

1. Policy Statement

St Nicholas is committed to fostering respectful, responsive and positive interactions that uphold the dignity, rights and agency of every child. Through warm, nurturing relationships and a consistent, strengths-based approach to behaviour guidance, educators support children to develop self-regulation, social competence and a strong sense of belonging. All interactions reflect our commitment to child safety, inclusion, and partnership with families.

2. Purpose

The purpose of this Policy and Procedure is to ensure:

- Outline the practices St Nicholas Services and employees will implement regarding interactions with children.
- Ensure families are informed of, and have access to, the Service's procedures relating to interactions with children.
- Support compliance with the Education and Care Services National Law and National Regulations, which require Services to have policies and procedures in place regarding interactions with children.

3. Procedure Direction

Step	Detail
Interactions with school aged children	School age children are rapidly gaining a strong sense of personal identity and agency, and they require many opportunities to express their ideas and opinions, and to work in partnership with educators to plan for and engage in routines, learning experiences and leisure activities. Educators also play an important role in assisting children to build positive relationships with others. To ensure that school age children experience positive interactions, educators will: • Seek children's input in decision making processes in the service, and show that children's ideas and opinions are valued • Spend time interacting and conversing with all children, listening and responding sensitively as they express their ideas and needs • Initiate sustained one-to-one conversations with children • Use strategies such as modelling and demonstrating, open questioning, speculating, explaining, and engaging in shared

	thinking and problem solving to extend children’s thinking and learning • Provide children with opportunities to connect with the wider community and discuss current world events • Engage children in meaningful and respectful conversations and interactions with their peers and other adults • Support children to interact fairly and respectfully with others, and to negotiate and resolve issues effectively • Talk with children in respectful ways about similarities and differences in people, identities and cultures • Talk with children about their experiences outside of the service, including those they have in their formal school setting • Plan opportunities for children to participate in group discussions and shared decision making about rules and expectations • Be aware and supportive of school age children’s need for quiet spaces where they don’t have to interact with others • Respond to children’s emerging interests in popular culture through conversations and interactions • Expose children to different languages and dialects and encourage their appreciation of linguistic diversity • Use My Time, Our Place V2– Framework for School Age Care in Australia to guide interactions with all children
Children’s learning and development in OOSH	St Nicholas recognises that positive, meaningful interactions with and between children are integral to each child’s learning and development. To ensure that interactions with children are used to enhance their experiences, learning and development, educators will: • Recognise that interactions and conversations between educators and children, and children and their peers, are essential to children’s learning • Develop programs for children based on sound knowledge of each child so that the experiences, interactions and routines each child engages in are relevant to them, respectful of their background and recognise and build on their current interests and abilities • Promote children’s learning through worthwhile and challenging experiences and interactions that foster high-level thinking skills • Support children to interact with their peers, and assist children to be valued and included by their peers • Adapt indoor and outdoor spaces to promote small and large group interactions and meaningful play and leisure • Use interactions and conversations to make routines meaningful learning experiences.

	- Document and use information from observations of and interactions with children to extend children's thinking and learning through critical thinking. - Regularly share information with families about the interactions they have with children and the children's learning.
Behaviour guidance	Refer to the Behaviour Guidance Procedure - OOSH

4. Roles and Responsibilities

Role	Responsibility
Approved provider	- ensure that obligations under the Education and Care Services National Law and National Regulations are met - ensure that the service provides education and care to children in a way that: - encourage the children to express themselves and their opinions - allow the children to undertake experiences that develop self-reliance and self-esteem - maintains the dignity and rights of each child - gives each child positive guidance and encouragement toward acceptable behaviour - has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child - ensure the service provides children with opportunities to interact and develop respectful relationships with each other and with educators, staff and volunteers, having regard to the size and the composition of the groups in which children are being educated and cared for - ensure the service meets minimum educator and staff requirements, such as qualifications and educator to child ratios - ensure all educators and staff, including volunteers and students, have undertaken current child protection legislated training, including for the mandatory reporting requirements and obligations in their jurisdiction - ensure that no child is subjected to any form of corporal punishment, or any discipline that is unreasonable or inappropriate in the circumstances - ensure that no child is subjected to inappropriate conduct

Nominated Supervisor Responsible Person	• take reasonable steps to ensure that responsible persons, educators, staff and volunteers follow the Interactions with Children policy and procedure • ensure that copies of the policy and procedure are readily accessible to all staff, volunteers and families, and available for inspection • implement the Interactions with children policy and procedures • devise methods to lead the development and implementation of quality practices across the service that ensure the requirements of regulations 155 and 156 are met • support educators to promote quality practice approaches to interactions with children • ensure minimum educator and staff requirements are met, such as qualifications and educator to child ratios • ensure all educators and staff, including volunteers and students, have undertaken mandatory child protection training, including for the mandatory reporting requirements and obligations in their jurisdiction • ensure that no child is subjected to any form of corporal punishment, or any discipline that is unreasonable in the circumstances. • ensure that no child is subjected to inappropriate conduct
Staff Educators	• contribute to the development of, and implement, quality practices that ensure that the requirements of regulations 155 and 156 are met • promote quality practice approaches to interactions with children • be aware of current child protection legislation, including the mandatory reporting requirements and obligations • monitor and maintain staff to child ratios to ensure adequate supervision of children

5. Related Documents

Policies and Procedures

- Supervision Policy and Procedure
- Program and Practice Policy and Procedure
- CDMN Staff Code of Conduct
- Complaints Resolution Policy and Procedure
- CDMN Confidentiality Policy

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Legislation

- [Education and Care Services National Regulations \(2011 SI 653\) - NSW Legislation](#)
Regulations: 73, 115, 118, 155, 156
- [Children \(Education and Care Services\) National Law \(NSW\) No 104a of 2010 - NSW Legislation](#)
Sections: 2A, 162A, 162B, 166, 166A, 167, 175A to 175J

Other References

United National Rights of the Child

Interactions with children. Policy and procedure guidelines. ACECQA April 2026

National Quality Standard

- QA 1 Educational Program and Practice
- QA5 Relationships with children
- QA6 Collaborative partnerships with families and communities

6. Definition

Term	Definition
Staff	A St Nicholas team member whose primary role is not working directly with children, including cooks, support office team members, administration team members, support workers, volunteers
Early Education	St Nicholas service providing education and care to children aged 0 – 5 years
OOSH	St Nicholas service providing education and care to school aged children

7. Document Review

- 7.1. This Policy will be reviewed when there is a legislative change, organisational change, delegations change, technology change or at least every 3 years to ensure it continues to be current and effective.

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