

POLICY/PROCEDURE NAME & REVIEW PROCESS	INTERACTIONS with CHILDREN POLICY <p>This policy and procedure has been created to provide all stakeholders with clear guidelines and transparency to our practices and procedures.</p> <p>We welcome feedback and input from all stakeholders at any time and this policy is subject to review based on feedback or due date of annual review.</p>
NATIONAL QUALITY STANDARD	QA5 RELATIONSHIPS WITH CHILDREN <p>5.1 Relationships between educators and children.</p> <p>5.1.1 Positive educator to child interactions.</p> <p>5.1.2 Dignity and rights of the child.</p> 5.2 RELATIONSHIPS BETWEEN CHILDREN <p>5.2.1 Collaborative learning.</p> <p>5.2.2 Self-regulation.</p>
NATIONAL LAW AND REGULATIONS	<p>73- Educational program</p> <p>84- Awareness of child protection law</p> <p>115- Premises designed to facilitate supervision</p> <p>155- Interactions with children</p> <p>156- Relationships in groups</p> <p>168-Education and care service must have policies and procedure</p> <p>170-Policies and procedures to be followed</p> <p>171-Policies and procedures to be kept available</p> <p>172- Notification of change to policies or procedures</p> <p>Section 165- Offence to inadequately supervise children.</p> <p>Section 166 -Offence to use inappropriate discipline.</p> <p>Section 168 -Offence relating to required programs</p>
RELATED POLICIES and RECORDS	<ul style="list-style-type: none"> ▪ Behaviour management observation record ▪ Behaviour management plan record ▪ Behaviour management book ▪ Child Protection policy ▪ Code of conduct policy ▪ Code of conduct declaration record ▪ Guiding children's behaviour policy ▪ Nursery sleep room check record. ▪ Sleep room check record 2- 5-year-old. ▪ Safe sleep and rest policy
SCOPE OF POLICY	<p>This policy applies to all children, educators, families, management, students, volunteers, and visitors at our service.</p>
AIM OF POLICY	<p>To ensure that our service has strong guidelines, procedures, and practices in place regarding the relationship between staff and children in order to support their safety, wellbeing, and protection. Our aim is to provide a clear policy, implement the policy, support practices relating to the policy, train staff regarding the policy and maintain and update the compliance of the policy for all our stakeholders.</p>
SERVICE IMPLEMENTATION	<p>The management and staff abide and adhere to The United Nations Convention on the Rights of the Child and the Code of Ethics. 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.</p> <p>When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable, and respected individuals. Relationships are the foundation for the construction of identity and help to shape children's thinking.</p> <p>As children grow and develop, they begin to form attachments to their primary caregivers. When adults are responsive to the cues of infants and children, the child begins to develop trust and feel secure with the adult. This bond is enhanced throughout childhood when care is positive and consistent.</p> <p>These early relationships are essential to the ongoing relationships children develop as they move through childhood, adolescence, and adulthood.</p>

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Service Support Within Reach	Warning -uncontrolled when printed. This document is current at the time of printing and may be subject to change without notice				

Developing responsive, warm, trusting, and respectful relationships with children promotes their wellbeing, self-esteem, and sense of security. Positive interactions between staff and children can empower children to feel valued, competent, and capable. Positive relationships during childhood enable children to develop appropriate social skills and behaviours.

Staff will

- Ensure they maintain dignity and respect for the individual child.
- Provide opportunities for the child to develop personality, talents, self-reliance, and intellectual, social, and physical abilities to the fullest potential.
- Provide equitable opportunities for full and active participation in the program for all children and ensure opportunities for play as a vehicle for learning and for recreation.
- Provide time throughout the day for rest and leisure.
- Ensure through active supervision and engagement with children that staff provide protection from physical and mental abuse or injury.
- Ensure that the children have access to a clean and natural environment.
- Respond sensitively and appropriately to children's conversations by listening and encouraging conversation through the use of open-ended questions, allowing children time to respond.
- Ensure children feel secure and welcome in the service by remembering to greet each child on arrival and say goodbye on departure.
- Provide play experiences within environments that encourage communication and positive interactions with peers.
- Provide an environment that genuinely reflects the cultures of the children by encouraging their cultural input from home.
- Encourage and reinforce positive social skills.
- Have realistic expectations of children's communication skills and behaviour.
- Acknowledge and be sensitive to children's needs and feelings.
- Show genuine enthusiasm and enjoyment during play and interactions.
- Give consistent feedback and encouragement.
- Provide assistance when needed.
- Be inclusive and responsive to diversity.
- Use positive language and strategies to guide children's behaviour.
- Collaborate with children about play experiences, routines, and procedures.
- Get down to the child's level when speaking with a child – make eye contact and engage in conversation and make sure facial expressions and body language match their words.
- Use children's names – avoid terms like "sweetie or dear."
- Use positive language to guide behaviour, e.g. "You need to walk inside" rather than "Don't run inside" by telling children what they can do rather than what they cannot do.
- Keep promises to children.
- Provide children with verbal emotional guidance, in order to aid the development of positive self-esteem in a child. Approval can be conveyed in many ways, such as friendly words and smiles and by encouraging a child's efforts to achieve.

The Physical Environment:

Staff will

- Ensure the rooms are ordered and uncluttered and are representing familiarity.
- Ensure that children have space to move around easily.
- Provide a calm safe place where children can go to withdraw and relax.
- Think about the use of overhanging items and artwork from ceilings and walls as over displaying items has been proven to over stimulate children.
- Utilise physical activity and/or relaxation exercises, yoga, and music for children to help children to regulate their feelings and emotions.
- Provide a range of experiences and materials such as playdough, clay, and sand.
- Identify stressors for individual children and identify what assists them to remain calm and relaxed.
- Be attentive to and model responses and actions that are appropriate in a social environment.
- Be aware of and identify children who have difficulty with change, new or different situations and prepare and assist them.

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- Ensure transitions are calm and respectful as well as an enjoyable learning experience, be mindful of children's abilities, challenges, and unique needs, when implementing transitions. Keep them to an appropriate length for the age group and be mindful of control versus transition.
- Create physical environments, programs and routines that allow children the time and resources needed for positive interactions with their peers.
- Allow for children to have many opportunities to connect with nature and strengthen their respect for the environment.
- In conjunction with children set guidelines for behaviours required in the indoor and outdoor environment and give sufficient notice when a change in activity is imminent. This also includes outdoor activities. Children should not be expected to sit inactively for extended periods. Be prepared for transition times.

The curriculum

Staff will

- View children as capable and competent and approach situations from a strengths-based perspective.
- Ensure children feel secure and let them know that you are there to help and support them.
- Provide positive reinforcement, encouraging a strong sense of identity and pride in themselves.
- Encourage children to use a range of communication strategies to express their needs, wants and feelings.
- Assist children to deal with conflict constructively and develop a sense of empathy for others.
- Consider the pace and flow of the program and allow for a balance of play experiences such as individual and group, quiet and noisy, active, and passive experiences.
- Implement flexible arrangements centred around children's routines, interests and offering extended periods of uninterrupted play.
- Encourage children to take on different roles within groups.
- Invite children to collaborate with educators.

Behaviours

Children sometimes display behaviours that are unacceptable however in most cases there is a reason behind it and staff will endeavour to work with the children and families to support and set up strategies for children who are struggling. The staff will aim to support families at all times but in some cases may have to make decisions regarding the viability of the child's attendance at the service. The nominated supervisor must consider the best interests of all the children and staff when making these decisions and safety of all is paramount.

Behaviours that continue despite intervention and strategies put forward from the nominated supervisor and staff may result in lessening attendance or ending care entirely. This decision will be based on whether there was no change from the child, and it is deemed no longer safe for the child to attend the service, or families didn't seek assistance or support the service suggestions.

Unsafe behaviours that endanger the child's own safety and the safety of others will not be tolerated if they are continual. Such as:

- Physical aggression directed at other children or staff resulting in injuries (for example hitting, biting, and kicking).
- Negative behaviours (e.g., consistent spitting, swearing, name-calling)

Behaviour management guideline

When children are repeatedly displaying challenging behaviour, educators will record and complete the following documents in conjunction with the nominated supervisor's knowledge.

First step will be to complete **behaviour observation record, a behaviour management review record** and the next step will be a **behaviour management plan record**.

All of these documents can also be recorded in the **behaviour management book**.

A **behaviour management plan record** is a process of how educators will observe, plan, implement, evaluate, and document strategies that reflect children play and interactions. Examples include swearing, hitting, smacking, kicking, biting, bullying other children or educators and or potentially causing harm to themselves.

Implementation

- Educators who are experiencing disruptive behaviour from children will complete a **behaviour observation record**. It is recommended to complete at least 2 **behaviour observation records**

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to start with and present each record to the nominated supervisor to file and sign before moving on to a **Behaviour management review record**.

- At least 4 observations in total must be completed in total before moving onto a **behaviour management plan record**.
- Educators who are experiencing disruptive behaviour must inform the nominated supervisor that they are commencing on a series of observations so that they are fully informed and can assist staff.
- Educators must complete an **Incident injury trauma and Illness record** if there is an incident where a child or educator is physically injured. One for the child who injured and one for the child or educator injured. When completing the record, educators are to maintain confidentiality and ensure the names of other children/parties involved are not disclosed.
- Once there are 4 observations completed, inform the nominated supervisor that you are commencing a **behaviour management plan record** as further family involvement in the form of a meeting will need to commence after this plan is completed and this plan will form the basis of support required for future care for the child.
- Think about the following before moving on to a plan. Have you previously seen the behaviour? - Has anything changed recently for the child, have they experienced an adverse life event e.g., Parent divorce, death in the family? Has the child experienced any form of abuse, neglect or trauma including family violence? - Has the child been exposed to other forms of violence - Does the child exhibit signs of an insecure base, poor attachments, have lack of developmental assets, and/or poor self-regulation? - What is the child attempting to communicate through their behaviour? - Are there any known, observed, or self-identified (by child) triggers for their behaviour?
- Once you commence, identify, and utilise the child's strengths and interests in developing strategies to address behaviour when formulating the **behaviour management plan record**.
- Ensure that staff are evaluating and monitoring behaviour guidance strategies and plans and assisting child to reach goals.
- Consult external support agency personnel if required after consulting with family and nominated supervisor.
- If there is insufficient change in the child's behaviour after all documentation and strategies have been exhausted, the nominated supervisor will arrange a meeting with the parent/guardian to advise of the ongoing issues and that if no real change occurs or they don't follow up suggestions for support or assist with the plan the child's attendance at the service may be in question.
- If parent/guardians continue to ignore requests or seek assistance and all methods fail to result in no change improvement in behaviour, the nominated supervisor will consult with approved provider who will advise of the next course of action.
- This decision will be made ensuring the health and safety of the other children and staff at the service and may result in termination of care.

Zero tolerance for the following of staff at the service when dealing with children.

Staff must not

- Control conversations with children or talk for or at children.
- Chat with other adults while the child is within earshot especially if the conversation is regarding poor behaviour or health issues with the child.
- Use unprofessional or obscene language or gestures towards children, or engage in unprofessional conversations (e.g., gossiping, or bad-mouthing service or management decisions in front of children.
- Show favouritism to a child above all the other children in my group or in the service.
- Yell at a child or children.
- Try to keep children quiet constantly telling them to be quiet or Shh! them.
- Respond to children in an insincere way.
- Ignore children's efforts to communicate.
- Make fun of children's attempts to communicate.
- Use negative language and strategies to guide children's behaviour.
- Deprive a child of food or drink as a form of punishment or as a means to intimidate or gain control over them.

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- Use any physical abuse to punish a child such as hitting, pinching, grabbing, dragging a child. No force is to be used to make children sit or move to an area that you request. Dragging a child by their arm is unacceptable.
- Give a child “Time out “on their own away from the group, time to reflect and time to calm down is different.
- Belittle a child or make them feel inadequate.
- Leave a child unattended in a room or in a playground area.
- Ignore a child that has disclosed information to me regarding any form of abuse. I will be supportive, listen, and make the child feel safe, I will not promise anything that I can’t deliver, and I will inform nominated supervisor or approved provider as soon as I am able to. I will adhere to the procedure in the **Child protection policy**.

If a staff member is suspected of any of the above but not limited to, an investigation will commence immediately, staff member may be stood down whilst investigation is proceeding. Statements will be collected from witnesses and if staff member is found to be in breach of this policy, **child protection policy, code of conduct policy and code of conduct declaration record termination of employment** may be the result.

Each member of the team plays an important role in the implementation of each policies guidelines, and they are outlined as below but not limited to the following:

The Approved Provider

- Will ensure the nominated supervisor and staff are aware of the expectations regarding positive, respectful, and appropriate behaviour, and acceptable responses and interactions when working with children through clear outlines in this policy and child safe standards outlined in the **code of conduct policy** and signed off in **the code of conduct declaration record**.
- Will ensure that children are actively supervised and that educator-to-child ratios are maintained at all times by the nominated supervisor and staff through careful rostering and implementation of rostering.
- Will ensure the size of mixed age grouping of children is considered to ensure all children are provided with the best opportunities for quality interactions and relationships with each other and with staff at the service.
- Will ensure the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved, and effective learners and communicators.
- Will ensure the nominated supervisor and staff are aware and committed that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive.
- Will ensure that obligations under the Education and Care Services National Law and National Regulations are met.
- Will ensure they take reasonable steps to ensure that the nominated supervisor, educators, staff, and volunteers follow the policy and procedures.
- Will ensure they provide the nominated supervisor, educators, staff and volunteers the documentation to perform their role, follow policy, procedure, and document according to regulatory and service requirements.
- Will ensure that adequate induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the nominated supervisor and staff are equipped with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders regarding the policy’s effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research, and best practice.

The Nominated Supervisor

- Will ensure 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.

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- Will ensure children are actively supervised and educator-to-child ratios are maintained at all times, empower staff to advise nominated supervisor of changes in arrival and departures of children that may impact on ratios.
- Will ensure the staff are aware and committed that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive.
- Will inform the approved provider of any notifiable complaints or serious incidents that occur at the service.
- Will ensure 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.
- Will ensure that individual behaviour guidance plans are developed for children with diagnosed behavioural difficulties, in consultation with staff, parents/guardians and other professional support agencies.
- Will co-operate with inclusion support services and/or professionals to support children and their families.
- Will ensure that they maintain confidentiality at all times when dealing with sensitive matters regarding children.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Will ensure they take reasonable steps to ensure that the educators, staff, and volunteers follow the policy and procedures.
- Will ensure they provide the educators, staff and volunteers the documentation to perform their role, follow policy and procedure and ensure they are checking the documentation according to regulatory and service requirements.
- Will ensure that a rigorous recruitment process is completed, and a thorough induction process is provided to all staff to ensure they have time to read and understand policies and procedures and seek further information if unsure.
- Will ensure that the staff are supported with ongoing professional development and training they require to comply with this policy.
- Will encourage feedback from stakeholders and staff regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will ensure the policy is kept up to date with current legislation, research, and best practice.
- Will conduct regular staff meetings to address policy compliance with legislation, policy implementation, changes to policy and or collect feedback for annual review of policy.

Educators

- Will advise nominated supervisor of any instances in the service that may place a child or educator in danger or at risk of injury, in particular behaviour of a child or staff member mistreating a child.
- Will advise nominated supervisor or approved provider of a change in the arrival and departure of children that may impact on ratios.
- Will adhere to **code of conduct policy**, sign **the code of conduct declaration record** and be guided by the **child safe standards** and **child protection policy** in regard to interactions with children and if struggling at any time seek assistance.
- Will adhere to and implement the obligations under the Education and Care Services National Law and National Regulations.
- Will ensure they take reasonable steps to follow the service policy and procedures and seek advice or further support if unsure.
- Will ensure they complete and document any related records regarding the implementation of this policy and practice requirements of the service.
- Will attend any ongoing professional development, staff meetings and training they require to comply with this policy and practice requirements of the service.
- Will provide feedback to the nominated supervisor or approved provider regarding the policy's effectiveness, particularly in relation to identifying and responding to child safety concerns.
- Will provide feedback regarding policy review when required.

Families

- Will ensure they read and comply with the **interactions with children policy**.
- Will engage in open communication with educators about their child.

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	<ul style="list-style-type: none"> Will cooperate with guided advice in regard to their child's behaviour and be aware that failure to support their child with strategies in regard to behaviour management may result in loss of care at the service. Will advise staff of any issues that may affect the behaviour of the child.
REGULATION IMPLEMENTATION	The following procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to Regulation 73- Educational program	<p>Approved provider will</p> <p>Ensure that when staff are planning and implementing the program that it will meet all of the following outcomes:</p> <ul style="list-style-type: none"> The child will have a strong sense of identity. The child will be connected with and contribute to his or her world. The child will have a strong sense of wellbeing. The child will be a confident and involved learner. The child will be an effective communicator.
In regard to Regulation 84- Awareness of child protection law	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that nominated supervisor and all staff at the service are aware of the current child protection law in the provider's jurisdiction and understand their obligations under that law. Ensure that nominated supervisor and all staff are aware that it is an offence under the National Law to subject a child being educated and cared for by an approved service to any form of corporal punishment, or any discipline that is unreasonable in the circumstances. (166) Be committed to ensuring that nominated supervisor and staff follow all state and territory government procedures to protect children within the service. Ensure that nominated supervisor and staff are aware of their commitment to child protection, their mandatory obligation and ensure there are clear procedures in place for reporting suspected child abuse as per the child protection policy. Ensure that all staff are aware of and understand the Child Safe Standards. Ensure nominated supervisor and staff keep up to date and comply with any relevant changes in legislation and practices in relation to child protection. Ensure practices are in place to ensure that all staff, volunteers, and students hold a current Working with Children Check prior to commencement of employment, and it is checked online according to state regulations. Ensure nominated supervisor implements and maintains a staff schedule record for each staff member and advise staff in advance of expiry dates. Ensure that the nominated supervisor updates child protection annually. Ensure that no volunteers/students, parents/guardians, and other visitors to the service are left alone individual children or groups of children. Ensure nominated supervisor, staff, volunteers, and students undertake appropriate training and education on child protection, including recognising the signs and symptoms of child abuse know how to respond, and understand processes for reporting and managing concerns/incidents. Ensure the nominated supervisor understands their obligation of reporting any suspected harm or abuse of a child to the regulatory authority. Ensure all educators and staff have undertaken current child protection legislation training, including mandatory reporting requirements and obligations in their state/territory. If not, develop a plan to ensure training is undertaken in a suitable timeframe and updated annually.
In regard to Regulation 115- Premises designed to facilitate supervision	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that the dignity and rights of the child is maintained at all times when staff are actively supervising, in regard to bathroom and change tables. Ensure thorough recruitment and induction of all staff is completed and active supervision is discussed at induction. Educators are aware of the role and the complete understanding of active supervision and their obligation to uphold it. Ensure nominated supervisor has supervision plans available throughout the outdoor area in order to direct staff to provide safety to any restricted or high incident areas. Ensure nominated supervisor monitors and supports educators to facilitate active supervision through role modelling and guidance.

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	<ul style="list-style-type: none"> Ensure educators will be supported with ongoing training and development if identified support is required. Ensure staff will actively supervise cot rooms, this will mean physically walking into the cot room to check on sleeping babies, check breathing and colour of skin. This will be completed every ten minutes and once checked will be recorded on a nursery sleep room record. Staff will monitor older children sleeping by walking around the room at rest time checking on sleeping children breathing and colour of skin and completing the sleep room check record 2-5-year-olds every 15 minutes as per the safe sleep and rest policy. Ensure that staff will check more frequently or place unwell child close to an educator in the older room.
In regard to Regulation 155- Interactions with children and 156- Relationships in groups	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that staff provide an environment that encourages children to be free to express their opinions through active listening and open-ended questions when engaging with children. Ensure staff will engage in experiences that build self-esteem through gentle encouragement and guidance. Staff will encourage children to become self-sufficient through teaching skills and offering assistance to achieve skills when asked. Ensure staff will encourage positive behaviour through guidance and focussing on the behaviour and not the child. They will show patience and support at all times. Ensure that staff will feel confident to seek support from nominated supervisor when faced with adverse behaviour that they feel is out of their control and is placing children and staff in an unsafe situation. Ensure that all children are treated with respect at all times and ensure that staff are taking into account the abilities of each child based on their age, their family background, their culture, the child's limitations regarding physical and intellectual development. They will treat all children equally and ensure their dignity and rights always. Ensure that staff are providing opportunities for all children to interact with other children from different age groups and develop relationships with staff members from other rooms. Ensure that at all times mixed age groups are not overwhelming to the children or placing undue stress on staff.
In regard to regulation 168- Education and care service must have policies and procedures.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that obligations under the Education and Care Services National Law and National Regulations are met. Ensure they take reasonable steps to ensure that the policy and procedures are current, reviewed regularly and communicated to educators, staff, and stakeholders. Take reasonable steps to inform and support educators and staff regarding their responsibilities in implementing the policy and procedures at all times. Take reasonable steps to ensure that nominated supervisor, educators, staff, and volunteers follow the policy and procedures. Ensure copies of the policy and procedures are readily accessible to nominated supervisor, educators, staff, stakeholders, and volunteers and are available for inspection. Notify families at least 14 days before changing the policy or procedures if the changes will: <ul style="list-style-type: none"> Affect the fees charged or the way they are collected or Significantly impact the service's education and care of children or Significantly impact the family's ability to utilise the service. Ensure policies and procedures regarding regulatory requirements are in place at the service. Ensure that a suitable Nominated supervisor is in place and will monitor practices and procedures relating to all policies in the service. Ensure policies and procedures are reviewed at least annually and changes are made if required prior to this review. Ensure all stakeholders are involved in the review. Ensure the service is conducive to a child safe environment and guidelines set out in the policy and procedure are clearly outlined.
In regard to regulation 170- Policies and	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that all staff and volunteers are made aware of Regulatory policies and procedures by ensuring that this forms a part of the induction process.

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procedures to be followed.	<ul style="list-style-type: none"> Ensure probationary reviews will be conducted once new staff are appointed at the 3- month and 6-month mark to ensure that they are following policy and procedure and to review and revise regulatory policies. Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure and further training and revision of procedural practices in relation to policy and procedure. Ensure annual review and revision of policies and procedures will be conducted, and all educators will be given the opportunity for input.
In regard to Regulation 171- Policies and procedures to be kept available.	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure that policies and procedures are available to all staff and the location and availability will form a part of the induction process. Ensure policies will be available on request for all staff members to have access when required. Ensure policies will be available when required for staff members to download copies and/or print out if required in order to complete assignments or to form part of their research and/ or update their knowledge. Ensure policies will be available for all stakeholders when requested and when updating.
In regard to Regulation 172- Notification of change to policies or procedures	<p>Approved Provider will</p> <ul style="list-style-type: none"> Ensure staff meetings will be conducted on a regular basis to allow for review of policy and procedure, provide further training and allow for input if required in relation to policy and procedure. Ensure stakeholders will be invited to provide feedback for policies and procedures at any time, not just on annual review but will also be invited to add feedback at review time or after an event that may require change to policy or procedure. Ensure policies and procedures will be emailed or put on display in the foyer for stakeholders to have the ability to provide feedback. Ensure feedback will be considered from stakeholders and educators and may result in a change in policy. Ensure policy and procedure may be changed at any time if there has been an incident in the service that has required a change to be implemented for the safety and health of children and or educators. Ensure in the event of a change to a policy after feedback or a situation that occurs, we will provide 14 days' notice to all stakeholders before the change takes effect.
LAW IMPLEMENTATION	The following laws and procedures outline and support all stakeholders to understand and implement the regulatory guidelines of this policy.
In regard to Section 165- Offence to inadequately supervise children.	<p>Approved provider and Nominated supervisor</p> <ul style="list-style-type: none"> Approved Provider will ensure that all children being educated and cared for by the service are adequately supervised at all times that the children are in attendance of the service. Penalty: \$11 400, in the case of an individual. \$57 400, in any other case. Nominated supervisor will ensure that all children being educated and cared for by the service are adequately supervised at all times that the children are in attendance of the service. Penalty: \$11 400. <p>Approved provider and Nominated supervisor must ensure the following:</p> <ul style="list-style-type: none"> Educator to child ratios is kept at all times considering the proficiency of staff, ability of staff to respond in a crisis and read cues of children playing. Rostering is crucial in ensuring that there is a balance of competent staff to guide and support less competent staff. Staff are actively involved with children knowing where children are at all times and how many children are in their care. Approved provider or nominated supervisor will observe staff abilities to adapt their levels of supervision based on the age of the children in their care. Sleeping children will be adequately supervised and monitored and all results of this monitoring will be recorded on the nursery sleep room check record and for the older rooms will be recorded on the sleep room check record 2-5-year-old. Children will be supervised at all times in bathrooms and staff will follow nappy change procedure when attending to babies' nappies. Approved provider and or nominated supervisor

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	<p>will conduct nappy change checks regularly and monitor all activities throughout the service via walk throughs, audits, camera surveillance and active supervision role modelling.</p> <ul style="list-style-type: none"> Staff will alert other members of staff if they need to leave the supervision area for any reason and approved provider and nominated supervisor will be responsible for monitoring this process.
<p>In regard to Section 166 -Offence to use inappropriate discipline.</p>	<p>Approved Provider Nominated Supervisor and Staff member</p> <ul style="list-style-type: none"> Approved provider will ensure that no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances. Penalty: \$11 400, in the case of an individual. \$57 400, in any other case. Nominated Supervisor will ensure that no child being educated and cared for by the service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances. Penalty: \$11 400. Staff member or a volunteer of education and care service must not subject any child being educated and cared for by the service to any form of corporal punishment or any discipline that is unreasonable in the circumstances. Penalty: \$11 400. <p>Therefore, the following acts will not be tolerated by any of the above-mentioned staff and may result in disciplinary action or dismissal. Any allegations regarding this matter may result in the staff member being stood down until investigation is completed.</p> <p>All members of the service MUST NOT.</p> <ul style="list-style-type: none"> Control conversations with children or talk for or at children. Chat with other adults while the child is within earshot especially if the conversation is regarding poor behaviour or health issues with the child. Use unprofessional or obscene language or gestures towards children, or engage in unprofessional conversations (e.g., gossiping, or bad-mouthing service or management decisions in front of children. Show favouritism to a child above all the other children in my group or in the service. Yell at a child or children. Try to keep children quiet constantly telling them to be quiet or Shh! them. Respond to children in an insincere way. Ignore children's efforts to communicate. Make fun of children's attempts to communicate. Use negative language and strategies to guide children's behaviour. Deprive a child of food or drink as a form of punishment or as a means to intimidate or gain control over them. Use any physical abuse to punish a child such as hitting, pinching, grabbing, dragging a child. No force is to be used to make children sit or move to an area that you request. Dragging a child by their arm is unacceptable. Give a child "Time out "on their own away from the group, time to reflect and time to calm down is different. Belittle a child or make them feel inadequate. Leave a child unattended in a room or in a playground area. Ignore a child that has disclosed information to me regarding any form of abuse. I will be supportive, listen, and make the child feel safe, I will not promise anything that I can't deliver, and I will inform nominated supervisor or approved provider as soon as I am able to. I will adhere to the procedure in the Child protection policy.
<p>In regard to Section 168 – Offence relating to Required programs</p>	<p>Approved provider and Nominated supervisor</p> <ul style="list-style-type: none"> Approved provider will ensure that a program is delivered to all children being educated and cared for by the service that is based on an approved learning framework and is delivered in a manner that accords with the approved learning framework. It will be based on the developmental needs, interests and experiences of each child and will be designed to take into account the individual differences of each child. Penalty: \$4000, in the case of an individual. \$20 000, in any other case. Nominated supervisor will ensure that a program is delivered to all children being educated and cared for by the service that is based on an approved learning framework and is delivered in a manner that accords with the approved learning framework. It will be based on the

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	<p>developmental needs, interests and experiences of each child and will be designed to take into account the individual differences of each child. Penalty: \$4000</p> <ul style="list-style-type: none"> Staff must program accordingly every day and ensure that families have opportunity to view and contribute to the program.
CONTINUOUS IMPROVEMENT	<p>We are dedicated to the ongoing improvement of our practices and procedures through the following actions:</p> <ul style="list-style-type: none"> Conducting regular reviews and updates of this policy with all stakeholders. Actively seeking feedback from children, families, and staff members. Providing targeted skill development and training for staff when areas for improvement are identified or when gaps in policy and procedure implementation are observed.
KEY TERMS	<ul style="list-style-type: none"> ACECQA – Australian Children’s Education and Care Quality Authority. The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources, and services to support the sector to improve outcomes for children. Active supervision: means all children in all areas of the service, must be in sight and/or hearing of an educator at all times including during toileting, sleep, rest, and transition routines. Active supervision refers to constant, active, and diligent supervision of every child at the service ensuring that staff can respond to individual needs and immediately intervene if necessary. Stakeholder - a person or group of people who have an interest in a business, a person such as an employee or customer. They have a sense of responsibility toward it and an interest in its success. SIDS- sudden infant death syndrome- is the sudden and unexpected death of an infant under one year of age with an onset of a fatal episode occurring during sleep, that remains unexplained after a thorough investigation.
WE GRATEFULLY ACKNOWLEDGE THE FOLLOWING SOURCES	<ul style="list-style-type: none"> Australian Children’s Education & Care Quality Authority. ACECQA Code of Ethics Commonwealth of Australia – Belonging, Being and Becoming: The Early Years Learning Framework (EYLF) acecqa.gov.au/media/24251 Education and Care Services National Regulations. Education and Care Services National Law Act 2010 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. Guide to the National Quality Framework. National Quality Standard. Starting Blocks – Developing children’s positive behaviour in childcare startingblocks.gov.au/other-resources/factsheets/developing-children’s-positive-behaviour-in-childcare United Convention on the Rights of the Child Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education <i>Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement</i> <p>https://www.education.vic.gov.au/Documents/Childhood/providers/edcare/respectrelns.pdf</p>

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