

# Interactions with Children



Review Date: 01/12/2027

## Introduction

A positive atmosphere and the safety & wellbeing of children within an education and care setting, is promoted through a child safe culture, responsive relationships, engaging experiences, a safe & healthy environment, attentive care and quality interactions with children.

Emotional development and social relationships are enhanced through thoughtful and sophisticated approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves.

"When children have positive experiences of interactions and can exercise agency: they develop an understanding of themselves as significant, respected, and feel a sense of belonging" (EYLF v2.0, 2022).

## Goals – What are we going to do?

Interactions with children will promote a safe, secure and nurturing environment; be authentic and responsive; be based in fairness, acceptance and empathy with respect for family values, culture, rights, a balance between community and the individual.

## Strategies - How will it be done?

### The Nominated Supervisor and Educational Leader shall:

1. Guide professional development and practice to promote interactions with children that are positive and respectful;
2. Establish practice guidelines that ensure interactions with children are given priority and those interactions are authentic, just and respect difference.
3. Develop and implement educational programs, in accordance with the EYLF, which is based on the developmental needs, interests and experiences of each child, and takes into account the individual differences of each child.

### Educators and staff will:

1. Respond to children's communication in a just and consistent manner;
2. Respond sensitively to children's attempts to initiate interactions and conversations;
3. Initiate one to one interactions and one to one conversations with children and promote positive interactions during daily routines.
4. Support children's efforts, assisting and encouraging as appropriate;

5. Support children's secure attachment through consistent and warm nurturing relationships;
6. Support children's expression of their thoughts opinions and feelings;
7. Encourage children to express themselves and show an interest and participate in what the child is doing;
8. Encourage children to make choices and decisions;
9. Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration of alternative perspectives and social inclusion. Guidance strategies should be reflective of this approach;
10. Acknowledge each child's uniqueness in positive ways;
11. Respect cultural differences in communication and consider alternative approaches to own.
12. Be aware of current Child Protection legislation, including mandatory reporting & obligations.

### **Families have responsibility for:**

1. Reading and complying with this policy.
2. Engaging in open communication with staff about their child.
3. Informing staff of events or incidents that may impact on their child's behaviour at the service (e.g. moving house, a new sibling).
4. Informing staff of any concerns regarding their child's behaviour or the impact of other children's behaviour.
5. Working collaboratively with staff and other professionals to develop or review an individual behaviour guidance plan for their child, where appropriate.

### **Children's Rights, Family and Cultural Values**

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect.

Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

## **Listening**

Educators and staff use active listening as a foundation for interactions. Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

## **Children and Families**

A culture of respectful interaction is promoted when children's attempts to communicate are valued. Turn taking and responding to children's invitations promotes active engagement. Respectful communication with families generates greater confidence to interact.

## **Reflection and Consideration**

Time is dedicated to reflecting upon interactions within children. Reflections should consider how to spend extended periods engaged in interactions with children that comprise communication and listening.

## **Role Modelling**

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies;

Remember - quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

## Principles for Guiding Children's Behaviour

Staff respect individual children's needs family contexts as well as differences in age, ability, and experience regarding issues surrounding behaviour. Educators are open and willing to discuss individual family expectations with parents and caregivers. There may be times when educators will need to negotiate strategies with parents to suit the needs of individual children.

- Wherever possible, children and educators will negotiate and determine boundaries and form agreements in relation to expectations of how staff treat each other and the service.
- Agreements will be reasonable considering the age, development and individual characteristics, background and needs of the children.
- Agreements will be consistently followed and reflected on to evolve, along with children's developing skills and self-regulation competence.
- Children will be encouraged to understand the boundaries, agreements and expectations around interactions with others. The service will support children to build their skills to interact with one another in alignment with these boundaries, agreements and expectations.
- Educators are mindful in the way they respond to behaviours, ensuring that no child is shamed. Instead, staff ensure that the skill in relation their behaviour is either praised or addressed.
- Educators acknowledge that they are there to support and teach skills that build children's self-control and regulation and always present a good example through positive role modelling, compassion and understanding.

## Statutory Legislation & Considerations

Children (Education and Care Services National Law Application) Act 2010

Education and Care Services National Regulations 2011, 168 & 169.

Children and Young Persons (Care and Protection) Act 1998

Commission for Children and Young People Act 1998

Disability Discrimination Act 1992 (Cth)

## Sources

Belonging Being and Becoming: [The Early Years Learning Framework for Australia v 2.0](#), 2022

Community Childcare Cooperative Sample Policies [www.cccnsw.org.au](http://www.cccnsw.org.au)

ECA Code of Ethics 2016

United Nations Convention on the Rights of the Child (1989)

[ACECQA- Relationship with children information sheet](#).

## Related Policies

- Guiding Children’s Behaviour
- Inclusion
- Supervision
- Employee Induction
- Volunteers and Students
- Staff Appraisal
- Family Participation and Communication
- Cultural Competency
- Governance & Management
- Child Protection
- Staff Code of Conduct

## Evaluation

Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families.

### Approved Provider Representative:

**Name:**.....Ashleigh Mitchell.....

**Role:** .....President.....

**Signature:** .....

**Date:** .....01../.12../.2025.....

**REVIEW DATE:** .....01../.12../.2027.....

POLICY REVISIONS		
Policy Adopted	Approved Provider Representative	Review Date
25/06/2018	Belinda Fayle	25/06/2020
19/04/2021	Kieran O'Reilly	29/04/2023
28/11/2023	Narissa Cuskelly	28/11/2025
01/12/2025	Ashleigh Mitchell	01/12/2027