

Interactions with Children Policy

Kangaroo Island Community Education – Parndana Campus Preschool

Purpose

To provide clear guidance for fostering respectful and positive interactions with and between children, supporting their emotional wellbeing, belonging, and development in accordance with ACECQA guidelines and the National Quality Framework (NQF).

Scope

This policy applies to all staff, children, families, and visitors at Kangaroo Island Community Education – Parndana Preschool.

Policy Statement

We are committed to:

- Supporting respectful, warm and responsive interactions between adults and children, and among children.
- Guiding behaviour positively so all children feel safe, secure, and valued.
- Complying with legal requirements under Regulations 155, 156, and 168, and embedded ACECQA guidance¹².

Guiding Principles

- Each child's dignity and rights are respected at all times.
- Relationships are central to children's learning, wellbeing, and sense of belonging.
- Children are given opportunities to express themselves and participate in decision making (consistent with age and ability).
- The service environment is inclusive, nurturing, and responsive to diverse backgrounds and needs.
- No child is subjected to any form of corporal punishment or unreasonable discipline (National Law, Section 166)³.

Strategies for Positive Interactions

Responsive and Respectful Engagement:

- Staff interact with children in ways that support and extend their learning and development.
- Conversations involve active listening, calm tone, and positive body language.

Promoting Belonging and Security:

- Routines provide predictability, comfort, and a sense of safety.
- All children are supported to build secure relationships with educators and peers.

Supporting Communication:

- Children are encouraged to express ideas, opinions, and feelings.
- Staff assist children to resolve conflicts, consider others, and develop self-regulation skills.

Valuing Diversity:

- Staff respect and celebrate cultural, linguistic, and individual diversity.
- Practices reflect inclusive, anti-bias approaches.

Promoting Collaboration:

- Children are supported to work, play, and learn together, recognising the value in teamwork and turn-taking.

Behaviour Guidance:

- Educators use positive behaviour guidance strategies, focusing on redirecting, problem-solving, and clear, consistent expectations.

Responding to Challenges

- All incidents involving negative interactions are responded to calmly and without judgment.
- Staff support children to understand feelings, problem-solve, and repair relationships as appropriate.
- Persistent or significant issues are documented and discussed collaboratively with families.
- Where required, the site leader or an external support service is engaged.

Prohibited Practices

The following are NOT permitted:

- Corporal punishment or any form of physical discipline.
- Any discipline that is unreasonable in the circumstances.
- Practices that humiliate, frighten, isolate, or exclude children.
- Discrimination or exclusion based on ability, identity, or background.

Partnerships with Families

We work in partnership by:

- Sharing this policy with families upon enrolment and after updates.
- Inviting families to contribute to policy review and development.
- Engaging in open, respectful dialogue to build consistency in guiding children's social and emotional development.

Review

This policy will be reviewed every three years, or sooner in response to legislative, sector, or departmental changes.

References

- Education and Care Services National Regulations, Regulations 155, 156, 168;
- National Quality Standard: Quality Area 5 – Relationships with Children;
- ACECQA Interactions with Children Guidelines: www.acecqa.gov.au;
- Guide to the National Quality Framework (NQF);
- Department for Education, Protective practices for staff in their interactions with children and young people¹

Resources

- [Behaviour Support Policy](#)