



Interactions with Children, Families & Staff Policy

PURPOSE

At Bateau Bay OSHC, we recognise that secure, respectful, and reciprocal relationships are the foundation of our Service. Positive interactions between children, educators, and families support children’s sense of identity, safety, and belonging. This policy outlines how we foster meaningful connections with children, maintain open communication with families, and encourage professional, collaborative relationships among staff, reflecting our philosophy and the principles of My Time, Our Place.

SCOPE

This policy applies to all children, families, staff, management, and visitors of the OSHC Service. It guides how interactions should occur to promote a supportive, respectful, and inclusive environment for everyone.

Interactions with Children

Children benefit from trusting and responsive relationships with educators. These relationships support children’s confidence, wellbeing, and sense of belonging. Educators create a welcoming and relaxed atmosphere, ensuring that children feel heard, respected, and safe. Interactions are guided by the Child Safe Standards and the National Principles for Child Safe Organisations, prioritising each child’s dignity, rights, and agency. Educators model appropriate language and behaviour and assist children in understanding their own emotions as well as those of others. Children are encouraged to express their opinions, explore their interests, and develop resilience through positive interactions. Educators support children’s learning and dispositions through meaningful conversations, questioning, and reflection, making these interactions visible through observations and programming. Any concerns, incidents, or disclosures of abuse or harm are addressed promptly in accordance with mandatory reporting requirements. Educators also ensure that the values, culture, and beliefs of each child and family are recognised and respected in all interactions.

Interactions with Families

Open and respectful communication with families is essential to developing trusting partnerships. Educators greet families and children warmly, learn and use family members’ names, and maintain confidentiality at all times. Families are encouraged to share their expertise, values, and cultural practices to enhance the learning environment.

Educators support families by providing up-to-date information about the Service, notices, and community resources, and seek professional advice when required to meet the individual needs of children. Communication with families is positive, honest, and responsive, and families are invited to contribute to decision-making about their child’s education, learning, and wellbeing.

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Interactions with Staff and Educators

Positive professional relationships among staff strengthen the overall environment and model respectful communication for children and families. Educators treat each other with respect, listen to differing perspectives, and work collaboratively to achieve high-quality education and care. Staff meetings provide opportunities for reflection, feedback, and program development, encouraging shared responsibility and continuous professional growth.

Management supports staff by providing induction, resources, constructive feedback, mentoring, and opportunities to contribute to program planning and evaluation. All educators are encouraged to utilise each other's skills and strengths, maintain confidentiality, and engage in respectful conflict resolution. A culture of care, support, and collaboration ensures a professional and inclusive work environment that benefits children, families, and staff.

Review

This policy is reviewed annually or as required to ensure that it remains consistent with the National Law, National Regulations, National Quality Standard, and current best practice. Reviews consider feedback from children, families, educators, and management to maintain a supportive and respectful environment.

Child Safe Standards and Paramountcy Principle

The Service is committed to upholding the National Principles for Child Safe Organisations and embedding a strong child safe culture across all interactions. In accordance with the Paramountcy Principle, the safety, wellbeing and best interests of the child are the primary and overriding consideration in all decisions, actions and interactions undertaken by the Service, including relationships with children, families and staff.

This means that all interactions must prioritise the protection, safety and wellbeing of children above all other considerations. Educators, staff and management are required to exercise professional judgement and take all reasonable steps to ensure that interactions are respectful, responsive and supportive, promoting each child's dignity, rights and sense of belonging.

The Service will ensure that relationships with children are built on trust, respect and positive engagement, supporting children to feel safe, heard and valued. Interactions with families will be open, respectful and collaborative, maintaining confidentiality and supporting strong partnerships that promote each child's wellbeing. Professional relationships among staff will reflect respectful communication, ethical conduct and shared responsibility for maintaining a safe and supportive environment.

All interaction practices must prioritise the protection of children from harm, uphold their dignity and wellbeing, and ensure that every child feels safe, respected and supported at all times.



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Review

Date:	Changes:	Reviewed by:
26/11/2021	New policy (All updated)	Charmayne Nathan
17/09/25	Policy was updated, information was condensed.	Charmayne Nathan
24/04/2026	Child Safe Standards & Paramountcy Principle was implemented in align with new laws and regulations	Charmayne Nathan