



Interactions with Children

POLICY STATEMENT:

Lake Mac Newy OOSH will provide an environment that reflects the principles of “My Time, Our Place V2.0”, fostering and encouraging secure, respectful, and reciprocal relationships with children, and reflecting genuine respect for diversity and a commitment to equity in all interactions. The service recognises that the best interests of the child are paramount and will guide all decisions, interactions and practices within the service.

All interactions with children will uphold their dignity, rights, and agency, ensuring they feel safe, valued, respected, and heard at all times. Through positive interactions, educators will nurture children’s optimism, happiness and sense of fun, while recognising and responding to barriers that may impact a child’s wellbeing, inclusion and positive sense of self-identity.

Educators will utilise opportunities in daily interactions to develop an understanding of children’s expectations, support respectful relationships, and negotiate clear boundaries regarding safety, respect for others, and the creation of a caring environment.

PROCEDURES:

The educators will:

- Sign and adhere to the services “Code of Conduct” and OSHC Code of Professional Standards
- Maintain a positive attitude in all interactions with children.
- Listen carefully to children’s experiences and perspectives and show interest in their ideas and perspectives.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatisation.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and educators exhibit this.
- Educators will respect and value Aboriginal and Torres Strait Islander cultures and support children’s connection to identity and community.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes and interests.
- Actively involve children in decision-making about routines, experiences and the service environment, ensuring their ideas, perspectives and feedback are genuinely listened to and considered in practice and program planning, while supporting children’s safety, wellbeing and best interests. Organise environments and spaces that promote small- and large-group interactions and meaningful play and leisure.
- Be actively engaged with children and will listen and attend to children’s needs.
- Be responsive and watch for signs that children are becoming isolated, withdrawn, or finding it difficult to interact or participate.
- Educators will support children’s emotional well-being by creating environments where children feel safe to express emotions, engage in learning and seek support.



- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All educators, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed.
- Ensure that all educators always enforce the rules and consequences consistently. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and develop strategies to resolve potential issues in the future.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Be supported by management to access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the service being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-discipline and self-regulation skills through co-regulation, role modelling, positive guidance, simple conflict resolution strategies and building self-reliance and self-esteem.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, educators and visitors to the service.
- Ensure that appropriate physical contact is maintained in regard to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Educators will respect children's bodily autonomy and support children to express consent, including their right to say no.
- Identify when interactions with a child are not appropriate and refer to the services 'Providing a Child Safe Environment' policy to address these concerns.
- Ensure all interactions with children protect them from inappropriate conduct and uphold a zero-tolerance approach to any behaviour that is harmful, degrading, intimidating or unsafe.
- Maintain professional boundaries at all times in interactions with children and their families, ensuring all interactions are appropriate, safe and consistent with the service's Code of Conduct and Child Safe Environment policy.
- Ensure that the safety, well-being, and best interests of each child are the primary consideration in all interactions, decisions and responses.

The children will:

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- Be encouraged to listen to others, respect, courtesy and understanding regardless of race, cultural background, religion, sex, gender or ability.
- Be encouraged to share humour and express themselves in a variety of ways.
- Practice strategies for problem solving, debating, negotiating, and interacting with others in an appropriate way with the guidance of educators.
- Have opportunities to use and share their home language with other children and educators.
- Collaborate with educators in developing service routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- Encourage their peers to adhere to the rules and expectations.



- Participate in experiences that will build relationships and promote interactions between each other, educators and visitors to the service.
- Assist educators in developing programs and routines for the service that reflect their individual needs, interests and abilities.
- Have their need for solitude or quiet time supported and respected by educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their own behaviours in conjunction with educators.

CONSIDERATIONS:

Education and Care Services National Law & Regulations	National Quality Standards & Elements	Links to other Service Policies	Other Documentation/ Evidence
S166, 167, 168 R73, 74, 155, 156, 168	Standards 1.1, 1.2, 2.1, 2.2, 4.1, 4.2, 5.1, 5.2, 6.2, 7.1 Elements 1.1.1, 1.1.2, 1.1.3, 1.2.1, 1.2.2, 1.2.3, 2.1.1, 2.2.3, 3.2.1, 4.1.1, 4.1.2, 4.2.2, 5.1.1, 5.1.2, 5.2.1, 5.2.2, 6.2.1, 7.1.1 Child Safe Standards 1, 2, 5, 7, 10	Code of Conduct for staff OSHC code of Professional Standards Staffing Policy Providing a Child Safe Environment policy Behaviour Guidance policy Child Protection policy	- My Time, Our Place. - Parent Handbook - Staff Handbook - Programming and Evaluations - Relationships with Children Information sheet - ACECQA

ENDORSEMENT BY THE SERVICE:

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