Intereach Family Day Care
Interactions with Children Procedure

Applies to	Intereach Family Day Care (FDC)			
Policy	NQS Five: Relationships with Children Policy			
Version	3.0	**Date approved** 22/12/2025	**Next review date**	22/12/2028

Objective

Intereach, as the approved provider, is committed to fostering respectful and supportive relationships with children within Family Day Care. This procedure provides clear guidance on promoting these relationships through a child-safe culture, engaging experiences, and a safe and healthy environment, including when using digital technologies and online platforms. It ensures practices align with the principles of the National Quality Standard and the Early Years Learning Framework. Educators are also made aware that inappropriate conduct is strictly prohibited, including any behaviour that compromises a child's dignity, safety, or emotional wellbeing.

When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Consistent emotional support contributes to children developing a strong sense of wellbeing and belonging.

Background

The Education and Care Services National Regulations require all approved providers to ensure their services have policies and procedures in place in relation to interactions with children.

Responsibilities

Nominated Supervisor

- Ensure obligations under the Education and Care Services National Law and National Regulations are met;
- Implement the Interactions with children procedure.
- Ensure all staff have undertaken current child protection legislation training, including the mandatory reporting requirements and obligations in their jurisdiction.
- Ensure all educators maintain knowledge of current child protection legislation and mandatory reporting obligations.
- Ensure that no child being educated and cared for by the service is subject to inappropriate conduct including any form of corporal punishment, or any discipline that is unreasonable in the circumstances.
- Ensure FDC educators are at least 18 years old, are suitably qualified, have adequate knowledge of education and care, and are 'fit and proper' persons.
- Report cases of inappropriate conduct to the Regulatory Authority, where necessary report to Police, Child Protection agencies and child safe organisations

Coordination Unit Staff

- Implement the Interactions with children procedure.
- Ensure educators have child protection training and keep up to date with child protection knowledge.

- Ensure that no child being educated and cared for by the service is subject to inappropriate conduct including any form of corporal punishment, or any discipline that is unreasonable in the circumstances.
- Support educators to promote quality practice approaches to interactions with children.
- Take reasonable steps to ensure the service provides education and care in a way that encourages children to express themselves and their opinions.
- Allows children to undertake experiences that develop self-reliance and self-esteem.
- Always maintain the dignity and rights of child.
- Give each child positive guidance and encouragement.
- Consider family and cultural values, age, physical and intellectual development and abilities of the child.
- Take reasonable steps to ensure children have the opportunities to interact and develop respectful and positive relationships with each other.
- Notify service leaders if you observe, suspect or receive an allegation that someone is engaging or has engaged in inappropriate conduct

Educators

- Implement the interactions with children procedure.
- Ensure that no child being educated and cared for by the service is subject to inappropriate conduct including any form of corporal punishment, or any discipline that is unreasonable in the circumstances.
- Promote quality practice approaches to interactions with children.
- Be aware of current child protection legislation, including the mandatory reporting requirements and obligations.
- Ensure adequate supervision of children, including when using digital technologies and online environments.
- Ensure that the safe use of digital technologies and online environments procedures is considered when interactions with children include digital technologies and online environments.
- Support children in line with the strategies in the acecqa relationships with children information sheet .
- Take reasonable steps to ensure children have the opportunities to interact and develop respectful and positive relationships with each other.
- Demonstrate inclusive practices.
- Notify service leaders if you observe, suspect or receive an allegation that someone is engaging or has engaged in inappropriate conduct

Parents/Guardians

- Collaborate with educators to share insights about their child's interests, cultural background, and needs. This helps educators tailor interactions that are meaningful and respectful.
- model and reinforce positive interactions at home and in the service environment, supporting children to develop social competence and emotional regulation.
- Notify service leaders if you observe, and /or suspect that someone is engaging or has engaged in inappropriate conduct

Procedure

Educator and Child Interactions

Educators will design and implement an educational program and daily practices that:

- Encourage children to express themselves and share their opinions.
- Provide opportunities for children to engage in experiences that build self-reliance, confidence, and self-esteem.
- Always maintain each child's dignity and rights, ensuring respectful and inclusive interactions.
- promote emotional regulation, problem-solving skills, and digital safety practices to ensure children feel secure in both physical and online environment.
- Offer positive guidance and encouragement toward acceptable behaviour, using strategies that promote learning rather than punishment.
- Ensure children have opportunities to interact respectfully with educators and peers
- Respect family and cultural values, and consider each child's age, physical and intellectual development, and individual abilities.
- Support children to raise concerns and know who to talk to if they feel unsafe, including in digital environments, and explain what will happen if they share a concern.
- Educators will offer appropriate forms of physical contact, such as high-fives, cuddles, or pats on the back, with children's consent. To respect personal boundaries and maintain a professional, nurturing relationship, educators must refrain from kissing children

Supporting Child-to-Child Interactions

- Provide uninterrupted time for peer play and experiences that encourage communication, collaboration, and sharing of ideas.
- Support new children to build relationships through inclusive activities and introductions.
- Maintain appropriate supervision at all times to ensure safe interactions.
- Share relevant information during transitions to support continuity of relationships.
- Observe and assess social skill development as part of the planning cycle and adapt programs accordingly.
- Encourage peer learning groups and support progress through different stages of play and learning.
- Help children identify emotions, understand the impact of their actions, and develop self-regulation skills, including tailored strategies for children with additional needs.
- Provide age-appropriate guidance on privacy, consent, and safe online practices.
- Engage families in discussions about positive peer interactions and incorporate their views into planning.
- Regularly reflect on how programs promote quality interactions and review strategies for listening to children's voices and responding to disclosures.

Child Safe Environment

- Reflect on supervision practices and behaviour guidance strategies to promote safe, positive play, children's emotions and wellbeing
- Stay up-to-date with child protection legislation and mandatory reporting obligations
- Provide training and resources to support children with additional needs and promote safe, respectful interactions

- Maintain compliance with policies and procedures on safe use of digital technologies and online environments

Inappropriate Conduct

- Inappropriate Conduct: any behaviour within an education and care service that a reasonable person would consider to be inappropriate. When determining if conduct is inappropriate, consider:

- Inappropriate physical contact – touching a child in a sexualised or intrusive way, including tickling, wrestling, prolonged or unnecessary hugging that is not warranted in the circumstances, massaging, or physical closeness (such as encouraging a child sit on an educator's lap for an extended period) that is not age appropriate or required based on the needs or abilities of a child.

- Grooming behaviours – including but not limited to favouritism, offering gifts or special privileges, encouraging emotional dependency (attachment fostering), or initiating private or secret communication with a child.

- Ill treatment that is not disciplinary in nature – including physical or verbal abuse, threats, yelling, swearing, rough handling or other conduct likely to cause emotional, physical or psychological harm.

- Unprofessional communication – such as sending personal messages, capturing or sharing images of children via unauthorised devices or platforms, or engaging with children online through social media or apps unrelated to your role. it an offence for approved providers, nominated supervisors, educators' other staff, Family Day Care Educators and volunteers to subject a child to inappropriate conduct.

Monitoring, Evaluation and Review

This procedure will be reviewed every three years and incorporate feedback and suggestions from children, families, educators, co-ordinators, volunteers and students or when there is a legislative change.

National Quality Standards

Element	Concept	Description
5.1.1	Relationships between educators and children	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.
5.2.1	Relationships between children	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
1.1.2	Child Centred	Each child's current knowledge, strengths, ideas, culture, abilities and interests are the foundation of the program.

| 1.2.2 | Responsive teaching and scaffolding | Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions and feedback. |
| 1.2.3 | Child directed learning | Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world. |

Compliance and Reference

Legislation	Education and Care Services National Law Act 2010
	Education and Care Services National Regulations 2017
1.1. Standards or other external requirements	Australian Children's Education and Care Quality Authority (2017), *National Quality Standards*
	Australian Children's Education and Care Quality Authority (2017), *Guide to the National Quality Framework*
	Australian Government, Department of Education,*Educators My Time, Our Place: Educators' Guide to the Framework for School Age Care in Australia*
	Victorian Department of Education and Training, *Victorian Early Years Learning and Development Framework*
	Child Safe Standards Victoria (2022)
	Child Safe Standards NSW (Updated August 2022)
5.3 Internal Documentation	Relationship with Children Policy
	Enrolment form
	Educator's program, observations and evaluations
	Providing Child Safe Environment Procedure
	Safe use of digital technologies and online environments Procedure
	Behaviour guidance procedure

Document Control

Version	**Date approved**	**Approved by**	**Next review date**
1.0	02/12/2019	R. Phillips - Acting Senior Manager, Children and Family Services	02/12/2022
2.0	25/08/2022	M. Tai, General Manager, Operations	25/08/2025
3.0	22/12/2025	Children Services procedure split as standalone procedure for FDC. Approved by: K Hyde – General Manager, Operations	22/12/2028