

Interactions with Children Policy

Introduction

The Y Canberra will promote the wellbeing of children and young by providing attentive care and quality interactions. Emotional resilience and social competence is enhanced with thoughtful approaches to conversations. Children who experience relationships built on respect, fairness and empathy are given the opportunity to develop these qualities themselves. When children and young people are provided with positive interactions they are respected, and feel a sense of belonging in the world. Y People are committed to providing secure relationships with children and young people allowing them to develop and learn safely and to promote their wellbeing, self-esteem and sense of security.

Policy

The Relationships with Children Policy demonstrates how effective communication demonstrates...

- safe, secure and nurturing environments
- authentic, responsive and meaningful interactions
- fairness and acceptance, ensuring children’s dignity and rights is maintained.
- Respectful care moments to build a foundation of trust and security for children

Children’s Rights

Y People acknowledge that interactions are greatly enhanced when children’s rights and cultural values are considered and respected. A culture of respectful interaction is promoted when children’s attempts to communicate are valued. Respectful communication with families generates greater confidence in interacting.

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions taken into account (UN Rights of the Child - Article 12)

Children have the right to get and to share information, as long as the information is not damaging to them or to others. (UN Rights of the Child - Article 13)

Children have the right to learn and use the language and customs of their families, whether or not these are shared by the majority of the people in the country where they live, as long as this does not harm others. (UN Rights of the Child - Article 30)

Role Modelling

Y People acknowledge effective role modelling as the best practice for

- guiding positive interactions, social and emotional relationships
- Showing care, empathy and respect for children, educators and staff and families;
- Learning effective language, vocabulary and communication

We believe quality interactions increase children’s knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others. We understand interactions between educators and children must be genuine, positive and

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responsive and based on respect, fairness, acceptance and empathy. This is evident in conversations, communication, pedagogy, and planning for children and young people.

Y People will:

- Respond to children and young people in a fair and consistent manner showing we are sensitive to their attempts to initiate interactions and conversations and acknowledge each child’s diversity in positive ways;
- Develop warm, trusting and respectful relationships with children and young people to develop their wellbeing, self-esteem and sense of security.
- Engage individually and in groups demonstrating they know children and young people’s interests, strengths and needs.
- Developed a unique, reciprocal relationship with all children.
- Ensure care giving moments are opportunities for learning by engaging in relaxed and unhurried two way conversations.
- Encourage children and young people’s communication by reasoning, predicting, reflecting, questioning processes modelling appropriate language.
- Support children to express their thoughts and feelings.
- Encourage and engage in reciprocal conversations to become attuned to children and young people’s thoughts, ideas and feelings.
- Support the development of children’s identity and social and emotional competence.
- Encourage children to make choices and decisions supporting their independence, agency and leadership skills.
- Support children’s relationships by guiding behaviour sensitively using modelling, demonstration, questioning and problem solving strategies to promote mutual respect and social inclusion.
- Support children to regulate their own behaviour and negotiate social relationships
- Respect cultural differences in communication and consider alternative approaches to own.
- Encourage children and young people’s participation in programmed experiences.
- Respect children as capable learners by including their perspectives in teaching, learning and assessment (ECA Code of Ethics, 2016)
- Use listening as a foundation for interactions and observation.
- Respond to children with energy, enthusiasm and interest.
- Provide time, space and opportunity for conversation and communication
- Sit and engage with children during meal times.
- Assist new children and young people to feel secure and settled in the service.
- Communicate and share changes to the routine, experiences or staffing
- Suspend judgement and provide undivided attention to children as they communicate.
- Dedicate time to reflect on their interactions within children.
- Use a variety of methods of communication including verbal, nonverbal, sign language and resources.
- Respectful approach children’s play, to negotiate and support their decision making
- Provide learning environments to support children to use their imagination, conversation and collaboration to play independently.
- Plan rosters to develop continuity of staff to enhance relationships with children.

Scope

Y Canberra People

Students and Volunteers.

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Roles and Responsibilities

Department / Area	Role/Responsibility
Y Canberra Business Units	Manager / Nominated Supervisor / Coordinators
Children Services / Health, Fitness and Recreation / Accommodation	Y People / Parents / Guardians / Students / Volunteers

Monitoring, Evaluation and Review

- Policy review will occur biannually or as required
- Review is to be conducted by the Policy Owner in consultation with the Senior Risk Manager
- Policy consultation involves all relevant stakeholders.

Supporting Documents

- Education and Care Services National Law Act 2010
<https://www.legislation.vic.gov.au/in-force/acts/education-and-care-services-national-law-act-2010/012>
- *Education and Care Services National Regulations 2011*
<https://www.legislation.nsw.gov.au/view/html/inforce/current/si-2011-0653>
- National Quality Standards, Quality Area: 5 Relationships with Children
<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-5-relationships-with-children>
- Belonging Being and Becoming: The Early Years Learning Framework
https://www.acecqa.gov.au/sites/default/files/2018-02/belonging_being_and_becoming_the_early_years_learning_framework_for_australia.pdf
- My Time Our Place: OSHC Curriculum Framework
https://docs.education.gov.au/system/files/doc/other/mtop_12072019.pdf
- Circle of Security Attachment Theory
<https://www.circleofsecurityinternational.com/circle-of-security-model/what-is-the-circle-of-security>

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