

Interactions with Children Policy



Policy Relevant to:	All Team members, Educators & families
Last Reviewed:	May 2025
Next Review:	May 2027
ECS National Law:	S2A, A62A, S162B, S165, S166, S166a, S168, S169, Part6A
ECS National Regulations:	r73, r84, r115, r177A, r118, r123, r126, r145, r155, r156, r157, r168, r170, r171, r172
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) and My Time Our Place (MTOP) 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 impact 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.

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 (EYLF V2.0, 2022)*.

Adventure Patch aims to ensure that all educators form positive, warm, nourishing and supportive relationships with children that make them feel safe, supported including when using digital technologies and online environments. We believe that children's safety, rights, and best interests are the paramount consideration for all service operations, decisions and functions. We provide a nurturing environment with respect for culture, rights, community and the individual.

Implementation

Under the *Education and Care Services National Regulations*, Adventure Patch will ensure that policies and procedures are in place for interactions with children (Reg.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, our Code of Conduct 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 Child Safe Organisations.

Interactions with Children

Children need 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. We promote a respectful, child safe culture where children's concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff. Staff and educators will refer to the *Child Protection Policy* and *Child Protection Policy when dealing with inappropriate interactions and reporting*.

Adventure Patch maintains a zero-tolerance approach to inappropriate conduct towards children. All interactions must protect each child's dignity, emotional wellbeing and safety. Our services upholds a strong reporting culture to safeguard children in our care. All educators and staff play a vital role in protecting children from harm by responding to and reporting any incidents, disclosures or suspicions of abuse, harm, neglect or ill-treatment.

Adventure Patch will:

- Ensure obligations under the Education and Care Services National Law and National Regulations are met
- Provide new employees, students and volunteers with a copy of this policy and associated procedure as part of their induction and are advised on how and where the policy can be accessed
- Ensure copies of this policy is readily accessible and available for inspection
- Ensure that the Safe Use of Digital Technologies and Online Environments Policy and procedure are considered when interactions with children include digital technologies and online environments
- Ensure all staff, educators, volunteers and students are aware of and adhere to legislative requirements relating to taking images or video of children when providing education and care
- Encourage positive relationships and interactions between educators and children 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.
- Ensure environments are created to ensure children feel safe, valued, understood and supported
- Ensure all educators and staff have undertaken mandatory National Child Safety Training for the Early Childhood Education and Care Sector
- Ensure all educators and staff are aware of the procedure of reporting allegations of abuse, neglect, harm or ill-treatment
- Ensure that no child is subjected to any form of inappropriate conduct including conduct that is threatening, intimidating, humiliating, degrading, hostile or otherwise inappropriate in the circumstances (S.166A)
- Ensure that any allegation, concern or suspicion that a child has been subjected to inappropriate conduct is responded to immediately and reported to the regulatory authority, within 24 hours, with mandatory notifications made to other relevant authorities as required and internal incident management procedures.
- Conduct a review of practices following an incident involving inappropriate conduct at the Service, including an assessment of areas for improvement
- Promote a culture where inappropriate conduct is not tolerated and where educators and staff feel safe to report concerns under the Protected Disclosures (Whistleblower) Policy

- Ensure all educators, staff and volunteers understand their obligations as mandatory reporters and are trained to recognise, prevent and respond to inappropriate conduct
- Support educators to use trauma-informed practices to recognise and respond to the emotional needs of children (see Incident, Injury, Trauma and Illness Policy)
- Have regard to the size and composition of groups of children, the developmental needs of each child, cultural and linguistic diversity and the staffing arrangements required to support positive relationships and effective supervision.
- 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 behaviour.
- 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.
- Consider family and cultural values, age, physical and intellectual development and abilities of each child.
- Ensure our educators and team members will not show preferential behaviour or treatment towards any child.

Educators will:

- Understand their mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately by notifying the approved provider and Child Safety Services – Strong Families Safe Kids Advice and referral Line.
- Refer to the *Interaction with Children Procedure*

Related Policies

<p><i>Behaviour Guidance Policy</i> <i>Child Protection Policy</i> <i>Code of Conduct</i> <i>Complaints and Grievances Policy</i> <i>Arrival and Departure of Children Policy</i> <i>Enrolment Policy</i> <i>Governance Policy</i> <i>Incident, Injury, Trauma and Illness Policy</i> <i>Orientation Policy</i> <i>Privacy and Confidentiality Policy</i></p>	<p><i>Social Media Policy</i> <i>Staffing Arrangement Policy</i> <i>Supervision Policy</i> <i>Child Protection Policy</i> <i>Complaints & Grievances Policy (Families)</i> <i>Governance Policy & Procedure</i> <i>Behaviour Guidance Procedure</i> <i>Safe use of Technology and Online Environment Policy</i> <i>Whistleblowing Policy</i></p>
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Sources

Australian Children's Education & Care Quality Authority. (2014).
 Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).

Australian Children's Education & Care Quality Authority. (2023). [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).

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Education and Care Services National Law Act 2010. (Amended 2023)
[Education and Care Services National Regulations](#). (Amended 2023)

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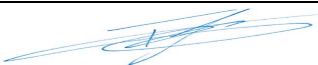
Privacy and Personal Information Protection Act 1998 (Cth).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *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:	Scott Norris	DCEO	May 2025
POLICY REVIEWED	May 2025	NEXT REVIEW DATE	May 2027
Modifications	<p>March 2026</p> <ul style="list-style-type: none"> Updated laws and regulations, to include child safety reforms Updated policy to include amendments to Education and Care Services National Law <p>May 2025</p> <ul style="list-style-type: none"> Minor maintenance Checked hyperlinks Updated laws and regulations 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
July 2023	<p>January 2025</p> <ul style="list-style-type: none"> Added preferential behaviour or treatment of a child <p>July 2023</p> <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 		

Signed

CEO:	
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Manager:	<i>S. Norris</i>
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