

Interactions with Children Policy

Policy Statement

At Playtime Childcare, we create a nurturing, inclusive and child-safe environment where every child feels valued, respected, supported and empowered to reach their full potential. We recognise that secure, respectful and reciprocal relationships are fundamental to children's learning, development, identity and sense of belonging, as outlined in the Early Years Learning Framework (EYLF) V2.0.

We believe positive interactions are the foundation of quality education and care. Educators build and maintain respectful and responsive relationships with children, families and colleagues through collaboration, open communication, active listening and mutual respect. We value families as children's first educators and recognise their knowledge, culture and perspectives in supporting each child's wellbeing and learning.

We recognise that positive relationships between staff and educators create a respectful and professional workplace culture that influences children's experiences. Through intentional and meaningful interactions, we support children to develop confidence, agency, resilience and respectful relationships while upholding the rights, dignity and individuality of every child, family and staff member. Our practices are guided by the EYLF V2.0, the Education and Care Services National Law, the Education and Care Services National Regulations and the National Quality Standard.

Background

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

Scope

This policy applies to all children, educators, staff, families, management, students, volunteers, and visitors at our service.

Paramount Consideration

At Playtime Childcare, we are committed to fostering respectful, positive, and collaborative relationships with children, families, educators, and the broader service community. The safety, wellbeing, rights, and best interests of every child underpin all interactions and decision-making within the service. Every interaction should promote a culture of inclusion, respect, trust, and belonging, where children feel safe, valued, heard, and supported to reach their full potential.

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Our interactions are guided by the principles of the National Quality Framework, the United Nations Convention on the Rights of the Child, and the NSW Child Safe Standards. We recognise that children have the right to be treated with dignity and respect, to express their views, and to participate in decisions affecting them in ways that are appropriate to their age, development, culture, and abilities.

This commitment applies to the Approved Provider, persons with management or control, Nominated Supervisors, educational leaders, educators, administration staff, volunteers, students, contractors, and any other person engaged by the service. In accordance with strengthened governance and child safety expectations introduced through the NSW early childhood reforms, Playtime Childcare recognises that the rights, safety, and best interests of children take precedence over operational, administrative, personal, or other competing interests. All interactions with children, families, and colleagues must demonstrate professionalism, cultural responsiveness, collaboration, empathy, and a shared commitment to creating a child-safe environment where every child is respected, protected, and able to thrive.

Playtime Procedure Reference

Interactions with Children Procedure

Policy & Procedure Access and Supporting Documents

All Playtime Childcare policies and procedures are located:

Electronically on OWINA for Staff via à Staff à Policies and Procedures

Electronically on OWINA for Families via à Configure à Policies and Resources

Management has access electronically via computer documents

Hard copies available upon request

- Regulative required policies and procedures will be reviewed annually, all other policies biannually
- Relevant checklists, risk assessments and documents are located via the OWINA platform:
 - OWINA Parent Cheat Sheet

Related Sources for Further Information

- Australian Children's Education and Care Quality Authority (ACECQA)
- Early Childhood Australia (ECA) Code of Ethics
- Child Care Provider Handbook (current version) – Department of Education, Australian Government
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations

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- Guide to the Education and Care Services National Law and National Regulations
- Guide to the National Quality Framework (NQF)
- National Quality Standard (NQS)
- United Nations Convention on the Rights of the Child (UNCRC)
- National Health and Medical Research Council (NHMRC) – Staying Healthy: Preventing Infectious Diseases in Early Childhood Education and Care Services

Legislative Requirements

Education and Care National Regulations (2011 - 653)/ National Law Act (2010)

Law/ Reg	Law/ Regulation	Our Response to:
3A (law)	Paramount consideration: safety, rights and best interests of children	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation Playtime Childcare ensures all decisions, practices and interactions prioritise children's safety, wellbeing, rights, dignity and best interests.
162A (law)	Child protection training requirements	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation All educators, staff, volunteers and students complete approved child protection training, including mandatory reporting obligations, during induction and as required. Training records are maintained.
162B (law)	Child safety training requirements	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation Educators, staff and relevant persons complete required child safety training to support a child safe culture and uphold children's rights and wellbeing.
165 (law)	Offence to inadequately supervise children	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation

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		Educators maintain active supervision at all times through appropriate positioning, engagement, awareness of children's needs and adherence to educator-to-child ratios
166 (law)	Offence to use inappropriate discipline	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation Educators use positive guidance strategies and never use corporal punishment, unreasonable discipline, humiliation or practices that compromise a child's dignity.
166A (law)	Offences relating to inappropriate conduct towards children	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation Educators maintain professional boundaries and respectful interactions. Any concerns regarding inappropriate conduct are responded to in accordance with child protection and reporting obligations.
167 (law)	Offence relating to protection of children from harm and hazards	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation Risk assessments, supervision practices and child safe procedures are implemented to minimise risks and protect children from harm.
168 (law)	Offence relating to required education and care programs	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation The service maintains policies and procedures that support children's learning, development, safety and wellbeing.
169 (law)	Offence relating to staffing arrangements	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation Staffing arrangements ensure children receive safe, consistent and responsive education and care.
175A – 175J (law)	Requirements relating to devices in education and care services	Children (Education and Care Services National Law Application) Act 2010 No 104 - NSW Legislation

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		The service follows requirements regarding personal devices, image capture, storage and transmission to protect children's privacy and safety.
73 (reg)	Educational program	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Educators develop and implement an educational program that supports children's learning, development, interests, strengths, identity and agency. The program reflects children's individual needs, family input, culture and abilities.
84 (reg)	Awareness of child protection law	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Educators and staff are aware of current child protection legislation, mandatory reporting requirements and their responsibilities to respond to concerns, disclosures or suspected harm.
115 (reg)	Premises designed to facilitate supervision	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation The environment is designed to support effective supervision. Educators position themselves strategically, maintain awareness of children's activities and ensure children's safety during all interactions and experiences.
117A (reg)	Placing a person in day-to-day charge	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation The service ensures that a responsible person is appointed and clearly identified when the approved provider or nominated supervisor is not present.
118 (reg)	Educational leader	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation

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		The educational leader supports educators to develop and implement quality educational programs and reflective practices that promote positive interactions and relationships with children.
123 (reg)	Educator-to-child ratios (centre-based services)	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Playtime Childcare ensures educator-to-child ratios are maintained at all times in accordance with the Education and Care Services National Regulations. Rosters, staffing arrangements and educator deployment are planned to ensure children's safety, supervision, wellbeing and meaningful engagement.
126 (reg)	Centre-based service educator qualifications	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Playtime Childcare ensures educators meet the required qualification requirements under the National Regulations. Qualifications, certificates and compliance records are maintained and monitored to ensure children are supported by appropriately skilled and knowledgeable educators.
128B (reg)	Child protection training	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Playtime Childcare ensures all educators, staff, volunteers and students complete required child protection training, including mandatory reporting obligations. Training is completed during induction and refreshed as required, with records maintained.
128D (reg)	Foundation child safety training	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Playtime Childcare ensures relevant educators, staff and responsible persons complete approved foundation child safety

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		training to support a child safe culture and promote children's safety, rights and wellbeing.
128E (reg)	Advanced child safety training	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Playtime Childcare ensures persons responsible for child safety responsibilities complete advanced child safety training where required, supporting effective child protection practices, risk management and continuous improvement.
145 (reg)	Staff records	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Playtime Childcare maintains accurate and up-to-date staff records, including qualifications, training, experience, working arrangements, compliance documentation and other information required under the National Regulations. Records are securely stored and accessible as required.
155 (reg)	Interactions with children	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Educators provide care and education that encourages children's expression of ideas and opinions, promotes self-esteem and independence, maintains dignity and rights, provides positive guidance and respects children's family, cultural values, age and abilities.
156 (reg)	Relationships in groups	Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation Educators support children to develop respectful relationships with peers, collaborate, communicate effectively, develop social skills and learn from one another.

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168 (reg)	Education and care service policies and procedures	<u>Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation</u> Playtime Childcare maintains comprehensive policies and procedures that support children's safety, health, wellbeing, learning and development. Policies are developed in accordance with the Education and Care Services National Law, National Regulations, National Quality Standard and current best practice guidance.
170 (reg)	Policies and procedures to be followed	<u>Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation</u> All educators, staff, volunteers, students and responsible persons are required to follow Playtime Childcare policies and procedures. Management ensures staff are informed of their responsibilities through induction, training, communication and ongoing monitoring of compliance.
171 (reg)	Policies and procedures to be kept available	<u>Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation</u> Playtime Childcare ensures policies and procedures are readily accessible to educators, staff, families and authorised persons. Policies are available electronically through OWINA and hard copies are available upon request.
172 (reg)	Notification of changes to policies and procedures	<u>Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation</u> Playtime Childcare communicates significant changes to policies and procedures with educators, staff and families within the required timeframe. Updated policies are made available through OWINA and previous versions are managed in accordance with record-keeping requirements.

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179 A-179B (reg)	Records relating to authorisation of personal devices	<u>Education and Care Services National Regulations (NSW) (2025 SI 601a) - NSW Legislation</u> Playtime Childcare maintains records of authorisations relating to personal devices where required. Educators, staff, volunteers and students follow service requirements regarding the use of personal devices, capturing, storing and sharing images or information relating to children to ensure privacy, confidentiality and child safety.
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National Quality Framework

Quality Area	Standard/Element	Our Response to:
QA 5 <i>Relationships with Children</i>	<i>Standard 5.1 – relationships between educators and children.</i> <i>Element – 5.1.1 – positive educator to child interactions</i> <i>5.1.2 – Dignity and rights of the child</i>	Educators will foster responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included. The dignity and rights of every child are maintained.
	<i>Standard 5.2 – Relationships between children</i> <i>Element – 5.2.1 – Collaborative learning</i> <i>5.2.2 – Self regulation</i>	Children are supported to collaborate, learn from and help each other. Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

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QA 6 Collaborative partnerships with families and communities	Standard 6.1 – Supportive relationships with families Element 6.1.1 - Engagement with the service 6.1.2 - Parent views are respected 6.1.3 - Families are supported	Families are supported from enrolment to be involved in the service and contribute to service decisions. The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing. Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.
	Standard 6.2 - Collaborative partnerships Element 6.2.1 - Transitions 6.2.2 - Access and participation 6.2.3 - Community engagement	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities. Effective partnerships supporting children's access, inclusion and participation in the program. The service builds relationships and engages with its community.

Guiding Principles

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All decision-making within Playtime Childcare relating to positive interactions with children, families and Educators is guided by the following principles to ensure child safe, respectful and supportive relationships across all aspects of our service.

- **Paramount Consideration** – Playtime childcare recognises that every child has the right to feel safe, secure, respected and valued. All decisions, interactions and practices will prioritise children’s safety, dignity, wellbeing and best interests.
- **Secure, respectful and reciprocal relationships are fundamental to children’s learning and development** - Educators build warm, responsive and trusting relationships with children. Positive interactions are based on respect, empathy, genuine care and an understanding that relationships support children’s identity, belonging, wellbeing and learning.
- **Interactions with Children** - Educators recognise children as confident and involved learners who have strengths, interests, ideas and the ability to contribute to decisions affecting them.
- **Respect for diversity** - Educators acknowledge and value each child’s: culture, family background, language, abilities, interests, identity and experiences. Interactions will be inclusive, culturally responsive and free from bias or discrimination.
- **Positive guidance** - Educators use respectful, consistent and positive approaches to guide children’s behaviour. Children are supported to understand emotions, develop self-regulation, solve problems and build respectful relationships.
- **Relationships** - Educators intentionally support children to build friendships, collaborate, negotiate and learn with others.
- **Responsiveness to children** - Educators engage with children through meaningful conversations, eye contact, respectful body language and genuine interest in children’s ideas and perspectives.
- **Reflective Practice** - regular reflection on interactions, relationships and teaching practices will ensure continuous improvement.

Related Policies

- Child Protection Reporting
- Code of Conduct
- Educational Framework and Practice

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- Enrolment and Orientation
- Governance and Management
- Grievance and Complaints
- Guiding Children's Behaviour
- Incident, Injury, Trauma and Illness
- Medical Conditions
- Privacy and Confidentiality
- Providing a Child Safe Environment
- Safe Use of Digital Technology and Online Environment
- Staffing Arrangements
- Student
- Supervision
- Transition
- Visitors
- Volunteer
- Work Health and Safety

Induction and ongoing training

All new educators, staff, students and volunteers will receive an induction to ensure they understand Playtime Childcare's expectations for positive interactions, child safety, professional relationships, confidentiality, supervision and their responsibilities under the EYLF V2.0, National Quality Standard, National Law and Regulations.

Ongoing training and professional development will support educators to maintain respectful relationships with children, families and colleagues through continued learning in areas including child protection, positive guidance, inclusion, communication, reflective practice and current legislative requirements. Training records will be maintained to support compliance and continuous improvement.

Policy/ Procedure Review

The policy will be reviewed annually by: Approved provider or delegate, director, employees, children and families.

Key Terms

Term	Meaning			Source	
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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.	acecqa.gov.au
Agency	A child’s ability to make choices, express ideas, influence decisions and actively participate in their learning and experiences.	EYLF-2022-V2.0.pdf
Early Years Learning Framework (EYLF) V2.0 – Belonging, Being and Becoming	The EYLF V2.0 is an approved learning framework that guides early childhood educators in developing quality educational programs and practices. It outlines the principles, practices and learning outcomes that support children’s identity, wellbeing, learning, communication and connection with their community. It emphasises secure, respectful and reciprocal relationships, partnerships with families, inclusion, agency, play-based learning and intentional teaching.	Australian Government Department of Education (2022). <i>Belonging, Being and Becoming: The Early Years Learning Framework for Australia V2.0.</i> https://www.education.gov.au/early-years-learning-framework
Education and Care Services National Law Act 2010	The National Law establishes the legal framework for the regulation and operation of education and care services across Australia. It sets out the responsibilities of approved providers, educators and services to ensure children’s safety, rights, wellbeing and quality education and care. It includes legal obligations relating to supervision, child protection, inappropriate discipline, staffing	Education and Care Services National Law Act 2010 (as amended). https://www.acecqa.gov.au/nqf/national-law-and-regulations

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	arrangements, training and compliance.	
Education and Care Services National Regulations 2011	The National Regulations provide detailed requirements that education and care services must follow to meet the obligations of the National Law. They outline requirements for educational programs, child protection awareness, supervision, educator qualifications, staffing arrangements, interactions with children, relationships in groups, policies and procedures, and record keeping. Key regulations relevant to positive interactions include Regulation 73 (educational program), Regulation 84 (child protection awareness), Regulation 155 (interactions with children), Regulation 156 (relationships in groups), Regulation 168 (policies and procedures) and Regulation 170 (following policies and procedures).	Education and Care Services National Regulations 2011 (as amended). https://www.acecqa.gov.au/nqf/national-law-and-regulations
Holistic Approach	Recognising that children's learning and development occur across all areas, including physical, social, emotional, cognitive, language and creative development.	EYLF-2022-V2.0.pdf
Mandatory Reporting	A legal responsibility requiring certain people to report suspected child abuse or neglect to the relevant authority.	Education and Care Services National Regulations 2011 (as amended). https://www.acecqa.gov.au/nqf/national-law-and-regulations
National Quality Framework (NQF)	The National Quality Framework is Australia's national system for regulating and improving the quality of early childhood education and care services. It brings together the National Law, National Regulations, National	Australian Children's Education and Care Quality Authority (ACECQA). Guide to the National Quality

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	Quality Standard, approved learning frameworks and quality assessment and rating processes. The NQF supports consistent, high-quality practice and continuous improvement across services.	<i>Framework (NQF).</i> https://www.acecqa.gov.au/nqf/about
National Quality Standard (NQS)	The NQS outlines seven quality areas that describe high-quality education and care practice. For a Positive Interactions Policy, the most relevant areas are: QA5 Relationships with Children (supporting respectful relationships, children's dignity, agency and positive interactions), QA6 Collaborative Partnerships with Families and Communities (building respectful partnerships with families), and QA4 Staffing Arrangements (supporting professional relationships and educator practice).	Australian Children's Education and Care Quality Authority (ACECQA). <i>National Quality Standard (NQS).</i> https://www.acecqa.gov.au/nqf/national-quality-standard
Reflective Practice	Educators thinking critically about their decisions, interactions and teaching practices to identify improvements and enhance outcomes for children.	EYLF-2022-V2.0.pdf
Responsible Person	A person placed in day-to-day charge of the service who has been identified as responsible for operational oversight when the approved provider or nominated supervisor is absent.	Education and Care Services National Regulations 2011 (as amended). https://www.acecqa.gov.au/nqf/national-law-and-regulations
Self-Regulation	Children's developing ability to manage emotions, behaviour, attention and interactions with others.	EYLF-2022-V2.0.pdf
Sustained Shared Thinking	A learning interaction where educators and children work together to explore ideas, solve problems and extend thinking.	EYLF-2022-V2.0.pdf

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