

# INTERACTIONS WITH CHILDREN

My Time, Our Place (MTOPI) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within our Happy Haven OSHC 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 our community functions. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

Respectful and responsive relationships are at the core of successful collaboration with children. Educators who give priority to nurturing and maintaining relationships with children through their interactions provide children with consistency and stability, facilitating children's abilities to be kind to themselves and others. This also assists the development of children's understanding of their responsibility to others, appreciate their connectedness to their community and contribute positively to the service.

## NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected, and families share decision-making about their child's learning and wellbeing.
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.

## EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
123	Educator to child ratios – centre-based service
126	Centre-based services – general educator qualifications
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available
172	Notification of change to policies or procedures
S165	Offence to inadequately supervise children
S166	Offence to use inappropriate discipline
S168	Offence related to required programs
S169	Offence relating to staffing arrangements

## RELATED POLICIES

<p>Arrival and Departure Policy Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Educational Program Policy Enrolment Policy Family Communication Policy Management Committee Policy</p>	<p>Open Door Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Student and Volunteer Policy Supervision Policy</p>
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## RELATED LEGISLATION AND GUIDELINES

<p>United Nations Convention on the Rights of the Child Children and Young People (Safety) Act 2017 Responding to Abuse and Neglect Education and Care training</p>	<p>Disability Discrimination Act 1992 (Cth) Education and Early Childhood Services (Registration and Standards) Act 2011 Australian Student Wellbeing framework</p>
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## PURPOSE

Happy Haven OSHC aim to build positive, respectful, and meaningful relationships with children through collaboration and interactions, which is reflective of our service philosophies and the My Time, Our Place Framework. Educators will encourage positive relationships and interactions between children at the service, ensuring children feel safe and supported.

## SCOPE

This policy applies to children, families, staff, educators, Responsible Persons and Nominated Supervisors of Happy Haven OSHC services.

## IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must 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.

To build and maintain positive and respectful relationships with children Happy Haven OSHC services will adhere to our statement of philosophy and our company values. We aim to provide a child safe

culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the implementation of the Child Safe Standards and related National Principles for Child Safe Organisations.

### THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS, STAFF MEMBERS, VOLUNTEERS AND VISITORS TO THE SERVICE WILL:

- Create a welcoming and relaxed environment in which children experience equitable, friendly, and genuine interactions with all educators
- Meet educator to child ratio and qualification requirements
- Role-model appropriate language and behaviour
- Support children to be aware of their own feelings as well as the feelings of others
- Encourage children to treat all other children with respect
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- Ensure they consider the health, safety, and wellbeing of each child, and provide a safe, secure, and welcoming environment in which children can develop and learn
- Ensure children are aware of how to raise concerns and provide opportunities for feedback
- Respond or report to children about how their feedback has been acted upon
- Assist the children to build resilience and self-assurance through positive interactions
- Guide children's behaviour positively
- Respects the rights, dignity, and agency of all children
- Support children within the OSHC learning environment
- Provide appropriate supervision so children feel safe in their interactions with other children
- Always speak to children in a positive manner, promoting respect, tolerance, and empathy, including the use of non-verbal cues and communication
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- Listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's

interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming

- Understand their reporting requirements and respond to any incident, disclosure, or suspicion of abuse of harm
- Communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- Show empathy to children
- Ensure that the values, beliefs, and cultural practices of the child and family are considered and respected
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- Facilitate children's individual development extending upon their strengths, interests, and abilities

## SOURCE

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>

Australian Human Rights Commission. Child Safe Organisations. (2018). *National Principles for Child Safe Organisations*. Accessed: [https://childsafe.humanrights.gov.au/sites/default/files/2019-02/National\\_Principles\\_for\\_Child\\_Safe\\_Organisations2019.pdf](https://childsafe.humanrights.gov.au/sites/default/files/2019-02/National_Principles_for_Child_Safe_Organisations2019.pdf)

Child Australia *Cultural Connections Booklet*. (2017).

Children and Young People (Safety) Act (2017).

Early Childhood Australia Code of Ethics. (2016).

Australian Government Department of Education, Skills and Employment. *My Time, Our Place- Framework for School Age Care in Australia*. (2011).

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework. (2017). (amended 2020).

Privacy and Personal Information Protection Act 1998 (Cth).  
Revised National Quality Standard. (2018).

## REVIEW

POLICY REVIEWED	APRIL 2022	NEXT REVIEW DATE	APRIL 2023
MODIFICATIONS	Policy created using archive Interactions with Children policy, childcare desktop policy, and transferred into new formatting		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
Month YYYY	•		Month YYYY
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