change.
7. Treat each child without bias regardless of their physical or intellectual ability, gender, religion, culture, family structure or economic status.
8. Ensure that all interactions and experiences children encounter whilst in care are appropriate and reflect each child's family and cultural values, age and physical and intellectual development.
9. Role model effective communication skills to children.
10. Listen to children. Show an interest in what children have to say and encourage them to share with you stories and anecdotes about their learning experiences.
11. Encourage children to interact with their peers during games, imaginary play and other activities.
12. Ensure routines such as meal times, toileting, nappy change and rest times are relaxed, unhurried and used for positive interactions with individual children.
13. Allow children to undertake experiences that develop self-reliance and self-esteem.
14. Create opportunities for children to learn new things and take supported risks.



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15. Share decision making with children. Provide children with options to make decisions rather than making decisions on their behalf.
16. Encourage children to express themselves and develop confidence in their abilities and opinions.
17. Use positive guidance and encouragement toward acceptable behaviour. Take a positive approach to guiding children's behaviour (refer to Understanding Children's Behaviour procedure for more information).
18. Share information with families about a child's interactions (i.e. their ability to listen to others, share, co-operate and empathise). This should be done in a confidential and constructive manner.
19. Participate in professional development opportunities as these come to hand.

NOTE: An excellent information resource is available at:  
[https://www.nt.gov.au/\\_data/assets/pdf\\_file/0003/234084/little-ones-workers-resource-manual.pdf](https://www.nt.gov.au/_data/assets/pdf_file/0003/234084/little-ones-workers-resource-manual.pdf)

This Resource Manual contains information and ideas to help workers in the education and care environment to understand the needs of children under two years, and to know how to best support children and their families.

### Relevant Standards/Legislation

- National Quality Framework for Early Childhood Education and Care Services including:
  - Education and Care Services National Law 2011
  - Education and Care Services National Regulations 2011

### Related Policies & Links

- *Understanding Children's Behaviour* procedure
- *Rights of a Child* Procedure