INTERACTIONS AND RELATIONSHIPS WITH CHILDREN POLICY

Date last reviewed	February 2026
Next review date	February 2027

What areas does this policy cover

- **Interactions and Relationships with Children Policy**

Policy Statement

Bullfrog Children's Centre is committed to fostering positive, respectful and responsive relationships with all children. We recognise that secure, nurturing and trusting relationships are fundamental to children's learning, development, wellbeing and sense of belonging.

The service values every child as a capable, competent and active participant in their own learning and is committed to ensuring that all interactions uphold each child's dignity, rights, individuality and cultural identity. Educators will engage with children in ways that are warm, respectful, inclusive and responsive, creating an environment where children feel safe, supported, listened to and valued.

Through meaningful conversations, active listening, shared experiences and positive role modelling, educators support children to develop confidence, communication skills, emotional wellbeing and positive social relationships. Interactions will promote empathy, cooperation, fairness, resilience and respect for others while encouraging children to express their thoughts, feelings and opinions.

Bullfrog Children's Centre is committed to maintaining a culture where children experience genuine connections with educators and peers, develop secure attachments, and build a strong sense of identity and belonging. All interactions will be guided by the principles of the Education and Care Services National Law and Regulations, the Early Years Learning Framework, the ECA Code of Ethics, and the United Nations Convention on the Rights of the Child.

Background Statement

The Education and Care Services National Regulations require approved providers to ensure their services have policies and procedures in place in relation to Interactions and Relationships with Children Policy. Bullfrog Children's Centre sees Interactions and Relationships with Children Policy as a priority in all practices.

Legislative Requirements

Area	Legislation / Regulation	NQS	EYLF
Interactions and Relationships with Children	Education and Care Services National Law Act 2010 Education and Care Services National Regulations 2011 (Regs 155, 156, 168)	QA5 – 5.1.1 5.1.2 5.2.1 5.2.2	Outcome 1 – Identity Outcome 2 – Connectedness Outcome 3 – Wellbeing Outcome 4 – Confident and involved learners Outcome 5 – Communication
Rights, Ethics and Professional Practice	United Nations Convention on the Rights of the Child (UNCRC) Early Childhood Australia (ECA) Code of Ethics	QA1 QA7	Principle – Secure, respectful and reciprocal relationships

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Area	Legislation / Regulation	NQS	EYLF
			Practice – Responsiveness to children
Relationship-Based Practice Frameworks	Circle of Security	QA5	Outcome 1 – Identity Outcome 3 – Wellbeing
Image of the Child	Loris Malaguzzi – Reggio Emilia Philosophy	QA1 QA5	Outcome 1 – Identity Outcome 4 – Learning Outcome 5 – Communication

Induction and ongoing training

On induction all new Employees are required to familiarise themselves with all Policies and Procedures of Bullfrogs Children's Centre. Should information be updated or there are changes to this policy or the Legislative Requirements associated with this policy, Employees will either be informed or will undergo training at the next staff meeting.

Policy reviewed

This policy and procedures will be reviewed by Management, Employees, Families and Children annually. Management will review, then forward to Employees and Families to review via Kinderloop. Children will review as part of a talking mat process.

Implementation

Bullfrog Children's Centre will promote positive interactions and relationships by creating a culture where every child feels safe, secure, respected and valued. Interactions with children will be guided by the principles of the Early Years Learning Framework, the ECA Code of Ethics, Circle of Security, and Loris Malaguzzi's Image of the Child.

The service recognises children as capable, competent and active participants in their learning. Educators will foster secure relationships that support children to explore, take risks, express themselves and develop a strong sense of identity and belonging.

The Circle of Security approach underpins practice by recognising that children need trusted adults who provide a secure base from which to explore and a safe haven to return to for comfort, support and reassurance. Educators will strive to be emotionally available, responsive and attuned to children's individual needs.

In line with Loris Malaguzzi's Image of the Child, educators view children as rich in potential, strong, capable and full of curiosity. Children's ideas, opinions, theories and contributions will be respected and valued within all interactions and learning experiences.

Positive interactions will be promoted through:

- Respectful communication and active listening.
- Responsive and nurturing relationships.
- Emotional coaching and co-regulation.
- Secure attachments between children and educators.
- Positive behaviour guidance strategies.

- Collaborative partnerships with families.
- Reflective practice and ongoing professional learning.

Procedure

Children's Rights, Family and Cultural Values

Interactions within the service will be based on respect for children's rights, family values and cultural identities.
Educators will:

- Respect the dignity and rights of every child.
- Recognise and value diversity.
- Build authentic partnerships with families.
- Consider family and cultural values when supporting children.
- Encourage children to express their views and participate in decision-making.

Communicating and Listening

Listening is fundamental to positive interactions and relationships.
Educators will:

- Listen attentively to children's verbal and non-verbal communication.
- Observe and respond to children's cues, interests and emotions.
- Give children time and space to communicate.
- Maintain positive body language and genuine engagement.
- Use respectful language and model effective communication.
- Use "I" statements to communicate concerns and emotions appropriately.
- Ensure every child feels noticed, valued and included.

Communicating with Young Babies

Educators recognise babies as capable communicators from birth.
Educators will:

- Engage in responsive, reciprocal conversations.
- Follow babies' interests and cues.
- Communicate face-to-face using eye contact.
- Respond to verbal and non-verbal communication.
- Use routines as opportunities for connection and learning.
- Support secure attachments through warm, responsive interactions.
- Recognise each baby's individual communication style and pace.

Circle of Security Practices

Educators will:

- Be emotionally available and responsive to children.
- Support children to explore confidently while remaining available for reassurance.
- Recognise children's emotional needs and provide comfort when required.
- Assist children to develop emotional regulation skills.
- Build trusting relationships that support resilience and wellbeing.
- Balance children's need for connection with their growing independence.

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Reflection and Consideration

Educators will regularly reflect on their interactions and relationships with children through:

- Personal reflection.
- Team discussions and staff meetings.
- Professional development opportunities.
- Mentoring and supervision.

Reflection will focus on strengthening relationships, communication and responsive practices.

Role Modelling

Educators will model positive interactions by:

- Demonstrating empathy, kindness and respect.
- Participating meaningfully in children's play and learning.
- Showing genuine interest in children's ideas and experiences.
- Using positive communication strategies.
- Remaining calm, supportive and responsive.

Emotional Coaching

Educators will support children's emotional development by:

Tuning into Emotions

- Noticing and acknowledging emotions.
- Clarifying and naming feelings.
- Reflecting emotions back to children.
- Demonstrating empathy and understanding.
- Exploring the causes of emotions.

Emotional Coaching Process

1. Become aware of the child's emotion.
2. View the emotion as an opportunity for connection and learning.
3. Assist the child to identify and label feelings.
4. Communicate understanding and acceptance.
5. Support problem-solving and decision-making.

Roles and Responsibilities

Roles	Responsibility
Approved Provider	The Approved Provider will: • Ensure the service operates in accordance with the Education and Care Services National Law and Regulations. • Provide access to professional development relating to relationships, attachment theory, Circle of Security, communication and behaviour guidance. • Ensure educational programs promote children's wellbeing, identity, confidence, communication and learning. • Ensure all staff understand that corporal punishment and unreasonable discipline are prohibited. • Notify the Regulatory Authority of serious incidents and notifiable complaints within legislative timeframes. • Ensure policies and procedures are consistently implemented across the service. • Support a culture of respectful, responsive relationships throughout the service.

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Nominated Supervisor	The Nominated Supervisor will: • Promote positive and respectful interactions consistent with the ECA Code of Ethics and the United Nations Convention on the Rights of the Child. • Guide professional practice using Circle of Security principles and the Image of the Child philosophy. • Establish practice guidelines that prioritise authentic, equitable and respectful interactions. • Ensure all staff understand expectations regarding behaviour guidance and professional conduct. • Consider group size and composition to maximise quality interactions. • Support educational programs that reflect children's interests, strengths and developmental needs. • Encourage children's participation, self-esteem, confidence and independence. • Lead reflective practice and professional learning opportunities.
Educators	Educators will: • Act in accordance with this policy. • Build secure, trusting and respectful relationships with children and families. • Respect children's agency and encourage them to express their opinions and ideas. • Maintain the dignity and rights of every child. • Recognise and respond to individual cultural, family and developmental needs. • Support secure attachments and act as a safe base for exploration and learning. • Engage actively in children's play and learning rather than solely supervising. • Use positive guidance and emotional coaching strategies. • Use routines such as meals, nappy changes and rest times as opportunities for meaningful one-to-one interactions. • Demonstrate open body language, warmth and genuine engagement. • Facilitate play, exploration and social learning. • Provide comfort and reassurance while supporting children's growing independence. • Value children as capable, competent learners and contributors to their environment.
Families	Families will: • Read and comply with this policy. • Engage in open and respectful communication with educators. • Share information that may impact their child's wellbeing or behaviour. • Inform educators of concerns regarding their child. • Work collaboratively with educators to support positive outcomes for children.

	• Participate in the development and review of behaviour guidance strategies where appropriate. • Support respectful relationships between home and the service.
Children	Families will: • Read and comply with this policy. • Engage in open and respectful communication with educators. • Share information that may impact their child's wellbeing or behaviour. • Inform educators of concerns regarding their child. • Work collaboratively with educators to support positive outcomes for children. • Participate in the development and review of behaviour guidance strategies where appropriate. • Support respectful relationships between home and the service.