

Interactions with Children Policy



Policy Relevant to:	All Team members, Educators & families
Last Reviewed:	July 2023
Next Review:	May 2025
NQF:	73, 84, 115, 177A, 118, 123, 126, 145, 155, 156, 157, 168, 170
NQS:	5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 6.1, 6.1.1, 6.1.2, 6.1.3,

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within an early childhood community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

We believe that any interaction between a child and educator can have a profound effect on the child's self-esteem and overall development. We understand the very privileged and responsible position that we hold in each child's life and therefore aim to care and educate each child through interactions that are meaningful, caring, respectful, warm and friendly. By doing this we hope to pass on the same values and attitudes to the children in their own future interactions.

Purpose

Adventure Patch aims to build positive and respectful relationships with children, families and educators through collaboration and interactions, which is reflective of our Service philosophy and the *Early Years Learning Framework*.

Adventure Patch aims to ensure that all educators form positive, warm, nourishing and supportive relationships with children that make them feel safe, supported in our service and provide a nurturing environment with respect for culture, rights, community and the individual.

Implementation

Under the *Education and Care Services National Regulations*, the Adventure Patch will ensure that policies and procedures are in place for interactions with children (Regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

In order to build and maintain positive and respectful relationships with children, families and educators of our services will adhere to our statement of philosophy and the ECA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all educators and team members are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations.

Interactions with Children

Adventure Patch will take steps to ensure the interactions of educators, team members and others associated with our services will:

- Encourage positive relationships and interactions with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging.
- Encourage each child to express themselves and to support the development of self-reliance and self-esteem through the use of professional and respectful language, level and tone of voice, maintenance of eye contact and body language.
- Provide each child with positive guidance and encouragement toward acceptable behavior.
- Support each child to have the opportunity to interact and develop respectful and positive relationships with their peers.
- Promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.
- Considers family and cultural values, age, physical and intellectual development and abilities of each child.

Related Policies

Behaviour Guidance Policy
Child Protection Policy
Code of Conduct
Dealing with Complaints Policy
Arrival and Departure Policy
Enrolment Policy
Orientation Policy
Privacy and Confidentiality Policy
Social Media Policy
Staffing Arrangement Policy
Supervision Policy
Child Protection Policy
Complaints & Grievances Policy
Governance Policy & Procedure
Behaviour Guidance Procedure

Sources


Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines- *Interactions with Children*
 Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>
 Child Australia *Cultural Connections Booklet*. (2017).
 Early Childhood Australia Code of Ethics. (2016).
 Australian Government Department of Education, (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia. V2.0, 2022](#)
 Education and Care Services National Law Act 2010.
[Education and Care Services National Regulations](#). (Amended 2023)
 Guide to the National Quality Framework. (2018). (Amended 2023)
 NSW Department of Education. (2021). Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services.
 Privacy and Personal Information Protection Act 1998 (Cth).

Revised National Quality Standard. (2018).
Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement
<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>

Review History

Policy Reviewed By:	Service Managers	Scott Norris	July 2023
POLICY REVIEWED	July 2023	NEXT REVIEW DATE	May 2025
Modifications	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • hyperlinks checked and repaired as required • added related policies list • added sources list 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
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Signed

CEO:	
Manager:	S. Norris