

Family Day Care

Interactions with Children Policy

Section: 5 Relationships with Children

Policy ID Number: 5.1

Link to National Quality Standard: 5.1.1, 5.1.2, 2.2.1

Link to Education and Care Services National Regulation: r155, r156, As165, As166

1 Policy Statement

Constructive everyday interactions and shared learning opportunities form the basis of equitable, respectful and reciprocal relationships between educators and children. Educators who are actively engaged in children's learning and share decision-making with them, use their everyday interactions during play, routines and ongoing projects to stimulate children's thinking and to enrich their learning. These relationships provide a solid foundation from which to guide and support children as they develop the self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.

2 Rationale

Family Day Care is committed to creating and maintaining a child safe organisation where protecting children and preventing and responding to child abuse is embedded in the everyday thinking and practice of all staff, Educators, Educator household members, work experience/work placement students and volunteers irrespective of their involvement in child related duties.

Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Positive, supportive and individualised interactions with adults enhance the social, emotional, cognitive and physical development of young children. The way adults interact with children is significant to the child's development and growth.

3 Procedures

3.1 Interactions and Relationships

- Educators and Coordination Unit staff will respect and maintain the dignity and rights of every child.
- Educators will use children's agency, interests, diversity and individual qualities to guide program development.
- Educators need to ensure that secure relationships with adults and their peers develops each child's confidence and feelings of being respected and valued. Children having a strong sense of wellbeing promotes children's confidence and optimism, which maximises their learning and development.
- Educators will use contemporary evidence-based practices to guide children's behaviour. These practices will provide positive and learning experiences for the children.
- Educators and Coordination Unit Staff will not use any form of corporal, physical, or verbal punishment under any circumstances.
- Educators will respect the diversity and culture of all families in their care. Educators will work together with families to implement appropriate behaviour guidance techniques and if needed will seek the support of the Coordination Unit.
- Educators will provide children with opportunities to interact and develop respectful and positive relationships with each other, staff, volunteers and family members.
- Resource Officers will model and guide appropriate behaviour strategies including making recommendations for Educators.

3.2 Supervision

- Supervision is a key aspect of ensuring that children’s safety is always protected in the service environment, whilst on outings or excursions, and during transportation provided or arranged by the Educator as part of childcare. Therefore, Educators will ensure that:
 - children are always supervised whilst in their care, by being in sight and/or hearing of the educator always, including during toileting, sleep, rest and transition routines; and
 - children must not be able to access unsupervised or unsafe areas of the Educator’s residence; and
 - children will only be taken outside the Educator’s residence by the Educator, Coordination Unit staff, the nominated supervisor, a parent or authorised nominee.
- Educators should balance supervision and engagement by drawing on a range of skills such as positioning, using peripheral vision and monitoring changes in noise and stress levels.
- Educators need to consider the level of participation that is required by them during activities, such as monitoring screen time and fostering conversation in the group to promote the learning experience.
- During care some children may be playing in different parts of the family day care residence and the Educator will need to consider how these children will be adequately supervised. Consideration can be given to whether the age and developmental needs of individual children would allow them to play in areas of the family day care residence where they are not directly supervised.
- The Educator is permitted to release a child into the supervision and care of an Emergency Services provider (e.g. Ambulance, Police, Fire, Child Protection) in the event of an emergency.
- Educators are not permitted to leave children under the supervision of any visitor or family member.

4 References

- [Education and Care Services National Law Act](#)
- [Education and Care Services National Regulations](#)
- [National Quality Standards](#)
- [ACECQA](#)
- Educator Agreement

5 Definitions

Term	Definition
Agency	Children being able to make choices and decisions to influence events and to have an impact on their world
Supervision	An educator must be able to respond immediately, particularly when a child is distressed or in a hazardous situation.

Revision History

Date	Revision No.	Revision Section	Revision Description
December 2016	1.0	All	Initial Policy Release (creation date)
November 2020	2.0	All	Updated from old Policy to new format and current information
November 2022	Next Review Date		

This policy and procedure supersedes the one in the Family Day Care Policy Manual dated 2016