



Interactions with Children Policy

Rationale

Our Service will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful, and reciprocal relationships with children are fostered and encouraged and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

We will endeavour through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self identity.

Educators will utilise opportunities in their interactions with children to develop an understanding of each other’s expectations leading to a deeper understanding of ourselves as well as the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

Policy statement

This Policy outlines the Service’s commitment to partnerships between the Service and families and the many avenues of communication in place to sustain these partnerships.

Strategies and practices

- The Service is committed to working in partnerships with families to best meet the education and care needs of the children. This commitment is communicated to parents at enrolment and during orientation, as is the belief that effective partnerships can only be achieved when information is exchanged regularly and in simple terms.
- The Service’s enrolment and orientation processes are designed to be the beginning of the partnership. Parents are asked to provide as much information as possible about their child and the family background (e.g. cultural, religious, food preferences), and are provided with detailed verbal and written information about the Service and its practices. Refer to the Service’s *Enrolment and Orientation Policy*.
- During enrolment and orientation, parents are asked about their preferred way of receiving information from the Service and how best for them to communicate with the Service. The service prefers emailing.
- The Service uses many avenues to exchange information with families. These include:
 - Face to face

- Weekly newsletters
 - Notice boards
 - Parent-educator meetings
 - Surveys and questionnaires
 - Emails
 - Website
 - Facebook
- Information about community resources and support agencies in the local community is provided to parents to support parenting and family wellbeing.
- The Service accesses translation services for non-English speaking families.
- The Service uses a wide variety of means for parents to contribute to the program, and document how their contributions have been used in the program. Refer to the Service's *Written program policy*. The means include:
 - Family and Child Information Summary
 - Communication and Needs Survey
 - Interest / Favourite Activity Form
 - Provision for parent's comments on the Daily Program, Individual Child's Records, Learning Stories
 - Catching Family Input
- Parents are encouraged to raise any concerns they may have about any aspect of the Service's operations. Refer to the Service's *Grievance and Complaints Policy*.
- Information about children's wellbeing is routinely communicated to parents (e.g. illness or injuries, incidents at the Centre). Staff that are involved in any incidents are involved in this communication if possible.
- The Service's Policies and Procedures are reviewed annually. Parents are actively encouraged to be part of the review and to suggest any changes they consider necessary. They are provided with written feedback when their contributions are included.
- Wherever possible, proposed changes to the Service's operations are communicated to families some weeks prior to the implementation so that families have an opportunity to comment on and adjust to the change.
- Information from parents about their child remains confidential. (Refer to the Service's *Privacy and Confidentiality Policy*).

Responsibilities of parents

- To inform the Service of their preferred way to receive information from the Service, and to provide any information about their child and family that supports educators meeting the child's educational and care needs.
- To raise their concerns in a timely manner and to work with the Service to overcome them.
- To contribute information and ideas to the Service's Quality Improvement Plan whenever possible.
- To complete surveys and questionnaires wherever possible.

Links to other policies

- Written Program Policy
- Enrolment and Orientation Policy
- Family and Community Participation Register
- Grievance and Complaints Policy
- Nutrition, Food and Beverages Policy
- Professionalism and Ethics Policy

Links Education and Care Services National Regulations 2011, National Quality Standard 2011

Regs	157	Access for parents
QA	1.1.2	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program
	1.3.3	Families are informed about the program and their child's progress.
	2.1.1	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation
	6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
	6.1.2	The expertise, culture, values and beliefs of families are respected, and families share in decision-making about their child's learning and wellbeing
	6.1.3	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing
	6.2.3	The service builds relationships and engages with its community
	7.2.1	There is an effective self-assessment and quality improvement process in place
	7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.

Sources

- My Time Our Place Framework 2009
- Education and Care Services National Regulations 2011
- Guide to the National Quality Standard 2011

Further reading and useful websites

- Andrews, J. (2011). *Bridging the gap: Working with grandparents*. http://ncac.acecqa.gov.au/educator-resources/pcf-articles/p22_WorkingwithGrandparents_Jun11.pdf accessed 26 December 2017
- Australian Children's Education and Care Quality Authority – <http://www.acecqa.gov.au/> accessed 26 December 2017
- National Childcare Accreditation Council. (2010). *Factsheet for families: Sharing information about your child*. <http://ncac.acecqa.gov.au/educator-resources/pcf-articles/FFSharingInformationDec2010.pdf> accessed 26 December 2017

Policy review

The Service encourages staff and parents to be actively involved in the annual review of each of its policies and procedures. In addition, the Service will accommodate any new legislative changes as they occur and any issues identified as part the Service's commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

Version Control

Version	Date Reviewed	Approved By	Comments/Amendments	Next Review Date
1	8 January 2018	Dr Brenda Abbey (Author)	Updated to changed NQF requirements 1 February 2018. Service to modify policies to its specific needs.	
2	25 May 2018	Elizabeth Treadwell	Deleted sections not needed for WEMOOSH	25 may 2018
3	30 June 2020		Update NQS Addition preferred communication Reviewed parent contribution	30 June 2021
4	16 April 2021		No changes	15 April 2022