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INTERACTIONS WITH CHILDREN POLICY

Mandatory – Quality Area 5

PURPOSE

This policy will provide guidelines to ensure:

- the development of positive and respectful relationships with each child at Bonbeach Pre-School
- each child at Bonbeach Pre-School is supported to learn and develop in a secure and empowering environment.

POLICY STATEMENT

1. VALUES

Bonbeach Pre-School is committed to:

- maintaining the dignity and rights of each child at the service
- promoting fairness, respect and equity
- encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- maintaining a duty of care (refer to *Definitions*) towards all children at the service
- considering the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child
- building collaborative relationships with families to improve learning and development outcomes for children
- encouraging positive, respectful and warm relationships between children, families and educators/staff at the service.

2. SCOPE

This policy applies to the Approved Provider, Persons with Management or Control, Nominated Supervisor, Persons in day-to-day Charge, staff, students on placement, volunteers, parents/guardians, children and others attending the programs and activities of Bonbeach Pre-School.

3. BACKGROUND AND LEGISLATION

Background

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Relationships are the foundation for the construction of identity, and help shape children's thinking

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about who they are, how they belong and what influences them [*Early Years Learning Framework*, p. 20; *Framework for School Age Care*, p. 19]

'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.' (*Guide to National Quality Framework* – refer to Sources)

Child Safe Standard 7 requires services to have strategies to promote the participation and empowerment of children. When children feel respected and valued, they are much more likely to speak up about issues of safety and wellbeing. Enabling and promoting the participation of children within a service has multiple benefits in addition to enhancing the safety of children, including demonstrating a commitment to upholding the rights of children, checking that what the service is doing is what children want and building the communication and leadership skills of children.

In developing an *Interactions with Children Policy*, early childhood education and care services must review and reflect on the philosophy, beliefs and values of the service, particularly with regard to the relationships with children. The development of this policy should also be informed by the service's *Code of Conduct Policy*.

Legislation and standards

Relevant legislation and standards include but are not limited to:

- *Charter of Human Rights and Responsibilities Act 2006* (Vic)
- *Children, Youth and Families Act 2005* (Vic)
- *Child Wellbeing and Safety Act 2005* (Vic)
- *Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015* (Vic)
- *Disability Discrimination Act 1992* (Cth)
- *Education and Care Services National Law Act 2010*
- *Education and Care Services National Regulations 2011*
- *Equal Opportunity Act 2010* (Vic)
- *National Quality Standard*, Quality Area 5: Relationships with Children

4. DEFINITIONS

The terms defined in this section relate specifically to this policy. For commonly used terms e.g. Approved Provider, Nominated Supervisor, Regulatory Authority etc. refer to the *General Definitions* section of this manual.

Adequate supervision: entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- number, age and abilities of children
- number and positioning of educators
- current activity of each child
- areas in which the children are engaged in an activity (visibility and accessibility)
- developmental profile of each child and of the group of children

- experience, knowledge and skill of each educator
- need for educators to move between areas (effective communication strategies).

Behaviour guidance plan: A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties or challenging behaviours to self-manage his/her behaviour. The plan is developed in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professional support agencies as applicable.

Challenging behaviour: Behaviour that:

- disrupts others or causes disputes between children, but which is part of normal social development
- infringes on the rights of others
- causes harm or risk to the child, other children, adults or living things
- is destructive to the environment and/or equipment
- inhibits the child's learning and relationship with others
- is inappropriate relative to the child's developmental age and background.

Inclusion Support Program: Funded by the Commonwealth Government to assist services to build their capacity and capability to include children with additional needs in mainstream services; providing them with an opportunity to learn and develop alongside their typically developing peers: https://www.education.gov.au/

Notifiable complaints: The Regulatory Authority is required to be notified of a complaint that alleges:

- a serious incident has occurred or is occurring while a child is being educated and cared for by a service
- the National Law and/or National Regulations have been contravened.

Complaints of this nature must be reported by the Approved Provider to the Regulatory Authority within 24 hours of the complaint being made (Section 174(2)(b), Regulation 176(2)(b)). If the Approved Provider is unsure whether the matter is a notifiable complaint, it is good practice to contact DET for confirmation.

Notification of complaints must be submitted within 24 hours through either the NQA IT System portal: http://www.acecqa.gov.au or where this is not possible, the Regulatory Authority must be contacted directly.

Mental health: In early childhood, a child's mental health is understood as a child's ability to 'experience, regulate and express emotions; form close and secure interpersonal relationships; and explore the environment and learn – all in the context of family, community and cultural expectations for young children. Infant mental health is synonymous with healthy social and emotional development. https://www.kidsmatter.edu.au/

Preschool Field Officer (PSFO) Program: The role of the PSFO Program is to support the access and participation of children with additional needs in preschool: http://www.education.vic.gov.au

Serious incident: A serious incident (regulation 12) is defined as any of the following:

- the death of a child while being educated and cared for at the service or following an incident at the service
- any incident involving serious injury or trauma while the child is being educated and cared for, which
    - a reasonable person would consider required urgent medical attention from a registered medical practitioner; or

  - the child attended or ought reasonably to have attended a hospital e.g. a broken limb*

- any incident involving serious illness of a child while that child is being educated and cared for by a service for which the child attended, or ought reasonably to have attended, a hospital e.g. severe asthma attack, seizure or anaphylaxis*.

  - *NOTE: In some cases (for example rural and remote locations) a General Practitioner conducts consultation from the hospital site. Only treatment related to serious injury or illness or trauma are required to be notified, not other health matters.

- any emergency for which emergency services attended. NOTE: This means an incident, situation or event where there is an imminent or severe risk to the health, safety or wellbeing of a person/s at an education and care service. It does not mean an incident where emergency services attended as a precaution.

- a child appears to be missing or cannot be accounted for at the service

- a child appears to have been taken or removed from the service in a manner that contravenes the National Regulations

- a child was mistakenly locked in or out of the service premises or any part of the premises.

Examples of serious incidents include amputation (e.g. removal of fingers), anaphylactic reaction requiring hospitalisation, asthma requiring hospitalisation, broken bone/fractures, bronchiolitis, burns, diarrhoea requiring hospitalisation, epileptic seizures, head injuries, measles, meningococcal infection, sexual assault, witnessing violence or a frightening event.

If the approved provider is not aware that the incident was serious until sometime after the incident, they must notify the regulatory authority within 24 hours of becoming aware that the incident was serious.

Notifications of serious incidents should be made through the NQA IT System portal (http://www.acecqa.gov.au). If this is not practicable, the notification can be made initially in whatever way is best in the circumstances.

5. SOURCES AND RELATED POLICIES

Sources

- *Behaviour guidance practice note series* (DET): http://www.education.vic.gov.au
- *Belonging, Being & Becoming – The Early Years Learning Framework for Australia*: https://www.education.gov.au/
- Early Childhood Australia *Code of Ethics*: http://www.earlychildhoodaustralia.org.au/
- *Guide to the National Quality Framework*, ACECQA: www.acecqa.gov.au
- Inclusion Support Program (ISP), Department of Education and Training: https://www.education.gov.au/
- Kids Matter, an Australian mental health and well-being initiative set in primary schools and early childhood education and care services: https://www.kidsmatter.edu.au/
- *The Kindergarten Funding Guide* (DET): http://www.education.vic.gov.au
- United Nations Convention on the Rights of the Child: https://www.unicef.org/
- Victorian Early Years Learning and Development Framework: http://www.education.vic.gov.au

Service policies

- *Child Safe Environment Policy*
- *Code of Conduct Policy*
- *Complaints and Grievances Policy*
- *Curriculum Development Policy*
- *Inclusion and Equity Policy*

- *Occupational Health and Safety Policy*
- *Privacy and Confidentiality Policy*
- *Supervision of Children Policy*

PROCEDURES

The Approved Provider and Persons with Management or Control are responsible for:

- developing and implementing the *Interactions with Children Policy* in consultation with the Nominated Supervisor, other staff and parents/guardians, and ensuring that it reflects the philosophy, beliefs and values of the service
- ensuring parents/guardians, the Nominated Supervisor and all other staff are provided with or have access to a copy of the *Interactions with Children Policy* and comply with its requirements
- ensuring the Nominated Supervisor and all other staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and interactions when working with children and families (refer to *Code of Conduct Policy*)
- ensuring children are adequately supervised (refer to *Definitions*) and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy*)
- ensuring the size and composition of groups is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service (Regulation 156(2)). Smaller group sizes are considered optimal
- ensuring educational programs are delivered in accordance with an approved learning framework, are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (Regulation 73) (refer to *Curriculum Development Policy*)
- ensuring that the service provides education and care to children in a way that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and the rights of each child at all times
  - offers positive guidance and encouragement towards acceptable behaviour
  - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for (Regulation 155)
- ensure that the service provides children with opportunities to interact and develop positive relationships with each other, and with the staff and volunteers at the service (Regulation 156(1)
- ensuring clear documentation of the assessment and evaluation of each child's:
  - developmental needs, interests, experiences and program participation
  - progress against the outcomes of the educational program (Regulation 74) (refer to *Curriculum Development Policy*)
- supporting educators/staff to access resources and gain appropriate training, knowledge and skills for the implementation of this policy, including promoting social, emotional and mental health and wellbeing
- ensuring the environment at the service is safe, secure and free from hazards for children (refer to *Child Safe Environment Policy*, *Occupational Health and Safety Policy* and *Supervision of Children Policy*) and promotes the active participation of every child
- ensuring that the Nominated Supervisor and all other staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- promoting collaborative relationships between children/families and educators, staff and other professionals, to improve the quality of children's education and care experiences

- referring notifiable complaints (refer to *Definitions*), grievances (refer to *Definitions*) or complaints that are unable to be resolved appropriately and in a timely manner to the Grievances Subcommittee/investigator (refer to *Complaints and Grievances Policy*)
- informing DET, in writing, within 24 hours of receiving a notifiable complaint (refer to *Definitions*) (Section 174(4), Regulation 176(2)(b))
- notifying DET, in writing, within 24 hours of a serious incident (refer to *Definitions*) occurring at the service (Section 174(4), Regulation 176)
- ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- developing links with and referral pathways to services and/or professionals to support children experiencing social, emotional and behavioural difficulties and their families
- ensuring that there is a behaviour guidance plan developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk
- ensuring that parents/guardians and other professionals and support agencies (as appropriate) are consulted if an individual behaviour guidance plan has not resolved the challenging behaviour
- consulting with, and seeking advice from, DET if a suitable and mutually agreeable behaviour guidance plan cannot be developed
- ensuring that additional resources are sourced, if required, to implement a behaviour guidance plan
- ensuring that educators/staff at the service are provided with appropriate training to guide the actions and responses of a child/children with challenging behaviour.
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

The Nominated Supervisor and Persons in Day to Day Charge are responsible for:

- implementing the *Interactions with Children Policy* at the service
- ensuring all staff and parents/guardians have access to the *Interactions with Children Policy* and comply with its requirements
- ensuring all staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (refer to *Code of Conduct Policy*)
- ensuring children are adequately supervised (refer to *Definitions*) and that educator-to-child ratios are maintained at all times (refer to *Supervision of Children Policy*)
- ensuring that the environment is safe, secure and free from hazards (*Child Safe Environment, Supervision of Children Policy* and *Occupational Health and Safety Policy*)
- considering the size and composition of groups when planning program timetables to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with adults at the service. Smaller group sizes are considered optimal
- developing and implementing educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- ensuring the educational program contributes to the development of children to have a strong sense of wellbeing and identity, and to be connected, confident, involved and effective learners and communicators (refer to *Curriculum Development Policy*)
- ensuring that educators provide education and care to children in a way that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and the rights of each child at all times
  - offers positive guidance and encouragement towards acceptable behaviour

  - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- ensuring clear and straightforward documentation of the assessment and evaluation of each child's:
  - developmental needs, interests, experiences and program participation
  - progress against the outcomes of the educational program (Regulation 74) (refer to *Curriculum Development Policy*)
- organising appropriate training for all staff to assist with the implementation of this policy
- ensuring all staff members at the service who work with children are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- ensuring that procedures are in place for effective daily communication with parents/guardians to share information about children's learning, development, interactions, behaviour and relationships
- informing the Approved Provider of any notifiable complaints (refer to *Definitions*) or serious incidents (refer to *Definitions*) at the service
- ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur while the child is on the service premises
- ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- developing the behaviour guidance plan in consultation with the Approved Provider, educators and the parents/guardian of the child, and other professionals and services as appropriate
- supporting educators by assessing skills and identifying additional training needs in the area of behaviour guidance
- investigating the availability of extra assistance, financial support or training, by contacting the regional Preschool Field Officer (refer to *Definitions*), specialist children's services officers from DET or other agencies working with the child
- setting clear timelines for review and evaluation of the behaviour guidance plan.
- providing information, ideas and practical strategies to families, educators and staff on a regular basis to promote and support health and wellbeing in the service and at home
- co-operating with other services and/or professionals to support children and their families, where required
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

All other staff are responsible for:

- assisting with the development and implementation of the *Interactions with Children Policy*, in consultation with the Approved Provider, Nominated Supervisor, parents/guardians and families
- providing access to the *Interactions with Children Policy* for parents/guardians and families
- complying with the requirements of the *Interactions with Children Policy*
- being aware of service expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families (refer to *Code of Conduct Policy*)
- providing adequate supervision of children at all times (refer to *Definitions* and *Supervision of Children Policy*)
- communicating and working collaboratively with parents/guardians and families in relation to their child's learning, development, interactions, behaviour and relationships
- delivering educational programs, in accordance with an approved learning framework, that are based on the developmental needs, interests and experiences of each child, and take into account the individual differences of each child (refer to *Inclusion and Equity Policy*)
- delivering programs that develop a sense of wellbeing and identity, connection to community, and provide skills for lifelong learning in all children (refer to *Curriculum Development Policy*)

- providing education and care to children in a way that:
  - encourages children to express themselves and their opinions
  - allows children to undertake experiences that develop self-reliance and self-esteem
  - maintains the dignity and the rights of each child at all times
  - offers positive guidance and encouragement towards acceptable behaviour
  - has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- developing warm, responsive and trusting relationships with children that promote a sense of security, confidence and inclusion
- supporting each child to develop responsive relationships, and to work and learn in collaboration with others
- using positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- assisting the Nominated Supervisor to develop a behaviour guidance plan in consultation with parents/guardians and other professionals as appropriate
- implementing a behaviour guidance plan and incorporating identified strategies and resources into the service program
- undertaking relevant training that will enable them to guide children who exhibit challenging behaviour
- maintaining ongoing communication and consultation with parents/guardians
- providing regular progress reports to the Approved Provider and Nominated Supervisor on the implementation and effectiveness of the agreed strategies contained in an individual behaviour guidance plan
- documenting assessments and evaluations for each child to inform the educational program (Regulation 74)
- being aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- maintaining confidentiality at all times (refer to *Privacy and Confidentiality Policy*).

Parents/guardians are responsible for:

- reading and complying with the *Interactions with Children Policy*
- engaging in open communication with educators about their child
- informing educators/staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, relationship issues, a new sibling)
- informing educators/staff of any concerns regarding their child's behaviour or the impact of other children's behaviour
- working collaboratively with educators/staff and other professionals/support agencies to develop or review an individual behaviour guidance plan for their child, where appropriate.

EVALUATION

In order to assess whether the values and purposes of the policy have been achieved, the Approved Provider will:

- regularly seek feedback from everyone affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice
- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify parents/guardians at least 14 days before making any changes to this policy or its procedures unless a lesser period is necessary because of a risk.

ATTACHMENTS

- Attachment 1: Behaviour Guidance Plan Template
- Attachment 2: Guidelines for completing a behaviour guidance plan

AUTHORISATION

This policy was adopted by the Approved Provider of Bonbeach Pre-School on 1.11.2024

REVIEW DATE: NOVEMBER 2027

ATTACHMENT 1 – BEHAVIOUR GUIDANCE PLAN TEMPLATE

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BEHAVIOUR GUIDANCE PLAN

Child's name	
Group	
Date	

This plan has been developed in line with the Bonbeach Pre-School Interactions with Children Policy. The plan is developed in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professional support agencies as applicable.

1. Pertinent background information

Related documents (provided by other services, other plans, professional diagnosis etc.):

1.
2.

Strengths / motivators	
Dislikes	

2. Behaviours requiring support:

a. Target behaviours	b. Triggers	c. Proactive strategies

3. Communicate and Review

A copy of the Plan will be provided to.	
Monitor review meetings	
Plan review date	

4. Endorsement

	Principal	Nominated Supervisor	Parent/guardian
Name:			
Date:			
Signature:			

ATTACHMENT 2 – GUIDELINES FOR COMPLETING A BEHAVIOUR GUIDANCE PLAN

This plan has been developed in line with the Bonbeach Pre-School Interactions with Children Policy.

A behaviour guidance plan is to be developed for a child if educators are concerned that the child's behaviour may put the child themselves, other children, educators/staff and/or others at risk. A plan must be developed for children with diagnosed behavioural difficulties.

The plan documents strategies to assist an educator in guiding a child to self-manage his/her behavior. It is developed in consultation with the Nominated Supervisor, educators, parents/guardians and families, and other professional support agencies as applicable.

The following instructions are written to help Educators complete a Behaviour Guidance Plan. This should be read in consultation with the Interactions with Children Policy and the Attachment - Procedures recommended for the development of a behaviour guidance plan.

Pertinent background information

Keep information in this section to a minimum.	• Only list information that educators need to know to assist with implementing the plan. • For some children this section may be blank, or include only a diagnosis, or significant life event that is impacting on the student. • Do not list all background information, or information of a sensitive or confidential nature. • `Be mindful that whilst parents know that their child has some difficulties it can be distressing to see this in print and parents must receive a copy of and sign this BGP.
Strengths and dislikes	• Identify as appropriate

Behaviours in need of support

Target behaviours	• **<u>Identify those behaviours</u>** that will be the target, or focus, for this BGP. One to three is best, and no more than five. • Write the behaviour you would like to see, where possible. For example, 'Keep hands and feet to self' rather than 'No hitting or kicking'. • Ensure each party has the same understanding of the behaviours. Write a description if necessary • Physical violence, risk of violence, bullying and discrimination should be the top priority, followed by inappropriate behaviours that occur frequently, through to support behaviours for students with wellbeing needs. It can be helpful to develop a baseline of the frequency of each behaviour to establish whether it is an actual or a perceived issue. This is achieved through record keeping or observation of the child for set periods of times.
Identify the triggers for behaviours	**Routines and rituals** – explore the routines and rituals used at home they may help the child settle at kinder sessions. Additionally, talk to parents about helping to introduce necessary kinder routines at home to help them be more comfortable at kinder.

	Transitions - Identifying when the child might not understand it's time to move on from one activity to another. **Sensory sensitivities** – Children may like feeling or touching particular surfaces or objects, or get upset when they are not allowed to. **Sensory overload –** Times when there is too much is happening, or a particular noise is overwhelming, or the light is too bright. **Unrealistic expectations** - Like all children, a child with ASD can get frustrated if he's expected to do something he doesn't have the skills for, such as getting dressed by himself. **Tiredness** – Identify tiredness triggers, at certain times or after certain activities. **Discomfort** - This could include things like the feeling of clothes against skin, a prickly label, wet pants, a bump or pain.
Proactive strategies	• Tailor strategies to suit the child's individual needs. Focus on reducing the cause of the problem. Both short term and long term solutions should be included. Consider the role a parent or guardian might provide. • Allow down time or calming options. • Ensure allowances are made for appropriate supervision Proactive strategies should be identified for both Educators and Families/Guardians, consider strategies for: • In the classroom • In the playground • During snack time • During quiet time • During pack up times • Debriefing • At home before coming to kinder • Other
Communications and review considerations	• The signed plan will be kept on the child's personnel file • All Educators for the session will need to read and note the plan • How will replacement staff be made aware of the plan?