

YMCA Geelong- Interactions with Children Policy (Children's Services)



OFFICE USE ONLY

Policy Number	Date Approved	Date Last Amended	Status
YG 151-O	04/04/2014	16/03/2017	APPROVED

1. INTERACTIONS WITH CHILDREN POLICY (Children's Services)

2. INTRODUCTION

Mutually supportive relationships and interactions are integral to quality education and care settings. Secure respectful and responsive relationships between and amongst children and adults provide the foundation upon which the community is established. This policy meets the requirements of the Education and Care National Law and Regulations (2011), honors the rights of all children and guides Educators in supporting each child's learning and development under the standards, learning outcomes and principles of the National Quality Framework.

3. POLICY

Through positive, supportive and intentional relationship building, all educators will ensure that YMCA services provide education and care to children in a way that facilitated the following under regulation 155;

a) Children are encouraged to express themselves and their opinions;

- All children contribute ideas to the curriculum based on their current interests and skills
- Children participate in the documentation of their activities, participation, achievements and learning
- Children's reflections, contributions, ideas, feedback and opinions are sought by the educators regularly throughout the program and in a variety of situations. The documentation is used to enhance and enrich the program
- Educators monitor, support, facilitate and guide interactions between peers where required.
- Relationships are strengthened as educators and children share decisions, respect and trust each other and learn together

b) Educators ensure children undertake experiences that develop self-reliance and self-esteem;

- Children are provided opportunities to take on levels of responsibility and have their say in decisions that affect that and have their opinions taken into account

- The routine is reviewed regularly to ensure it is developmentally and age appropriate and that educators expectations of children is based on their age and development.
- The educational program of activities is planned, evaluated, extended on to facilitate the individuals strengths and interests and to ensure children have opportunities to try new activities, take risks and develop a sense of achievement.

c) The dignity and rights of each child being educated and cared for by the service are maintained at all times

- The United Nations ‘Rights of the child’ are respected at all times and promoted
- The educators will ensure at all times the environment and interactions reflect and promote respect for the individual and will facilitate the children’s development of skills in to ensure all interactions are non bias, non discriminatory, non threatening, respectful, will not humiliate, scare, threaten or harm any other person
- All educators will role model and promote respect, democracy, honesty, integrity, justice, courage and a collaborative environment for all users to promote a positive interactive learning community

d) Each child is given positive guidance and encouragement toward acceptable behaviour

- Children are consulted on the strategies for positive and acceptable behaviour in the service.
- Educators discuss the strategies with the children individually and in a group situation on a regular basis.
- Educators role model respectful and positive interactions with the children, with each other and with families.
- Educators value the partnership with families and actively collaborate with families to develop positive guidance strategies where appropriate
- Educators consult with the school community to ensure strategies and guidance techniques are consistent, where applicable
- Educators promote and role model positive guidance and conflict resolution through supportive interactions, role modeling and play.

e) Educators have regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service

- Diversity of age, cultural values and interests is respected, celebrated and incorporated into the service community.
- The children will not be required to participate in activities that are inappropriate in relation to each child’s family and cultural values, age and physical and intellectual development or capacity.
- Educators, Management and all YMCA stakeholders role model non-discriminatory behavior at all times and without exception

f) **Relationships in Groups (Regulation 155)**

The approved provider, together with the responsible person and applicable Nominated Supervisor must ensure the service;

- takes reasonable steps to ensure there are opportunities for children to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.
- provides educators with appropriate guidance around planned and spontaneous interactions with children and provide educators with appropriate information about participants in order to initiate interactions.
- has regard to the size and the composition of the groups in which children are being educated and cared for at the service

4. DEFINITIONS

Intentionality- involves educators being deliberate, purposeful and thoughtful in their decisions and actions

Wellbeing- Includes happiness and satisfaction, effective social functioning and the dispositions of optimism, openness, curiosity and resilience.

5. SCOPE

The scope of this policy applies to all approved Children’s Services that operate under the Education and Care Services National Regulations, 2011. This includes Before and After School Care Services, Vacation Care conducted by YMCA Geelong.

6. ROLES AND RESPONSIBILITIES

Department/Area	Role/Responsibility
Operations	YMCA Nominated Supervisor and/or service Management will oversee the implementation and service adherence to this policy (ie policy compliance). Nominated Supervisor and/or Person with Management and Control will seek individual community feedback and facilitate an active consultation process with service users as appropriate. All Educators are responsible for the daily implementation of the policy when directly supervising children.
Community Programs Co-ordinator	Is responsible for ensuring suitable resources and support systems to enable compliance with this policy. Drive the consultation process and provide leadership and advice on the continuous improvement of the policy.
Community Programs Co-ordinator	The Children’s Services Taskforce is responsible for the development, monitoring and review of the Policy and related systems, ensuring all content meets all legislated requirements. Facilitate annual policy training to Children’s Services Educators on the appropriate implementation and use of policy.

CEO	Approve the Policy Provide official sign off on the Policy
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7. MONITORING, EVALUATION AND REVIEW

When endorsed and subsequently approved, the Interactions with Children Policy will be reviewed three years from the date of initial approval in accordance with the YMCA Geelong Policy Framework and National Quality Framework.

The ongoing monitoring and compliance to this policy will be overseen by Community Programs Co-ordinator and the Senior Management Team. Each program will complete an annual self-assessment against this policy and the legislated standards from which it was drawn. The National Quality Framework Ratings and Assessment process, and Service Approval conditions, will also assist in the external audit and monitoring of the policy, by delegates of the Department of Education and Early Childhood Development.

8. SUPPORTING DOCUMENTS (LINKS TO PROCEDURES, LEGISLATION, FORMS, WORK PRACTICES)

1. [Victorian Early Years Learning and Development Framework \(VEYLDF\)](#)
2. [National Early Years Learning Framework \(EYLF\)](#)
3. [My Time, Our Place: Framework for School Age Care in Australia](#)
4. [Education and Care Services National Law Act](#)
5. [Education and Care Services National Regulations 2011](#)
6. [OSCAR, Term 4, 2011](#)
7. Programming and Planning in Early Childhood Settings 4th Edition; 2007
8. [Guide to the National Quality Standard: Quality Area 5](#)
9. [United Nations Convention on the Rights of the Child](#)
10. [Early Childhood Australia Code of Ethics](#)
11. [YMCA Victoria Code of Conduct Policy](#)
12. [Safeguarding Children and Young People Policy](#)
13. [UNICEF Australia](#)

Approved by: Chief Executive Officer

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Review date: 16/03/2020

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Amendment history:

Version	Date	Author	Change Description
V1	July 2011	Kimberley Maher	Document created

V2	July 2012	Kimberley Maher	Reviewed
V3	04/04/2014	Shona Eland	Uploaded to YMCA Geelong Policy Template included scope, monitoring and evaluation clauses.
V4	16/3/2017	Kimberley Maher	Updated Section 3. f) <i>provides educators with appropriate guidance around planned and spontaneous interactions with children and provide educators with appropriate information about participants in order to initiate interactions.</i>

As Adopted and reviewed by the YMCA of Geelong Inc on 04/04/2014



Chief Executive Officer YMCA Geelong Inc.