

INTERACTIONS WITH CHILDREN POLICY

The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. At Redwood Park, we believe that respectful, responsive, and positive interactions between educators and children are a fundamental part of each child's learning, wellbeing and development. Our teachers and staff aim to foster an inclusive environment that supports each child's sense of belonging, identity and agency. We aim to nurture reciprocal and meaningful relationships to ensure all children feel safe, secure and valued. Our values – **Respect, Persistence, Pride and Team Work** underpin our practice to ensure each child is treated equally and in a manner that regards their cultural and linguistic background, age, physical, medical, intellectual development and abilities. We uphold this policy to ensure compliance with the Education and Care National Regulations.

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 LAW AND NATIONAL REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios-centre-based services
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, 171	Policies and procedures to be followed, Policies and Procedures to be kept available.

PURPOSE

We aim to build positive and respectful relationships with children, families, and educators through collaboration and interactions, which is reflective of our Redwood Park Preschool philosophy and the Early Years Learning Framework. Educators will encourage positive relationships between children and their peers as well as with educators and families at our preschool, ensuring children feel safe and supported.

SCOPE

This policy applies to children, families, Teachers, Educators, Leadership, students, volunteers and visitors of the Service.

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 (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 Preschool will adhere to our statement of philosophy and the ACA Code of Ethics. 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 National Principles for Child Safe Organisations and the implementation of the Child Safe Standards.

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 concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff. The Teachers, Educators and Leadership 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. Our Preschool upholds a strong reporting culture to safeguard children in our care.

TEACHERS AND LEADERSHIP WILL:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators
- Ensure environments are created to ensure children feel safe, valued, understood and supported to learn
- Ensure Redwood Park Preschool complies with educator to child ratio and qualification requirements
- Ensure all educators and staff have undertaken current child protection legislation training including mandatory reporting requirements and obligations
- 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 corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S. 166 National Law)
- Support educators to use trauma-informed practices to recognise and respond to the emotional needs of children.

TEACHERS AND EDUCATORS WILL:

- Will model appropriate behaviour, encouraging positivity.
- Be fair, patient and consistent.
- support and encourage children to be aware of their own feelings as well as the feelings of others utilising the zones of regulation techniques.
- 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
- Help children to recognise, name and manage their feelings.
- Ensure children are aware of how to raise concerns or provide feedback and seek guidance and support.
- 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
- Respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- Support children in the early childhood environment
- Provide opportunities to take risks and experience success.
- Provide opportunities for problem solving.
- Provide appropriate supervision so children feel safe in their interactions with other children
- Engage with children in a positive manner at all times, 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 mandatory reporting requirements and respond to any incident, disclosure or suspicion of child abuse, harm, neglect or ill-treatment they witness or suspect immediately to Leadership.
- 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
- Value children as individuals.
- Ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg. 155)
- Ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- 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.
- Discuss child's social, emotional, physical and developmental wellbeing with families during informal chats and formal parent teacher interviews.
- Organise and arrange further meetings, referrals or services as needed to ensure each child is supported in their development.

STRATEGIES TO SUPPORT AND GUIDE CHILDREN USED WILL INCLUDE BUT NOT BE LIMITED TO:

- Re-directing the play or child
- Offering choices
- Talking about problems that arise
- Utilising visual aids – for example social stories, flash cards, flip books.

- One on one staff support to assist and guide in emotional regulation
- Engagement in Child Protection Curriculum, implemented by the Department of Education
- Utilise sensory room / tools to assist and guide in regulating emotions – zones of regulation
- Ensuring safety of children in response to extreme behaviours / unsafe behaviours by removing child / other children to safe place.
- Behaviour plans adhered to in accordance with individual families / external services recommendations.
- Documentation of support requirements utilised for individual children

INTERACTIONS BETWEEN STAFF WITHIN SERVICE

Redwood Park Preschool recognises that the way teachers, staff and leadership interact with each other influences the interactions they have with children and families. All educators working within our Preschool are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables Redwood Park Preschool to maintain positive relationships and model the type of communication they want children to develop.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Interaction with Children policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and leadership

SUPPORTING INFORMATION

Australian Children's Education & Care Quality Authority. (2025).

<https://www.acecqa.gov.au/sites/default/files/2023-03/Guide-to-the-NQF-March-2023.pdf> *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).

Australian Government Department of Education (2022). [Belonging, Being and Becoming: The Early Years Learning Framework for Australia](#). V2.0.

Education and Care Services National Law Act 2010. (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).

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>

Behaviour Support Policy

<https://edi.sa.edu.au/library/document-library/shared/behaviour-support-policy.pdf>

REVIEW

POLICY REVIEWED BY	Angela Winkler and Rebecca Wright	Acting B2 leader and Preschool administration	August 2026
POLICY REVIEWED	August 2026	NEXT REVIEW DATE	August 2027
MODIFICATIONS	- trauma informed practice		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
August 2026	- Update to Behaviour Support Department link		August 2027

Ratified by Governing Council