

<b>Applies to</b>	Intereach Family Day Care (FDC) and Intereach Out Of School Hours (OOSH)				
<b>Definitions</b>	Refer to Schedule of Definitions: <i>Approved Provider, children's agency, Nominated Supervisor and Educational Leader</i>				
<b>Version</b>	3.0	<b>Date approved</b>	27/08/2025	<b>Next review date</b>	27/08/2028

## 1. Policy Statement

Intereach, as the Approved Provider, supports the development of responsive, warm, trusting and respectful relationships with children that promote their wellbeing, self-esteem, sense of security and belonging.

Research has shown that:

- relationships are central to children developing acceptance, resilience, self-esteem and higher order thinking skills that contribute to positive learning and life outcomes;
- positive relationships early in life help children to connect with others, build friendships and support children to self-regulate their emotions;
- from birth, safe and secure relationships allow children to confidently explore their environments and engage in play and learning; and,
- a strong sense of connection supports the development of a child's identity, social, emotional competence and sense of belonging. Educators will actively use everyday moments such as play, routines, rituals, and interactions to build a rapport and form secure attachments with the children in their care.

## 2. Objective

### 2.1. Respectful and equitable relationships are maintained with each child.

To ensure respectful and equitable relationships are maintained with each child, educators will:

- develop warm, meaningful, caring and responsive interactions;
- view each child as capable and competent, with a right to a voice, and able to contribute to decisions that affect them;
- build and maintain connections, so children are more likely to feel a sense of security, well-being and belonging;
- foster positive relationships with children that:
  - help children feel secure and confident to explore, play and learn; and,
  - support children in developing social skills and learning how to interact with others, respect others' rights, be appropriately assertive and caring.
- foster appropriate, trustworthy relationships with adults and peers who can support them;
- build awareness, skills and knowledge to recognise unsafe situations and raise concerns;
- provide both planned and spontaneous social interactions that are meaningful and developmentally appropriate;
- create environments that reflects each child, their culture, family and community; and,
- maintains the dignity and rights of each child at all times.

## **2.2. Support Children to build and maintain sensitive and responsive relationships.**

Educators will:

- support children to develop social competence and the ability to interact with others empathetically and respectfully;
- recognise that social competence underpins emotional regulation and helps children manage their interactions effectively;
- provide opportunities for children to learn respectful interaction, be appropriately assertive, show care, and empathy and negotiate and resolve conflicts;
- implement positive approaches to guiding children's behaviour, always upholding children's rights, dignity, and agency; and,
- use guidance strategies and practices that consider the needs of individual children, including reasons for behaviour and engaging children to contribute to their own pro-social solutions.

## **3. Responsibilities**

In all education and care environments, the Approved Provider, Nominated Supervisor and Educational Leader are responsible for supporting educators to form and maintain warm, trusting, respectful and responsive relationships with children. These leaders ensure that support systems are in place to guide educators in fostering relationships and applying appropriate behaviour guidance strategies. They also play a role in assisting educators to create environments that promote emotional safety, inclusion and a sense of belonging for every child.

Educators will foster each child's confidence to express their ideas, resolve differences respectfully, explore new experiences, and take safe, well-considered risks. Educators will engage in regular professional development that supports them to effectively implement strategies and practices to guide children's behaviour.

Educational leaders, Coordinators and Educators will work collaboratively to adopt a positive, strengths-based approach to guiding children's behaviour, one that supports children's autonomy and their capacity to regulate their own behaviour.

Educators will be positive role models, demonstrating inclusive, appropriate behaviours. Through intentional guidance, educators will support children in learning how to manage their emotions, build positive relationships, and respond respectfully to others.

## **4. National Quality Framework**

<b>Standard / Elements</b>	<b>Concept</b>	<b>Descriptor</b>
<b>5.1</b>	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
<b>5.1.1</b>	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
<b>5.1.2</b>	Dignity and rights of the child	The dignity and rights of every child are maintained.
<b>5.2</b>	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
<b>5.2.1</b>	Collaborative learning	Children are supported to collaborate, learn from and help each other.

<b>Standard / Elements</b>	<b>Concept</b>	<b>Descriptor</b>
<b>5.2.2</b>	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

## 5. Context

<b>5.1. Standards or other external requirements</b>	<p>Australian Children's Education and Care Quality Authority (2017). <i>National Quality Standards</i></p> <p>Australian Children's Education and Care Quality Authority (2017). Guide to the National Quality Framework</p> <p>Early Childhood Australia (2016). Code of Ethics</p> <p>Child Safe Standards Victoria</p> <p>Child Safe Standards NSW</p> <p><a href="#"><u>The Early Years Learning Framework for Australia V2.0, Belonging, Being &amp; Becoming (2022)</u></a></p> <p><a href="#"><u>Framework for school age care in Australia V2.0, My Time, Our Place (2022)</u></a></p> <p><a href="#"><u>Victorian Early Years Learning and Development Framework (2016)</u></a></p>
<b>5.2. Legislation or other requirements</b>	<p>Education and Care Services National Regulations consolidated 2017</p> <p>Education and Care Services National Law Act 2010</p>
<b>5.3. Internal documents</b>	<p>Relationships with Children Procedure</p> <p>Positive Behaviour Guidance Procedure</p>

## 6. Document control

<b>Version</b>	<b>Date approved</b>	<b>Approved by</b>	<b>Next review date</b>
1.0	12 November 2019	Senior Leadership Governance Group	12 November 2022
2.0	8 September 2022	Quality Governance Group	8 September 2025
3.0	27 August 2025	Quality Risk and Performance Governance Group	27 August 2028