Interactions with Children

Education and Care Services National Law:
165 – Offence to inadequately supervise children.
166 – Offence to use inappropriate discipline.
168 – Offence related to required programs.
168 – Offence related to staffing arrangements.

Education and Care Services National Regulations:
73 – Educational program
84 – Awareness of child protection law
115 – Premises designed to facilitate supervision
117 – Placing a person in day-to-day charge
118 – Educational leader
123 – Educator to child ratio's
145 – Staff Record
155 – Interactions with children
156 – Relationships in groups
168 – Education and care services must have policies and procedures
171 – Policies and procedures to be kept available
172 – Notification of change to policies and procedures
173 – Information to be displayed

National Quality Framework:
5 – Relationships with children

Definitions

Term	Meaning	Source
ACECQA	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.	acecqa.gov.au
Dignity and rights of the child	Element 5.1.2 of the National Quality Standard ('Dignity and rights of the child') aims to achieve the United Nations Convention on the Rights of the Child, a universally agreed set of non-negotiable standards and obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability. Article 19 of the Convention states that children have the right to be protected from being hurt and mistreated, physically or mentally.	Guide to the NQF (Element 5.1.2)
Positive interactions between Educators and children	Involves Educators viewing each child as capable and competent, with a right to a voice, and able to contribute to decisions that affect them. This enables Educators to focus their practices on children's strengths and inclusion in the group environment. Educators who are responsive to children's thoughts and feelings support them in developing a strong sense of well-being. By interacting positively and meaningfully with children, Educators help each child feel accepted and develop a sense of attachment and trust. Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem. Self-esteem contributes to the development of identity and is critical to children's capacity to understand their own strengths, abilities, and interests. When children feel safe, secure, and supported, they develop the confidence to explore and learn.	Guide to the NQF (Element 5.1.1) Early Years Learning Framework, p. 20 Framework for School Age Care, p. 19

Relationships between children	When Educators create supportive environments in which children experience mutually enjoyable, caring and respectful relationships, children respond accordingly. Positive relationships provide children with the confidence and agency to explore and learn about their world. As their relationships become more complex and far-reaching over time, children's interactions with others also help them to extend their knowledge, thinking and ability to apply what they already know in new and unfamiliar contexts. Developing effective relationships with others is a key part of children's social development and these relationships also provide a base for children's learning.	Guide to the NQF (Standard 5.2) Early Years Learning Framework, p. 25 Framework for School Age Care, p. 24
Relationships between Educators and children	When children experience nurturing and respectful reciprocal relationships with Educators, they develop an understanding of themselves as competent, capable, and respected. Consistent emotional support contributes to children developing a strong sense of well-being and belonging. Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them.	Guide to the NQF (Standard 5.1) Early Years Learning Framework, p. 20 Framework for School Age Care, p. 19

Link to other policies and Manuals
- Child Safe Environments
- Incident, Illness, Trauma, and Injury
- Sleep and Rest
- Sun Protection
- Child Protection and Safety
- Clothing and Comfort
- Connecting with Culture
- Diversity and Equity
- Documenting the Educational Program
- Educator Qualifications/Study
- Code of Conduct
- Commitment Statement to Children and Young People
- Company Profile
- Parent Handbook

Induction and ongoing training
The following training process will be applied to Managers and Educators;

- Orientation and Induction procedures, thus allowing Educators to ask questions and discuss.
- Inductions may be staggered to allow the Educator enough time to absorb the information provided.
- Training will occur in various formats, including face-to-face training, discussions at staff meetings, video demonstrations, vignettes, guest speakers, and policy questionnaires.
- Inductions and training records will be completed and kept in each team member's file.
- Educators will be provided with ongoing support as required, based on the extent to which they have demonstrated competence in carrying out their responsibilities to policy and procedures.

Policy Statement
Our interactions with children are based on the importance of rights and dignity for the child, acknowledging and accepting children's feelings and encouraging these feelings to be expressed.

The service is committed to quality interactions with children because of it:

- Reflects the values, attitudes and cultural values of families and children being educated and cared for by the service.
- Promotes realistic play and behaviour limits that guide children's safety and security rather than curb their play experiences, curiosity, or creativity.
- Encourages children to express themselves and their opinions.
- Informs the service's Educators about the procedures involved in behaviour guidance management plans.

Goals / What are we going to do?
- Set centre rules and ensure all Educators are aware of them.
- Ensure that the working environment supports children and Educators' emotional and mental well-being.
- Support Educators who implement behavioural guidance strategies and plans for children (especially if the behaviour is aggressive towards other children or adults).
- Provide time for reflecting upon interactions with children.
- Explains the service's commitment to professional development and utilisation of external agencies.

Procedures / How will we do this?
Some General Behaviour Strategies-
- Clear centre behavioural expectations that are understood and consistently upheld.
- Model appropriate behaviour and language use yourself.
- Avoiding no without alternatives – instead, provide specific suggestions on what you'd like children to do.
- Consequences that relate to and reinforce a child's learning.
- Recruiting 'special helpers'

- Providing choice points that do not change the desired outcome. Remember to use 'when-then' language rather than bribery (which is often worded as 'if- then').
- Encouraging a group of children to follow instructions by making sure you have their attention and being fun and creative whenever possible.
- Managing transitions using warnings, choice, and consistency

Third Teacher Space

The "third teacher" concept in education refers to the physical learning space as an active participant in the learning process. The idea is that a well-designed space can support a child's development, help them shape their identity, and support their learning.

- **Make it welcoming**: A welcoming space can spark joy and a love of learning.

- **Make it flexible**: A flexible space can respond to changing student needs.

- **Make it content-rich**: A space with many quality resources can support learning.

- **Make it organised**: An organised space can support learning.

- **Make it aesthetically pleasing**: An aesthetically pleasing space without being contrived can encourage children to explore and create.

- **Make it safe**: A smaller building can create intimacy and comfort, which can help children feel safe taking risks and asking questions.

- **Make it sustainable**: Reusing, recycling, and repurposing resources can help children develop respect for the environment.

The Reggio Emilia approach to education is a philosophy that emphasises the importance of the physical environment in learning. The founder of this approach, Loris Malaguzzi, coined the term "third teacher."

The UN Convention

The **United Nations Convention on the Rights of the Child (UNCRC)** emphasizes the rights of children to be treated with respect, dignity, and care in all interactions. It sets out principles that guide how children should be engaged and supported in a manner that prioritises their well-being, development, and participation.

Key Articles Related to Interactions with Children

Article 12: Respect for the Views of the Child

- Children have the right to express their opinions freely in all matters affecting them, and their views must be given due weight according to their age and maturity.
- This emphasises the importance of listening to and involving children in life decisions.

Article 3: Best Interests of the Child

- In all actions concerning children, whether undertaken by public or private institutions, the child's best interests must be a primary consideration.
- Interactions should prioritise safety, care, and positive outcomes for children.

Article 5: Parental Guidance and Evolving Capacities

- Parents, guardians, and Educators must respect and support the child's evolving decision-making capacity while providing appropriate guidance.

Article 13: Freedom of Expression

- Children can seek, receive, and share information and ideas in a respectful and open environment, fostering mutual trust and understanding.

Article 19: Protection from Abuse and Neglect

- Children have the right to be protected from all forms of physical or mental violence, injury, or abuse.
- Interactions must be free from harm, emphasising creating a safe, supportive, and nurturing environment.

Article 31: Right to Play and Leisure

- Children can rest, play, and engage in cultural and recreational activities. Interactions should encourage creativity, exploration, and social development.

Trauma-Informed Approaches

Trauma-informed approaches in early childhood education are designed to recognise and respond to the impacts of trauma on children's development, ensuring a safe and supportive environment that promotes healing and learning. In Australia, these practices have been

integrated into frameworks like the Early Years Learning Framework (EYLF) Version 2.0, emphasising children's wellbeing and creating safe, responsive educational spaces.

Key elements of trauma-informed practices include:

1. **Understanding Trauma's Impact**: Educators are trained to recognise how trauma affects a child's biological, psychological, neurological, and social development.

2. **Creating Safe Environments**: Ensuring physical and emotional safety, predictability, and strong relational support.

3. **Promoting Emotional Regulation**: Helping children build skills to manage emotions and reduce stress through co-regulation and supportive interactions.

4. **Strength-Based Frameworks**: Viewing children as resilient individuals who can thrive with appropriate support rather than focusing solely on deficits.

5. **Preventing Re-Traumatization**: Practices are designed to avoid actions that might inadvertently trigger or worsen a child's trauma response.

If you want more training around Trauma, click here to complete the free workshop.

Working with aggression

Aggressive behaviour in children can appear when they learn how to manage strong emotions, communicate their needs, and get along with others. Often, children may act out aggressively as a way to express anger or frustration.

Challenging behaviour comes in all shapes and sizes. It can include hitting, kicking or biting, pulling hair, pushing, or name-calling. While aggressive outbursts are common in children, understanding the possible causes and dealing with them can be difficult.

Triple P has some wonderful resources on dealing with children's aggression. Click here—this could also be a helpful parent resource.

Understanding the root cause

1. **Observe and Identify Triggers**: Use careful observation to determine the situations, emotions, or environmental factors triggering the violent behaviour (e.g., frustration, fear, or unmet needs).

2. **Consider Developmental Factors**: Young children may lack the verbal skills to express emotions or resolve conflicts, which can lead to physical outbursts.

3. **Collaborate with Families**: Partner with families to understand the child's home environment, routines, and experiences that may contribute to their behaviour.

Teaching Emotional Regulation

1. **Emotion Coaching**: Help children identify and label their emotions (e.g., "I see you're feeling very angry right now").

Introduce Calming Techniques: Teach strategies such as deep breathing, sensory activities, or using a "calm-down corner" to manage strong feelings.

The **CALM Mirroring Technique**, developed by **Jennifer Kolari**, is a therapeutic approach designed to strengthen relationships with children by fostering emotional connection and understanding. The acronym **CALM** stands for:

1. **Connect**: Establish a bond by focusing fully on the child and tuning in to their emotional state.

2. **Affect**: Match the child's emotional intensity through empathetic facial expressions and tone of voice, showing genuine understanding.

3. **Listen**: Actively listen to the child without interruption, allowing them to express their feelings fully.

4. **Mirror**: Reflect the child's emotions and words back to them, validating their experiences and helping them feel heard.

This technique is rooted in neuroscience, emphasising the importance of co-regulation. By mirroring the child's emotions, caregivers can help calm their nervous system, reduce stress, and create a sense of safety. It is particularly effective in managing challenging behaviours, as it helps de-escalate tension and build trust, fostering more substantial and more positive relationships between children and adults.

Working with violent or aggressive behaviour in early childhood requires thoughtful, compassionate strategies that focus on understanding the underlying causes, teaching appropriate skills, and fostering a safe and supportive environment. Here are strategies aligned with best practices in early childhood education and Early Childhood Australia's (ECA) Code of Ethics:

Promote Positive Behaviour

1. **Set Clear Expectations**: Establish simple, consistent rules about acceptable behaviour, ensuring they are age-appropriate and easy for children to understand.
2. **Reinforce Positive Actions**: Use praise and encouragement to acknowledge moments of cooperation, kindness, and self-control.
3. **Offer Choices**: Empower children by giving them appropriate choices, helping reduce frustration and build independence.

Prevent Escalation

1. **Anticipate and Redirect**: Intervene early when signs of distress or frustration appear, redirecting the child to a safer, more positive activity.

2. **Modify the Environment**: Create a calm, predictable space with minimal overstimulation and ensure children can access engaging developmentally appropriate activities.

Build Secure Relationships

1. **Foster Trust and Connection**: Develop a strong, positive relationship with the child by showing empathy, patience, and genuine care.
2. **Be a Consistent Presence**: Ensure children feel secure by maintaining consistent routines, responses, and expectations.

By using these strategies, Educators can help violent children feel safe, understood, and supported while teaching them the skills they need to interact positively with others.

Specific Times of the day

Meal Times

Mealtimes in early childhood settings are valuable opportunities for fostering positive interactions, promoting social-emotional development, and modelling healthy eating habits. Guided by principles from the **Early Years Learning Framework (EYLF)** and the **National Quality Framework (NQF)**, these interactions contribute to children's overall well-being, sense of belonging, and development.

- Consult with children about mealtimes.
- Slow down – where have you got to go?
- Sit with the children – OH the discussion you will have.
- Allow children to do as much for themselves as developmentally possible, such as serving themselves, pouring water, and washing their dishes in a water basin.
- After their meal, wash their faces with a washer in the mirror.

The National Quality Framework (NQF) in 2.1.3 states
- Never use food to reward or punish children.
- Encouraging children to eat healthy food without requiring them to eat food they don't like or to eat more than they need, including supporting children to recognise when they are hungry or 'full.' E.g. eat the fruit before the crackers.
- Sitting with children and modelling, implementing and reinforcing healthy eating and nutrition practices with children during mealtimes.

Rest Time

Rest times in early childhood settings are important moments for children to relax, recharge, and feel secure.

Thoughtful interactions during rest periods foster a sense of safety, emotional well-being, and trust, aligning with the **Early Years Learning Framework (EYLF)** and the **National Quality Framework (NQF)**

- Slow down – where have you got to go?
- Adapt rest routines to meet each child's unique needs, including cultural or family preferences.
- Use calming stories, soft music, or mindfulness exercises to help children settle.
- Comfort children who may feel unsettled and provide consistent reassurance.
- Wake children gently kneel down and rub their face or back.

By prioritising calm, respectful, and supportive interactions, Educators can ensure rest times are positive, restorative experiences that contribute to children's overall well-being and development.

Transitions

Transitions in early childhood settings occur frequently, such as moving from one activity to another, arriving or departing, or preparing for meals and rest. These moments can sometimes be challenging for children but are valuable opportunities for fostering a sense of security, developing routines, and promoting social and emotional growth. Intentional, positive interactions during transitions ensure children feel supported and engaged, aligning with the **Early Years Learning Framework (EYLF)** and the **National Quality Framework (NQF)**.

Prepare Children for Transitions
- Use verbal cues, songs, or visual aids to let children know a transition is approaching (e.g., "In five minutes, we'll pack up for lunch").
- Consistently use routines so children can predict what will happen next, helping them feel secure.

Involve Children in the Process
- Empower children by giving them small responsibilities during transitions, such as tidying up or leading a group to the next activity.

- Offer choices where possible (e.g., "Would you like to carry the books or the puzzle to the shelf?").

Use Playful and Engaging Methods
- Incorporate songs, games, or movement activities to make transitions fun and engaging.
- Use props or storytelling to encourage participation and reduce resistance.

Acknowledge and Validate Feelings
- Recognize that some children may find transitions difficult and provide empathetic support (e.g., "I know you're having fun; let's finish this together and then move to the next activity").

- Be patient and offer comfort to children who feel anxious or upset during transitions.

Model Positive Behaviour
- Demonstrate calm, respectful behaviour during transitions, as children often mirror adult attitudes and actions.
- Use clear and simple language to communicate expectations and guide children through the process.

Foster Social Interactions

- Encourage children to help and support one another during transitions, promoting teamwork and cooperation.
- Use transitions to build social skills, such as turn-taking and waiting patiently.

Specific Behaviours

Working with Biters

Biting is common in young children. Biting is most frequent in the 13 to 30-month-old age bracket. Children who bite usually do so because they are frustrated or angry. They often act impulsively and quickly and are too young and immature to think of other choices or consequences. Children usually bite because their language skills still need to be developed to express themselves clearly. Teething may also be a cause of biting. When biting occurs, it is often VERY distressing for both the parents of the child who has been bitten and the parents of the child who has been bitten. Please remember that this is a natural development phase for some children and will be dealt with appropriately by the Director or Responsible Person.

Some things to consider when biting occurs;
- The frequency of the biting incidents.
- The times the incidents are happening.
- The environmental conditions at the time of the incident.
- The child being bitten.
- The child who is biting.
- Circumstances before the incident.

[Biting resource](#)

Toileting

Children's toileting independence should be encouraged when using the bathrooms. Children should be offered frequent opportunities for toileting, particularly after meals and sleep periods.

No child will be spoken to harshly, yelled at or belittled because they have had an accident. This will be seen as an opportunity for learning. Some children become very emotional over their accidents and frustrated with toilet training. It may help to say things like, "That tricky poo!" It wouldn't wait until we made it to the toilet. See if we can catch it next time." Children must be handled with

dignity as they are cleaned up and their clothing changed. Toileting should become part of the routine and should be a positive experience. When toileting is fun and relaxed, children are more likely to learn more quickly and be proud of their achievements. Under no circumstance should a child be made to sit on the toilet against their will.

Correct use of the bathroom should be shown to children just as in other areas of the service. The bathroom has rules and guidelines for children; Educators will teach these rules, displaying photos of children following the steps of using the bathroom appropriately. Other rules to follow will be;
- Use an appropriate voice in the bathroom.
- Use appropriate body movements - no running.
- Boys should be shown how to lift the seat and replace the seat.
- Explain what happens if a child has had an accident.
- Encourage children to flush.
- Encourage them to check supplies and let a teacher know.
- Explain the importance of turning off the taps.
- Explain how to wash and dry our hands.
- Praise positive efforts made by individuals for any successful attempt.

Toilet Training

Many parents can feel unsure about toilet training. Reassurance and positive reinforcement for the child and showing parents an understanding of the children's needs will help all concerned during this process. The service Educators will have regular chats with particular families to provide continuity for the child. Daily nappy charts of both nappy changing and toileting will let parents know the child's toileting habits throughout the day at the service.

Some signs that a child may be ready for toilet training:
- Can sit still for longer than 2 minutes.
- Is of an age where it is reasonable to expect that they may have some control- e.g. over the age of two for bladder control.
- Can understand simple instructions or simple words or signs.
- Stays dry for 1-2 hours at a time.
- Does a reasonable-sized wee each time.
- Appears to dislike being wet.
- Indicates to you that they are or need to do a wee.

If you would like more help for parents, click here for a toilet training brochure.

Identifying Developmental Delays

For inclusion to be successful, it must be a collaborative process, a partnership between the family and professionals that reflects and identifies the concerns and priorities of the family and ensures that the child can participate in all aspects of the program at a level that is suitable for their individual needs. Families must first

admit that there is a problem. Denying a child has additional needs is highly detrimental to the child getting early intervention. The longer the issues go unattended, the wider the gap in the child's ability to meet developmental milestones.

To view the Queensland Health Red Flags for Early Identification guide, click here. This guide is great to share with families and display in your room.

Educators can provide an individual behavioural management plan that all Educators within the group implement.

Strategies include-
- Document when, where, what happened before, what happened next, date and time.
- Specific teaching of problem-solving techniques
- Specific teaching of feelings, both of our own and others
- A communication book between the home and the centre may assist in the communication.
- Praise any behaviours and reward with verbal and non-verbal gestures.
- Ignore behaviour where reasonable and appropriate.
- Remember, children learn slowly and forget quickly.
- Use Makaton for non-verbal children.
- Consider a change of group, a small holiday from childcare.

Inclusion Support Referrals
Should children's behaviour become dangerous to themselves, other children, or Educators, the service will have no alternative but to suspend or limit care until the child can safely return to group care. Management has to ensure that everyone is safe.

Step 1 Conduct a meeting with the family and key Educators. Parents will be encouraged to seek a referral from their family doctor to relevant support services.

Step 2 The service will make a referral for support from Inclusion Support.

An ISF (Inclusion Support Facilitator) will visit the service to provide service support and meet the child. Parents will need to sign a permission form.

The ISF will assist in developing a Service Support Plan (SSP). The SSP is a tool to help identify the service's strengths, resources, needs and future actions to enable you to create a quality, inclusive environment. The SSP is your working document to be shared with families so that we can work together to achieve the goals identified.

Step 3 An inclusion support facilitator will support the service in identifying and accessing inclusion

resources for which you may be eligible. This could include the Bicultural Support Program, the Indigenous Professional Support Unit, Professional Development, Specialised and General Equipment Pools, Immediate Time limited Funding and Inclusion Support Subsidy (ISS).

Where an SSP has indicated that additional support may be required, your Inclusion Support Facilitator will initiate the funding application process. Immediate time-limited Funding is a short-term, time-limited response processed by the Inclusion Support Agency and paid to ECEC services to enable them to be more responsive to families and children with additional needs.

Inclusion Support Subsidy is a funding subsidy paid to eligible ECEC services to enable them to include children with ongoing high support needs. (Children with ongoing high support needs include those with a diagnosed disability, children undergoing continuing assessment for a disability, and humanitarian refugee children.)

Step 4 Continue liaising with the family and key Educators. All information should be shared openly and honestly.

> **Families who are unwilling to support the service or follow up with the service or the Inclusion support recommendations and their child continues to put Educators and children at risk will have their care suspended.**

Links to Theory
The National Quality Framework (NQF) in Australia emphasises the importance of high-quality interactions with children to support their learning, development, and well-being. It outlines standards, practices, and principles **that** guide Educators and caregivers in fostering positive, respectful, and meaningful relationships with children**.**

Early Childhood Australia Code of Ethics

In relation to children, I will:

"Ensure childhood is a time for being in the here and now and not solely about preparation for the future".

'Respect children as capable learners by including their perspectives in teaching, learning and assessment."

National Quality Framework – Relationships with children

5.1. Respectful and equitable relationships are maintained with each child.

5.2. Each child is supported to build and maintain sensitive and responsive relationships.

Belonging, Being and Becoming – Principles

1. Secure respectful and reciprocal relationships.

Belonging, Being and Becoming – Practices

2. Responsiveness to children.

Belonging, Being and Becoming – Children have a strong sense of identity.

1.1. Children feel safe, secure, and supported.

1.4. Children learn to interact in relation to others with care, empathy, and respect.

Belonging, Being and Becoming – Children are connected with and contribute to their world.

2.3. Children become aware of fairness.

Culturally Valued Perspectives

In Aboriginal and Torres Strait Islander worldviews, **relationships and interconnectedness** are fundamental. Learning is deeply rooted in **storytelling**, which passes on cultural knowledge, values, and traditions. **Kinship systems** play a crucial role in shaping identity, responsibilities, and social connections, fostering a strong sense of belonging. **Community involvement** ensures that education is holistic, collaborative, and respectful of the connections between people, land, and spirit. This approach emphasises the importance of shared experiences and collective knowledge, creating a rich and inclusive learning environment.

Child Australia has a beautiful booklet named Cultural Connections with many strategies on interactions with children and thinking about these interactions from a cultural and social perspective.

Reflective questions about this policy.

How did I demonstrate respect and actively listen to each child's thoughts, feelings, and ideas during our interactions today?

Did I create an inclusive environment that celebrated and valued the diverse cultural backgrounds and individual needs of the children?

How effectively did I scaffold learning and extend children's thinking during conversations and play?

Did I respond to children's emotional needs with empathy and consistency, fostering a sense of safety and trust?

How well did I balance giving children agency and guiding them appropriately to encourage independence and collaboration?

When answering the reflective questions, did you have areas identified for improvement:

If change is required:

- Discuss any proposed changes to our interactions procedures with children . Have any incidents led to obvious changes to be implemented?
- Discuss with Educators and families about changes that may strengthen this policy.

To implement the changes effectively:

- Trial the changes
- Seek feedback and consult.
- Document your thoughts on your Critical Reflection Tracker or in your room diary, and let your manager know at your next Educator meeting. Alternatively, write them down and pass them on to your Educational Leader or director.

A review of change is an important step:

- Evaluate and document in your QIP.

Roles and Responsibilities

Approved Provider, Area Managers, Director and Nominated Supervisor

- Support all endeavours to include all children in a quality Early Childhood environment.
- Advocate strongly that Educators consider the rights of all children when planning and implementing the service programs.
- During centre visits, management will observe the interactions with all children. ll ask to be provided with the children's written documentation.

Educators

- Educator reflections should consider extending engagement periods in interactions with children that compromise communication and listening.
- Educators will be thoughtful in communicating with families about their child's development and ensure;
  - There is anecdotal evidence to share with parents.
  - Are mindful of the time and place for such discussions.
  - You respect parents' reactions and feedback – sometimes, it takes time to absorb this information.
  - Not all families will want to acknowledge developmental delays or that their child might benefit from additional support. With supportive conversations, families may absorb some information.
- Ensure you discuss your concerns with your Director or Operations Manager and enter them into your documentation.

Families

- Discuss your child's developmental needs with Educators honestly.

- Understand that your child's behaviour may be different in a home environment than in group settings.
- Ensure that you continue to communicate any professional reports/advice that you receive about your child's specific developmental needs or medical conditions.

Sources and Further Reading

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS): Cultural Competence in Early Learning.

Belonging, Being, Becoming V2.0, : *The Early Years Learning Framework for Australia* 2022

Child and Youth Health - www.cyh.com.au

Crary.E. (1984). *Kids can Co-operate.* USA. Parenting Press

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Kolari. J (2010) *Connected Parenting, How to raise a great kid.* USA. Avery

Dr Margaret Carter (2002) *Harassment Violence and Bullying Behaviours in Educational settings.* QLD.

United Nations. (1989). *Convention on the Rights of the Child. Available at* https://www.unicef.org/child-rights-convention.

KidsMatter Early Childhood Framework: Strategies for supporting children's social and emotional development.

Policy Update

This policy will be updated in December 2027 or if a policy review has been conducted and significant changes have been made. It will be reprinted and distributed to Educators and families.