



# POLICY

## INTERACTIONS WITH CHILDREN

|                         |  |                          |
|-------------------------|--|--------------------------|
| <b>Policy Statement</b> | This policy ensures that Happy Haven OSHC maintains high standards in interactions between children and educators, promoting a supportive, respectful, and positive environment. Our philosophy is based on integrity, respect, and building strong and meaningful relationships that foster the emotional and social growth of each child.  |                          |
| <b>Purpose</b>          | The purpose of this policy is to establish clear guidelines to ensure that all interactions within Happy Haven OSHC are positive, respectful, and contribute to the overall well-being of the children. By implementing this policy, we ensure that educators act under the highest standards of professional conduct, fostering an environment where children feel valued, safe, and motivated to reach their full potential. |                          |
| <b>Scope</b>            | This policy applies to all children, families, employees, volunteers, students on placement, and any other person involved in the provision of services at Happy Haven OSHC.   |                          |
| <b>Policy Owner</b>     | Executive Leadership Team.   | Chief Executive Officer. |



## DEFINITIONS

| Term                              | Definition   |
|-----------------------------------|--|
| <b>Interactions with Children</b> | Refers to the various ways in which educators, staff, and other children engage and communicate with each other, fostering a safe, respectful, and supportive environment. |
| <b>Positive Guidance</b>          | Strategies and approaches used to encourage acceptable behaviour in children through positive reinforcement and clear expectations.  |
| <b>Respectful Relationships</b>   | The cultivation of interactions that uphold the dignity, rights, and individual needs of each child.   |
| <b>Self-Expression</b>            | Encouraging children to express their thoughts, feelings, and opinions in a safe and supportive environment.   |
| <b>Collaborative Learning</b>     | The process by which children learn from and help each other through group activities and shared experiences.  |

## PRACTICE

At Happy Haven OSHC, we recognise that positive and enriching interactions are at the heart of child development and emotional well-being. Our Interactions with Children Policy focuses on creating an environment where each child feels not only safe but also valued, respected, and heard. We believe that relationships between children and educators should be based on mutual respect, empathy, and open, honest communication.

We are committed to fostering an environment where children can freely express themselves, developing their self-esteem and confidence in a supportive setting. Our educators strive to create an inclusive and welcoming space where each child is recognised as a unique individual, with their own needs, interests, and abilities. Through careful observation and effective communication, educators adapt their interactions to respond appropriately to each situation, ensuring that all children have the opportunity to thrive.

Furthermore, we understand that relationships should not only be positive between children and educators but also among the children themselves. Therefore, we actively promote interactions that encourage cooperation, mutual respect, and understanding among them. We believe that by learning to interact respectfully and empathetically with their peers, children develop fundamental social skills that will benefit them throughout their lives.

Collaboration with families is another essential pillar of our policy. By involving parents and guardians in the educational process, we ensure that family practices and values are integrated into our daily routine, reinforcing each child’s cultural and personal identity. This not only strengthens the bond between home and service but also helps create an environment where children feel deeply connected and understood.

Ultimately, this policy reaffirms our commitment to creating an educational environment that promotes the overall well-being of children, where positive relationships are the foundation for their personal, academic, and emotional growth at Happy Haven OSHC.

## Procedure Considerations

The following items will be considered and included in the development of all accompanying procedures.

| # | Procedural Considerations  | Associated Regulatory Requirements  |
|---|--|---|
| 1 | <p>Encouraging Self-Expression and Building Self-Esteem (16A):</p> <ul style="list-style-type: none"> <li>a) Creating emotionally safe environments that support autonomy and voice.</li> <li>b) Using positive, inclusive language that affirms identity and effort.</li> <li>c) Embedding child agency in routines and planning.</li> <li>d) Supporting creative, cultural, and peer-based expression.</li> <li>e) Modelling empathy and validating emotions in daily practice.</li> </ul>     | <ul style="list-style-type: none"> <li>- Regs 168, 170: Policies and procedures that promote children's development.</li> <li>- NQS 1.1.2, 1.2.3; 5.1.1, 5.1.2; 6.1.2; 7.2.1.</li> </ul>    |
| 2 | <p>Child Dignity, Rights, and Respectful Relationships (16B):</p> <ul style="list-style-type: none"> <li>a) Modelling respectful tone, active listening, and inclusive responses.</li> <li>b) Promoting child voice and decision-making in daily routines.</li> <li>c) Ensuring privacy, consent, and confidentiality are upheld.</li> <li>d) Using restorative, non-shaming responses to disrespectful behaviour.</li> <li>e) Embedding child rights education into program content.</li> </ul> | <ul style="list-style-type: none"> <li>- Regs 155, 156: Interactions with children.</li> <li>- Regs 168, 170: Rights-based practices.</li> <li>- UNCRC; NQS 5.1.2; 2.2.3; 7.1.2.</li> </ul> |



|   |  |  |
|---|--|--|
| 3 | <p>Positive Guidance and Family-Cultural Values (16C):</p> <ul style="list-style-type: none"> <li>a) Establishing behavioural expectations through co-constructed agreements.</li> <li>b) Using positive reinforcement, emotion coaching, and non-punitive responses.</li> <li>c) Partnering with families to align behavioural support with home values.</li> <li>d) Supporting self-regulation through consistent routines and environments.</li> <li>e) Implementing and reviewing tailored support plans when needed.</li> </ul>           | <ul style="list-style-type: none"> <li>- Regs 155–157: Behaviour guidance and respectful interactions.</li> <li>- Regs 168, 170: Child wellbeing and behavioural support.</li> <li>- NQS 5.1.1, 5.1.2, 5.2.2; 6.1.2; 4.2.2.</li> </ul> |
| 4 | <p>Group Size and Composition (16D):</p> <ul style="list-style-type: none"> <li>a) Balancing group composition based on developmental, cultural, and behavioural needs.</li> <li>b) Structuring group sizes to meet supervision and engagement requirements.</li> <li>c) Managing transitions safely and predictably.</li> <li>d) Promoting belonging and visibility within groups.</li> <li>e) Reviewing group structures in response to observation and reflection.</li> </ul>   | <ul style="list-style-type: none"> <li>- Regs 123, 168: Grouping and supervision.</li> <li>- NQS 2.2.1; 3.2.1; 4.1.1; 5.1.1; 7.2.1.</li> </ul>   |
| 5 | <p>Conflict Resolution and Behaviour Support (16E):</p> <ul style="list-style-type: none"> <li>a) Establishing foundational social-emotional skills and peaceful problem-solving.</li> <li>b) Responding to conflict with calm, neutrality, and guided resolution.</li> <li>c) Supporting children to repair relationships and restore trust.</li> <li>d) Preventing escalation through early recognition and intervention.</li> <li>e) Collaborating with families and team members to develop and review behaviour support plans.</li> </ul> | <ul style="list-style-type: none"> <li>- Regs 155–157: Positive behaviour guidance.</li> <li>- Regs 168, 170: Policies and procedures for conflict resolution.</li> <li>- NQS 5.2.1, 5.2.2; 2.2.3; 6.1.2; 7.2.1.</li> </ul>            |



## RELATED DOCUMENTS

### Related Policies and Procedures

| Related Policies               | Related Procedures   |
|--------------------------------|--|
| Child Safe Environment (14)    | Encouraging Self-Expression and Building Self-Esteem (16A) |
| Staffing (15)                  | Child Dignity, Rights, and Respectful Relationships (16B)  |
| Enrolment and Orientation (17) | Positive Guidance and Family-Cultural Values (16C)         |
| Governance and Management (18) | Group Size and Composition (16D)                           |
|                                | Conflict Resolution and Behaviour Support (16E)            |

### Education & Care Services National Regulations

| Number  | Regulation Title   |
|---------|--|
| Reg 73  | Educational program.   |
| Reg 84  | Awareness of child protection law.                             |
| Reg 155 | Interactions with children.                                    |
| Reg 156 | Relationships in groups.                                       |
| Reg 168 | Education and care services must have policies and procedures. |
| Reg 170 | Policies and procedures to be followed.                        |
| Reg 171 | Policies and procedures to be kept available.                  |



## SOURCES

[Children's Services Award 2010](#)

[Early Childhood Australia Code of Ethics \(2019\)](#)

[Guide to the National Quality Framework](#)

[South Australian Education and Early Childhood Services \(Registration and Standards\) Act 2011](#)

[United Nations Convention on the Rights of the Child](#)

[Work Health and Safety Act 2012 \(SA\)](#)

[Work Health and Safety Regulations 2012 \(SA\)](#)

[Education and Care Services National Regulations \(2011 SI 653\)](#)

*Disclaimer: The links to these sources are outside of the control of Happy Haven OSHC. At the time of reviewing and publishing this document, all links were accurate and active. If you find that any of the links are broken, please inform the policy owner as soon as possible. All links are reviewed annually during the policy review process.*



## REVIEW

| Reviewed   | Modifications Made  | Approval               | Next Review |
|------------|---|------------------------|-------------|
| 22/05/2025 | <ul style="list-style-type: none"><li>o The policy is rewritten considering a newly approved template and a new regulatory vision that reorganises the policies within Happy Haven OSHC.</li><li>o Separated policy from procedure and transposed to new format</li></ul> | Nicholas Smith,<br>CEO | 22/05/2026  |
| 07/2023    | <ul style="list-style-type: none"><li>o Annual policy update.</li><li>o Links checked for accuracy.</li><li>o No major changes to policy.</li></ul>   | Not captured           | 07/2024     |
| 04/2022    | <ul style="list-style-type: none"><li>o Policy created using archive Interactions with Children policy, childcare desktop policy, and transferred into new formatting.</li><li>o Inclusion and Behaviour Support Team Leader.</li></ul>                                   | Not captured           | 04/2023     |