



Policy No: CE-POL-014/4/2013

Supporting Interactions with Children

Custodian: Management
Committee

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Version No: 4

Approved By:
Burcu Subasi
Chairperson

**On behalf of the Management
Committee.**

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Next Review Date: 9/9/29

Supersedes:
Supporting Interactions with
Children version 3.2

1 Purpose:

Children's safety and wellbeing are paramount at our service and will be fostered through our child safe culture, responsive relationships, engaging experiences and safe and healthy environment, including when using digital technologies and online environments.

All children have the right to feel safe and to have trusting, secure relationships. All children have the right to be treated with dignity and respect, to be listened to and to have a voice in decisions that affect them. At C.a.F.E. Enfield Children's Centre we are committed to these rights for children. This policy aims to nurture and uphold respect and shared responsibility for and by all.

2 Scope:

Approved Provider (At this site we have 2 approved providers-the Management Committee & DfE)
Nominated Supervisor
Responsible Person on Duty
Educators
Parents & Children
Students & Volunteers

3 Supporting Documents:

[DfE Behaviour Support Policy](#)
[Centre Philosophy](#)
[ECA Code of Ethics](#)
[United Nations Convention on the Rights of the Child](#)
[Safe Use of digital technologies and online environments policy](#)

[Safe use of digital technologies and online environments procedure](#)

[Safeguarding children & young people policy](#)

[Staff Code of Conduct](#)

[Supervision of Children Policy](#)

[Keeping Safe; Child Protection Curriculum information for families](#)

[Protective practices for staff in their interactions with children and young people guidelines](#)

4 Policy Details:

For interactions to be meaningful, interactions need to be warm, caring and responsive.

Educators acknowledge that children's behaviour is a purposeful form of communication, and they actively support children to recognise, name, understand and manage their feelings.

When children experience relationships that are built on respect, fairness, cooperation and empathy they have the opportunity to develop these qualities themselves.

When children have positive experiences of interactions, they develop an understanding of themselves as significant and respected, and feel a sense of belonging.

- We ensure the safety, rights and best interests of children is our paramount consideration in the operation of the service and in the delivery of education and care to children.

- We believe that positive educator to child interactions are central to ensuring quality outcomes for children's education and care.

- We value the important role our educators play in children's education and care. We equip them with the necessary knowledge and skills to enable them to interact positively with the children and promote relationships between children

- All children attending our service are provided with a safe environment through the creation and maintenance of a child safe culture, and this extends to the [safe use of digital technologies and online environments](#).

5 Procedures:

It is the responsibility of all educators to model consistent positive behaviours to support and guide children towards developing positive relationships. Responsive learning relationships are strengthened as educators and children learn together and share decisions, respect & trust. In their daily interactions "educators are attuned to, and actively listen to children so that they can respond in ways that build relationships and support children's learning, development and wellbeing" (EYLF 2023,p21).Educators draw on current theoretical knowledge and multidisciplinary perspectives (Eg Circle of Security, Marte Meo, relational pedagogy, Occupational Therapy principles) which support children's sensory and emotional regulation.

Positive relationships we encourage are:

- Listening and responding to others
- Being inclusive and respectful of each other
- Being caring and empathetic towards others
- Engaging in positive social interaction with others and the development of friendships
- Expression of acceptance and tolerance of all differences, cultures and backgrounds.
- Resilience, confidence and persistence, supporting all to have a go, to work through problems and look for solutions
- Care and respect for the physical & natural environment

Ways Educators can support positive relationships

- Value and support parents as their child's first educator and respect their right to make decisions about their child. Communicate openly and respectfully about their child, and engage in shared decision-making in relation to their child's learning, development and wellbeing
- Support and empower children to negotiate their rights in relation to the rights of others and intervening sensitively when children have trouble in resolving disagreement (NQS 5.2).
- Engage in discussions with children about responsible choices and responsibilities

- Use Fair/ Unfair, Safe/Unsafe language & visual cues when talking about behaviour
- Be clear about expectations and whenever possible, consult with children in order to formulate these expectations
- Promote an inclusive positive outlook, sense of humour, enthusiasm and fun
- Provide opportunities for children to take risks and experience achievement and allow time for practice, failure and success.
- Support children to work collaboratively with others
- Model respectful behaviour and positive language.
- Notice and name appropriate behavioural responses by children
- Plan flexible learning environments that provide a balance of quiet and active spaces, experiences to support emotional self-regulation, and that cater for the individual learning needs and interests of all children
- Use intentional teaching strategies to support the development of children's play skills and group entry skills
- Engage in critical reflection about the curriculum, learning environments and educator's intentional teaching strategies and the ways that these can influence behaviour and relationships.

Behaviours which are considered unfair/unsafe:

- Any behaviour which causes harm or risk to the child, other children, adults or living things
- Any behaviour which is destructive to the environment and/or equipment
- Any behaviours that places a child or others at risk of psychological harm, for example name calling, put downs, exclusion from play and bullying
- Any behaviour that is disruptive to the child's or the group's learning, for example exclusion or distracting others,
- Any other behaviour which is socially unacceptable for example spitting, yelling, intentional toileting in the play space.

Procedure for responding to unfair/ unsafe behaviour. Helping children sort out problems

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|--------|--|
| Step 1 | <p>Utilise Marte Meo techniques to use a connecting moment with the children to establish a shared understanding of events that led up to the disruption. Work calmly and collaboratively to resolve the issue, whilst acknowledging:</p> <ul style="list-style-type: none"> a. the children's feelings- name their feelings b. the developmental understandings of the children c. the right to safety of all children. d. these are learning opportunities for children <p>Educator to remain close by if needed to support the ongoing collaborative play between the children.</p> |
| Step 2 | <p>If the unfair/unsafe behaviour continues, an educator must remain in close proximity to the children and support their play through the following:</p> <ul style="list-style-type: none"> a. Model and scaffold appropriate play skills and b. Continue to ensure the safety of all children c. It may be necessary to move with the child to an alternative experience d. Educators will work with their team to document concerns to develop a consistent response to these behaviours. |
| Step 3 | <p>When continued ongoing unfair/unsafe behaviours occur, Educators will take observations for review to uncover the reason behind the behaviours. The Team Leader will work with the Director to share with the family/carers their concerns. If required a meeting will be set up to</p> |

formulate a Behaviour Support plan for the child. This will contain agreed strategies, expectations and goals.

In cases of continuing or serious concerning behaviours, educators with parental permission consult with available support services for advice and/or referral.

When a group of children is collectively engaging in unfair/unsafe behaviour, refer to procedure below

Procedure for responding to unfair/ unsafe behaviour (group of children)

- | | |
|--------|--|
| Step 1 | Utilise Marte Meo techniques to use a connecting moment with the children to establish a shared understanding of events that led up to the disruption. Talk to the group about agreed guidelines for safe behaviour to ensure all children understand. Educator to remain close by to the ongoing collaborative play between the children |
| Step 2 | If children divert from the guidelines, remind them again, with the agreed consequence highlighted.
Room teams will work together to document behaviours for discussion to develop a consistent approach/action to such behaviours. |
| Step 3 | When continued ongoing unfair/unsafe behaviours occur, the Team Leader will work with the Director to inform the families/carers. A meeting will be set up to formulate a Behaviour Support Plan to benefit the children. This will contain agreed strategies, expectations and goals. In cases of continuing or serious concerning behaviours, educators will consult with available support services for advice and/or referral. |

6 Related Legislation and Regulations

Education and Care Services National Law Act 2011

Section 2A Paramount Consideration-safety, rights and best interests of children

Section 165 Offence to inadequately supervise children

Section 167 Offence relating to protection of children from harm and hazards

Education and Care Services National Regulations 2011

Reg 73 Educational Program

Reg 74 Documenting of child assessments or evaluations for delivery of an educational program

Reg 128B Child protection training

Reg 128D Foundation child safety training

Reg 128E Advanced child safety training

Reg 155 Interactions with children

An approved provider must take reasonable steps to ensure that the education and care service provides education and care to children in a way that—

- (a) encourages the children to express themselves and their opinions; and
- (b) allows the children to undertake experiences that develop self-reliance and self-esteem; and
- (c) maintains at all times the dignity and rights of each child; and
- (d) gives each child positive guidance and encouragement toward acceptable behaviour; and
- (e) has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child being educated and cared for by the service.

Reg 156 Relationships in groups

(1) The approved provider of an education and care service must take reasonable steps to ensure that the service provides children being educated and cared for by the service with opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service

Education and Care National Law Act 2010: Sections 166, 167
Education and Children's Services Act 2019 (SA)

7 Key Terms:

Term	Meaning
ACECQA	Australian Children's Education and Care Quality Authority The independent national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children. Source: acecqa.gov.au
Attuned/attunement	is being fully aware and responsive to children, comprehending their feelings and communication, such as through facial expressions, vocalisations, gestures, eye contact and body movement
Bullying	'Bullying is repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Conflict or fights between equals and single incidents are not defined as bullying. Examples of bullying behaviour include: • Deliberate and repeated name-calling • Physical contact – hitting, kicking, unwanted touching • Making sexist or racist remarks • Spreading rumours • Threatening someone • Excluding someone from groups, social activities or games.
Marte Meo	Marte Meo is a method that uses everyday moments of interaction to support children's social, emotional and communication development. It is one of the core approaches educators at our Centre utilise.
Relational pedagogy	underpins the way in which educators build trusting, respectful relationships between children, families, other educators relationships and the community.

8. Induction and ongoing training

During the induction process for new educators and students on placement the person conducting the induction will ensure the following documents in relation to supporting interactions are read and discussed :

- Centre Philosophy
- Supporting Interactions with Children policy
- Supervision of Children policy & supervision plans
- Safe use of digital technologies and online environments policy & procedure (including no personal mobile phones or devices when working with children).

All educators, staff & students will complete the following mandated professional learning (& update as required):

- Responding to risks of harm, abuse & neglect in early childhood (RRHAN-EC)
- National Foundation child safety training

Our Centre also promotes the following professional development & learning as part of supporting interactions with children:

- Trauma Informed Practice
- Marte Meo 6 day practitioner training
- Circle of Security
- Sensory & emotional regulation
- Inclusive communication approaches (Eg Key word sign, visual communication strategies)

9 References:

ACECQA, Interactions with children Policy and Procedure guidelines, 2026, accessed online (20/05/26) at url: https://www.acecqa.gov.au/sites/default/files/2026-04/Interactions%20with%20children_0.pdf

Belonging, Being & Becoming, Early Years Learning framework (EYLF v2.0) 2022

Education and Care Services National regulations 2011

Department for Education Bullying prevention strategy-a community approach
<https://www.education.sa.gov.au/department/strategies-and-plans/bullying-prevention-strategy-community-approach> (accessed online 13/4/23)

Early Childhood Australia Code of Ethics

Guide to the National Quality Framework (accessed online 13/4/23)
National Quality Standard, Quality Area 5: Relationships with Children
Standard 5.1: Respectful and equitable relationships are developed and maintained with each child
Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults

United Nations Conventions on the Rights of the Child

10 Reviewing Strategy and History:

Review should be conducted every 3 years to ensure compliance with this procedure

Version No.	Reviewed By	Approved By	Approval Date	Review Notes
1	Management Committee Educators Parents	Liam Fudali- Chairperson	24/7/13	Supersedes Positive behaviour guidance policy New format
2	Management Committee Educators Parents	Josephine Salisbury- Chairperson	15/6/16	Added regulations & legislation Amended wording in Purpose Minor amendments Updated referencing
3	Management Committee Educators	Melissa Smithen Chairperson	15/8/18	Changed Title from "Site Behaviour Code". Changed title of Procedure sections Amended wording in Policy Details

	Parents			& Procedures Updated referencing
3.1	Management Committee Educators Parents	Alison Cooklsey Chairperson	19/5/21	Minor content changes Added to Regulations section Updated referencing & Review history
3.2	Management Committee Educators Parents	Amelia Thiele Chairperson	28/6/23	Major Review at Staff Development Day Minor content changes Added to Definitions Changed review period to 3 years Updated referencing & Review history
4	Management Committee Educators Parents	Burcu Subasi Chairperson		Included paramount consideration in purpose statement Added content to policy details Added new regulations 128 B,D &E Inserted new section on Induction and Training Updated referencing & Review history

