

# INTERACTIONS WITH CHILDREN POLICY

## QUALITY AREA 5 – VERSION 1.5



### PURPOSE

This policy provides guidelines for Denzil Don Kindergarten to ensure:

- The development of responsive, warm, trusting, and respectful relationships with children that promote their wellbeing, self-esteem, sense of security, and sense of belonging.
- Each child enrolled at the service is supported to learn and develop in a safe, secure, and empowering environment.

### POLICY STATEMENT

The safety, health, wellbeing, rights and best interests of every child guide all decisions, actions and practices of Denzil Don Kindergarten staff.

### VALUES

Denzil Don Kindergarten is committed to:

- Maintaining the dignity, agency, and rights of every child attending the service
- Promoting fairness, respect, and equity in all interactions and practices
- Encouraging children to express their ideas and opinions, and to participate in experiences that foster independence, self-reliance, and self-esteem
- Prioritising the health, safety, and wellbeing of each child by providing a safe, secure, and welcoming environment that supports learning and development
- Upholding a strong duty of care towards all children enrolled at the service
- Recognising and respecting the diversity of each child, and their family, their cultural values, gender, and individual developmental abilities and needs
- Building collaborative partnerships with families to improve children's learning and development outcomes.
- Fostering positive, respectful, and supportive relationships between children, families, and service staff.

### SCOPE

This policy applies to the Approved Provider, all service staff (educational and non-educational), students, volunteers, parents/carers, and others attending the programs and activities of Denzil Don Kindergarten.

| Parent/Carer Responsibilities Under This Policy:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Work in partnership with service staff by sharing relevant information about my child's needs, interests, wellbeing, and any changes that may affect their behaviour or participation                                                                                                                                                                                                                                                                                                                                                                            |
| Where a Behaviour Guidance Plan is beneficial to my child, I will: <ul style="list-style-type: none"><li>• Participate in its development</li><li>• Collaborate with staff and relevant professionals to ensure consistent strategies between kinder and home</li><li>• Provide input and feedback during review and evaluation of the Plan</li><li>• Support agreed strategies at home, where appropriate, to promote positive outcomes for your child</li><li>• Engage with recommended support services, where required and beneficial to my child.</li></ul> |
| Read, understand and follow the service Code of Conduct at all times                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Adhere to this policy and all other service policies at all times                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |

| Responsibilities:<br>R indicates legislation requirement                                                                                                                                                                                                                                                                                                                                | Approved provider & persons with management or control | Nominated Supervisor and Person in Day-to-Day Charge | All service staff (educational & non-educational) | Contractors, Volunteers & Students |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------|---------------------------------------------------|------------------------------------|
| Develop and implement this policy in consultation with stakeholders, ensuring it reflects the philosophy, beliefs, and values of the service ( <a href="#">Standard 2</a> )                                                                                                                                                                                                             | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Ensure all stakeholders know that this policy (and all policies) are available <a href="#">on the service website</a> and in the office Policy Folder, and comply with policy requirements ( <a href="#">Standard 2</a> )                                                                                                                                                               | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Actively support and facilitate the participation and inclusion of Aboriginal children and their families ( <a href="#">Standard 1</a> )                                                                                                                                                                                                                                                | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Ensure all staff understand expectations for positive, respectful, and appropriate behaviour, including warm, trusting, and reciprocal interactions ( <a href="#">see Code of Conduct Policy</a> ) ( <a href="#">Standard 2</a> )                                                                                                                                                       | R                                                      | ✓                                                    |                                                   |                                    |
| Maintain professional boundaries and avoid inappropriate conduct and act in line with the <a href="#">Code of Conduct</a> and <a href="#">Child Safe Environment and Wellbeing Policy</a> ( <a href="#">Standard 2</a> )                                                                                                                                                                | R                                                      | R                                                    | R                                                 | R                                  |
| Ensure adequate supervision of children and maintain educator-to-child ratios at all times ( <a href="#">see Supervision of Children Policy</a> ) ( <a href="#">Standard 9</a> )                                                                                                                                                                                                        | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Maintain a safe, secure, and hazard-free environment that promotes active participation ( <a href="#">see Child Safe Environment Policy, Occupational Health and Safety Policy and Supervision of Children Policy</a> ) ( <a href="#">National Law: Section 167; Standard 9</a> )                                                                                                       | R                                                      | R                                                    | ✓                                                 | ✓                                  |
| Consider group size and composition to support quality interactions and relationships; prioritise smaller groups to support intentional teaching ( <a href="#">Regulation 156(2)</a> ) ( <a href="#">Standard 9</a> )                                                                                                                                                                   | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Develop and deliver educational programs aligned with an approved learning framework and responsive to each child's needs, interests, strengths, and experience ( <a href="#">see Inclusion and Equity Policy</a> ) ( <a href="#">Standard 1,3,5</a> )                                                                                                                                  | R                                                      | R                                                    | ✓                                                 | ✓                                  |
| Ensure programs support children's wellbeing, identity, confidence, and communication ( <a href="#">Regulation 73</a> ) ( <a href="#">see Curriculum Development Policy</a> ) ( <a href="#">Standard 1,3</a> )                                                                                                                                                                          | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Provide education and care that encourages children to express views and opinions, builds self-reliance and self-esteem, upholds dignity and rights, supports children to feel safe in interactions, promotes positive behaviour guidance and respects cultural, family, and developmental differences ( <a href="#">Regulation 155</a> ) ( <a href="#">Child Safe Standard 1,3,5</a> ) | R                                                      | ✓                                                    | ✓                                                 | ✓                                  |
| Provide opportunities for children to feel valued, make choices, and solve problems ( <a href="#">Standard 1,3,5</a> )                                                                                                                                                                                                                                                                  |                                                        | ✓                                                    | ✓                                                 | ✓                                  |
| Listen to and respect children's verbal and nonverbal communication ( <a href="#">Standard 1,3,5</a> )                                                                                                                                                                                                                                                                                  |                                                        | ✓                                                    | ✓                                                 | ✓                                  |
| Support children to raise concerns and respond appropriately ( <a href="#">Standard 7</a> )                                                                                                                                                                                                                                                                                             |                                                        | ✓                                                    | ✓                                                 | ✓                                  |
| Use positive communication, including calm tone, active listening, and acknowledgment of feelings ( <a href="#">Standard 2</a> )                                                                                                                                                                                                                                                        |                                                        | ✓                                                    | ✓                                                 | ✓                                  |
| Acknowledge children's emotions and support emotional literacy using appropriate resources ( <a href="#">service Wellbeing Program Supports</a> ) ( <a href="#">Standard 3</a> )                                                                                                                                                                                                        |                                                        | ✓                                                    | ✓                                                 | ✓                                  |

|                                                                                                                                                                                                                    |   |   |   |   |
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| Teach children about safe interactions and how to seek help if needed (Standard 3,7)                                                                                                                               |   | ✓ | ✓ | ✓ |
| Promote and model a respectful, child-safe culture where children's views are valued, including the right to say "no" (Standard 3)                                                                                 |   | ✓ | ✓ | ✓ |
| Teach children body safety and respect for personal space (Standard 3)                                                                                                                                             |   | ✓ | ✓ | ✓ |
| Maintain appropriate physical contact at all times (Standard 2)                                                                                                                                                    |   | ✓ | ✓ | ✓ |
| Support children to express and enjoy their culture (Standard 1)                                                                                                                                                   | R | ✓ | ✓ | ✓ |
| Promote a culture that values participation and facilitates and responds to children's input (Standard 1)                                                                                                          | R | ✓ |   |   |
| Ensure safe, respectful use of digital technology and protect children's privacy, including ensuring communication platforms are used safely, with the goal to protect children's privacy and dignity (Standard 9) | R | ✓ | ✓ | ✓ |
| Inform children of their rights, including safety and participation (Standard 3,7)                                                                                                                                 | R | ✓ | ✓ | ✓ |
| Provide opportunities for children to build positive relationships with peers and adults (Regulation 156(1)) (Standard 3)                                                                                          | R | ✓ | ✓ | ✓ |
| Recognise and support friendships to strengthen children's sense of belonging (Standard 3)                                                                                                                         | ✓ | ✓ | ✓ | ✓ |
| Maintain clear documentation of each child's development, participation, and progress (Regulation 74) (see Curriculum Development Policy)                                                                          | R | ✓ | ✓ | ✓ |
| Ensure effective communication with families about children's learning and wellbeing (Standard 4)                                                                                                                  | R | ✓ | ✓ | ✓ |
| Ensure staff understand that corporal punishment or unreasonable discipline is prohibited (National Law: Section 166) (Standard 2,8)                                                                               | R | R | R | ✓ |
| Promote collaboration with families and support services (Standard 4,5)                                                                                                                                            | ✓ | ✓ | ✓ | ✓ |
| Ensure all staff, volunteers, and students complete mandatory child safety and protection training (Standard 8)                                                                                                    | R | R | ✓ | ✓ |
| Report serious incidents and notify the regulatory authority of complaints or allegations regarding child safety within 24 hours (National Law: Section 174(2)(b), Regulations 176 (2)(a)) (Standard 2)            | R | ✓ |   |   |
| Ensure compliance with court orders restricting adult contact with children (Standard 2)                                                                                                                           | R | R | ✓ | ✓ |
| Use positive and respectful behaviour guidance strategies for children to manage their and respond appropriately to conflict and the behaviour of others (Standard 2)                                              | R | ✓ | ✓ | ✓ |
| Establish referral pathways to support services to support children experiencing social, emotional and behavioural difficulties and their families (Standard 4)                                                    | ✓ | ✓ | ✓ | ✓ |
| Provide staff training to support responses to challenging behaviour (see Behaviour Support Policy) (Standard 8)                                                                                                   | ✓ | ✓ |   |   |
| Maintain confidentiality in line with the Privacy and Confidentiality Policy (Standard 2)                                                                                                                          | R | ✓ | ✓ | ✓ |
| <b>Behaviour Guidance Plans</b>                                                                                                                                                                                    |   |   |   |   |
| Develop a <i>Behaviour Guidance Plan</i> if educators consider that a child's behaviour may place themselves (the child), other children, or service staff at risk (Standard 5,9)                                  | ✓ | ✓ | ✓ | ✓ |
| Consult families and support services if a <i>Behaviour Guidance Plan</i> has not resolved the challenging behaviour (see Behaviour Support Policy) (Standard 4)                                                   | ✓ | ✓ | ✓ | ✓ |
| Collaborate with families and support services to review and adjust <i>Behaviour Guidance Plans</i> , where appropriate (Standard 4)                                                                               | ✓ | ✓ | ✓ | ✓ |
| Set clear timelines for review and evaluation of <i>Behaviour Guidance Plans</i> (Standard 4)                                                                                                                      | ✓ | ✓ | ✓ |   |

|                                                                                                                                                      |   |   |   |   |
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| Provide families and staff with strategies to support health and wellbeing at the service and home ( <a href="#">Standard 4</a> )                    | R | R | R | R |
| Seek advice from the DE regulatory authority if a suitable <i>Behaviour Guidance Plan</i> cannot be developed ( <a href="#">Standard 4</a> )         | R | √ | √ |   |
| Access additional support services and resources where required, such as the PSFO and/or KIS Funding where applicable ( <a href="#">Standard 4</a> ) | R | √ | √ |   |
| Provide additional resources to implement <i>Behaviour Guidance Plans</i> if needed                                                                  | R | √ |   |   |

## BACKGROUND & LEGISLATION

### BACKGROUND

The *United Nations Convention on the Rights of the Child* is founded on respect for the dignity and worth of every individual, regardless of race, colour, gender, language, religion, opinions, socioeconomic status, birth status, or ability. This foundation underpins practice within Denzil Don Kindergarten.

When children experience nurturing, respectful, and reciprocal relationships with educators, they develop a strong sense of themselves as competent, capable, and valued individuals. Relationships form the basis for the development of identity and influence children's understanding of who they are, where they belong, and how they connect with others (*Early Years Learning Framework, p. 20; Framework for School Age Care*).

Positive everyday interactions and shared learning experiences are central to building equitable, respectful, and reciprocal relationships. Educators who actively engage in children's learning, involve them in decision-making, and use daily interactions during play, routines, and projects can extend children's thinking and enrich their learning. These relationships provide a strong foundation for supporting children to develop self-confidence, independence, decision-making skills, and the ability to interact positively with others (*Guide to the National Quality Framework*).

Denzil Don Kindergarten empowers children by promoting their rights, supporting their participation in decision-making, and ensuring their voices are heard and responded to (*Child Safe Standard 3*). Children that feel respected, safe, and valued are more likely to express concerns related to their safety and wellbeing. Promoting children's participation not only enhances safety, but also supports the development of communication, agency, and leadership skills, while reinforcing the service's commitment to upholding children's rights.

In developing this policy, we consider our philosophy, beliefs, and values, particularly in relation to our relationships with children. This policy aligns with the *Code of Conduct Policy*, ensuring consistent expectations for professional practice and respectful interactions.

### LEGISLATION & STANDARDS

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Child Wellbeing and Safety Amendment (Child Safe Standards) Act 2015 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011
- Equal Opportunity Act 2010 (Vic)
- National Quality Standard, Quality Area 5: Relationships with Children

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: [www.legislation.vic.gov.au](http://www.legislation.vic.gov.au)
- Commonwealth Legislation – Federal Register of Legislation: [www.legislation.gov.au](http://www.legislation.gov.au)

### DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms, see the Definitions File located online: <https://denzildonkinder.org.au/policies/> OR in the Policies Folder in the kindergarten office.

**Adequate supervision:** ongoing, active, and attentive supervision of all children at all times. Educators must be able to see and/or hear every child, quickly respond to needs, and intervene if required, including during play, routines, and transitions. Supervision needs are influenced by factors such as the number, age, abilities, and

developmental needs of children, educator positioning, activities, environment visibility, and staff experience. Educator-to-child ratios must always meet legislative requirements.

**Appropriate physical contact:** respectful, professional, and developmentally appropriate physical interaction that supports a child's safety, wellbeing, or care. Contact should, where possible, be initiated or accepted by the child, occur in view of others, and align with service policies.

**Behaviour guidance:** a positive approach that supports children to understand and manage their behaviour, and develop self-regulation, social skills, and confidence.

**Behaviour Guidance Plan:** a documented plan outlining strategies to support a child experiencing challenging behaviour to develop self-management skills. The plan is developed collaboratively with educators, the nominated supervisor, families, and relevant professionals.

**Challenging behaviour:** is behaviour that infringes on the rights or safety of others, disrupts learning or relationships, causes harm or risk to the child, others, or the environment, limits the child's ability to participate or learn, is not appropriate for the child's developmental stage, and/or includes withdrawn or passive behaviour that impacts learning and development.

**Inappropriate conduct:** behaviour that a reasonable person would consider unsuitable in an education and care setting. This includes conduct that does not align with professional practice, is inappropriate for the child's age or development, may cause harm (physical, emotional, or psychological), and/or is sexual, aggressive, or violent.

Consent, belief of consent, or relationship to the child do not make such conduct acceptable. Inappropriate conduct may occur in person, online, directly or indirectly, as a single incident or pattern, including through omission (e.g. exclusion).

**Kindergarten Inclusion Support (KIS):** a Victorian Government program that supports kindergartens to include children with disability, developmental delay, or complex needs through tailored planning and resources.

**Preschool Field Officer (PSFO) Program:** a service that supports educators to include children with additional needs in kindergarten programs through advice, strategies, and capacity building.

## SOURCES & RELATED POLICIES

### SOURCES

- Australian Children's Education and Care Quality Authority (ACECQA): [www.acecqa.gov.au](http://www.acecqa.gov.au)
- ACECQA, Compliance history statement template and a Prohibition notice declaration template ([acecqa.gov.au/resources/applications/sample-forms-and-templates](http://acecqa.gov.au/resources/applications/sample-forms-and-templates))
- ACECQA - [New national educator register](#)
- [Department of Education, The Kindergarten Funding Guide:](#)
- Department of Education: [Early Childhood Workforce Register](#)
- [ELAA's Employee Management and Development Resource](#)
- [The Commission for Children and Young People, A Guide for Creating a Child Safe Organisation](#)
- The Early Years Learning Framework for Australia: Belonging, Being, Becoming: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Victoria Police – National Police Record Check: [www.police.vic.gov.au](http://www.police.vic.gov.au)
- Victorian Early Years Learning and Development Framework: [www.acecqa.gov.au](http://www.acecqa.gov.au)
- Working with Children Check unit, Department of Justice and Regulation – provides details of how to obtain a WWC Check: [www.workingwithchildren.vic.gov.au](http://www.workingwithchildren.vic.gov.au)

### RELATED POLICIES

- Behaviour Support
- Child Safe Environment and Wellbeing
- Code of Conduct
- Compliments and Complaints
- Educational Program
- Inclusion and Equity
- Occupational Health and Safety
- Privacy and Confidentiality
- Supervision of Children

## EVALUATION

To assess whether the values and purposes of the policy have been achieved, we will:

- seek feedback from all parties affected by the policy regarding its effectiveness
- monitor the implementation, compliance, complaints and incidents in relation to this policy
- keep the policy up to date with current legislation, research, policy and best practice

**Interactions with Children Policy – Date reviewed: 29/06/2026**

Denzil Don Kindergarten – [admin@denzildonkindergarten.org.au](mailto:admin@denzildonkindergarten.org.au)

- revise the policy and procedures as part of the service's policy review cycle, or as required
- notify all stakeholders affected by this policy at least 14 days before any significant change is made to the policy or its procedures, unless a lesser period is necessary due to risk ([Regulation 172 \(2\)](#)).

## PROCEDURES

- NIL

## ATTACHMENTS

- NIL

## AUTHORISATIONS

This policy was adopted by the approved provider of Denzil Don Kindergarten on 29/06/2026.

REVIEW DATE: **29 June 2028**