

Our Lady of Hope Greenwith Campus Outside School Hours Care



POLICY DOCUMENT

INTERACTIONS WITH CHILDREN

Early Childhood, Education and Care Services

Our Lady of Hope Greenwith Campus OSHC

Interactions with Children policy/procedure

REGULATORY REQUIREMENTS

In accordance with the Education and Care Services National Regulations, approved providers must ensure that policies and procedures are in place that guide interactions with Children.

Philosophical Basis

Our Lady of Hope Greenwith Campus OSHC will provide an environment where all Parents/ Guardians, Staff and Children feel safe, cared for, respected, and supported. We strive to foster cooperation and positive interactions between all persons. Through positive modelling, guidance, and clear boundaries, our children and educators will grow through meaningful interactions.

1. Practice Principles

Our Lady of Hope Greenwith Campus OSHC recognises the challenges families face in managing the demands of work and parenthood. The provision of high-quality Early Childhood Education and Care for our children provided by Lady of Hope Greenwith Campus OSHC assists families in providing for the needs of their children.

Being and becoming a citizen of our world happens in and through relationships. Loving, trusting and supportive relationships formed early in life help children to develop their self-identity, connect with others, develop positive friendships, and to see their place in the world.

At Our Lady of Hope Greenwith Campus OSHC educators share in children's curiosity and creativity and aim to support children to develop healthy attachments with each other and staff and the ability to regulate emotions and social skills.

We believe children flourish in safe environments where they are welcomed, respected and given opportunities to be heard and participate.

Catholic Education South Australia is committed to the safeguarding of children and young people in our care. We believe that each child and young person is created in the image of God, and we uphold their dignity and rights by maintaining a child safe culture and environment, in which abuse is not tolerated. Our policies and processes, including this ECEC Interactions with Children Policy support our staff and services to ensure children and young people are protected from risks of harm.

2. Background [National Law 167; Regulations 155, 156, 168 and 170]

The National Law and Regulations require us to take reasonable steps to provide education and care to children in ways that:

- encourage children to express themselves and their opinions
- support children to undertake experiences that develop self-reliance and self-esteem
- give children positive guidance and encouragement toward acceptable behaviour

This policy explains how we, at, Our Lady of Hope Greenwith Campus OSHC deliver education and care to meet these obligations in ways that maintain the dignity and rights of each child at all times and has regard for each child's family, culture, language, age, and development and abilities.

This policy ensures compliance with the Education and Care Services National Law, 2010 (Cth) (National Law), National Regulations (Regulations) and National Quality Standards (NQS), which require approved providers to have policies and procedures for managing interactions with children.

This policy also details what constitutes inappropriate conduct and that subjecting children to inappropriate conduct while they are being educated and cared is an offence under the National Law.

This policy reinforces that law stating that we as an Approved Provider and our nominated supervisors will ensure that children are not subjected to inappropriate conduct while at Lady of Hope Greenwith Campus OSHC

We note that it is an offence for an approved provider, nominated supervisor, staff member or volunteer (including students) to subject a child to conduct that a reasonable person would consider to be inappropriate in an education and care service and our policy and procedures endeavour to prevent this from happening.

We acknowledge that any allegation of such an offence will be reported immediately to the Nominated Supervisor, Regional Manager, CESA intake line, the Early Years team and the Education Standards Board.

3. Procedure Detail [Regulation 170]

Inclusion of all children [National Law Section 168]

At Our Lady of Hope Greenwith Campus OSHC we plan for the rights of all children to participate fully in relationships and learning. We are deliberate in responding to:

- children's cultural and language diversity
- the range of children's abilities
- children's interests, needs and rights.

At Our Lady of Hope Greenwith Campus OSHC we support all children and their families, in doing this we seek to deepen our knowledge and appreciation of their cultural identities, histories and cultures. We acknowledge the Kaurna people as the Traditional Custodians of the land and we respect Elders past and present. Our community includes families from a range of cultural backgrounds, including Aboriginal and Torres Strait Islander, Anglo-Celtic, European, Asian, Middle Eastern, African, and Pacific Islander heritages. We value this diversity as a strength and an opportunity to enrich children's learning. By embracing different cultures, languages, and traditions, we support children to develop respect, inclusion, and a broader understanding of the world around them.

Our deep respect for and recognition of the abilities of every child informs all arrangements, programs and practices in our setting. We plan considering each and every child's holistic needs. The service has an inclusion support plan in place and individual support plans are used when needed to best support the child.

Inclusion Procedure

Respect and Individuality

- The individuality of all children and staff is respected
- The service respects children, families, and staff of all backgrounds and structures programs to support diverse needs
- Programming is inclusive of every individual's cultural, social, and developmental differences.
- Diversity is celebrated to help children understand and appreciate others

Cultural Competence

- The service actively seeks input from cultural identities within the local community
- Activities, resources, and experiences reflect the cultural and linguistic diversity of the community
- Staff participate in professional development to strengthen cultural awareness and competence

Inclusion of Children with Additional Needs

- Children with disabilities or additional needs are supported when appropriate levels of staffing, training, or physical modifications are available
- Positive relationships are formed with families to understand each child's needs, expectations, and strengths
- Individual Support Plans (ISP) are developed for children needing targeted support

Social Inclusion

- Staff model respectful behaviour and guide children to understand fairness, empathy, and acceptance
- Children are encouraged to communicate respectfully, cooperate, and support each other
- Programs provide opportunities for individual and collaborative participation, offering choice where possible
- Educators recognise and encourage each child's strengths to ensure success and engagement

Resources and Environment

- Resources are monitored to prevent stereotyping, bias, or discrimination
- Physical spaces are safe, accessible, and adaptable for all children
- Quiet or sensory areas are provided for children needing self-regulation or emotional support

Family and Community Partnerships

- Families are actively consulted and involved in their child's participation and support strategies
- Families are encouraged to share knowledge about their child's culture, abilities, and needs
- Collaboration with allied health professionals or external specialists is encouraged when appropriate

Professional Development

- Staff participate in ongoing training to support inclusion, cultural competence, trauma-informed practices, and additional needs
- Reference materials are available for staff to support informed and inclusive practices

Monitoring and Review

- Inclusion strategies are **monitored and documented** to ensure effectiveness
- Programs, resources, and staff practices are **audited and updated** to maintain high-quality inclusive care
- Feedback is sought from children and families to improve practice

Child protection [National Law Section 169; regulation 84]

The safety, rights and best interests of children is the paramount consideration in all of our decisions and actions. This incorporates the protection of children from harm, including harm that can be caused by negative and inappropriate interactions with others. The nominated supervisor (e.g. Principal), all staff and volunteers hold current Responding to Risks of Harm, Abuse and Neglect - Education and Care (RRHAN-EC) certification as well as the Catholic Working with Children Check. RHAN-EC training includes understanding, their duty of care, [child protection laws in South Australia](#) and their mandated obligations under these laws to report a reasonable suspicion of harm, abuse and/or neglect of a child to the Department of Child Protection. All of our staff will also undertake any other Mandatory Child Protection and Child Safety training as required when introduced as a regulatory requirement.

Our learning program, tailored to be age-appropriate, teaches children about their right to be safe from harm. It helps them recognise potential risks, develop strategies to stay safe, and understand how to seek support or report if they feel unsafe or have been harmed, whether by an adult or another child.

For further information about how we provide safe environments for children, please go to [Safe Environments for All | Catholic Education South Australia \(cesa.catholic.edu.au\)](#)

Our Staff [Regulations 126 and 137(2)(c)]

The nominated supervisor (e.g. Principal) and [Director/ Assistant Director] ensure at all times that appropriate ratios are met. This includes educator to child and qualified educators, as required.

As well as meeting the base requirements regarding staffing we also staff above ratio when required, such as on excursions or dependent on the group of children.

Our OSHC Service maintains a 1:15 educator-to-child ratio to ensure children are safely and effectively supervised at all times. At least one educator holds a Diploma-level qualification (Tier 1), with additional educators holding Certificate III qualifications (Tier 2) to provide leadership, guide learning, and support positive interactions across all groups. Qualified educators are positioned in a manner that ensures that they are leading and guiding the learning environment.

Where permitted, an educator enrolled in an approved education and care qualification and actively working towards qualification may be considered as a qualified staff member. If this is in place, this staff member will be mentored and supported by qualified colleagues and leadership staff.

Inappropriate Conduct with Children

At Our Lady of Hope Greenwith Campus OSHC we ensure that the staff induction covers what is appropriate and inappropriate conduct in our service in regard to staff and families but most importantly children. All staff will be aware of their responsibilities in relation to protecting children within our service.

Legislation now references conduct that a reasonable person would consider to be inappropriate in the circumstances, while that child is being educated and cared for at an education and care service, including:

- whether it is likely to cause harm (physical, emotional or psychological) to the child,
- whether it transgresses expectations about what is acceptable in an education and care service, and
- the child's age and developmental stage
- whether the behaviour is sexual, violent or aggressive.

Factors not to be considered in determining whether the conduct is inappropriate include whether or not the child consented to the conduct, and whether the person accused of the offence is related to the child.

Examples of inappropriate conduct:

Inappropriate physical contact – touching a child in a sexualised or intrusive way, such as tickling, wrestling, prolonged or unnecessary hugging that is not warranted in the circumstances, kissing, massaging, or physical closeness (such as encouraging a child sit on an educator's lap for an extended period) that is not age appropriate or required based on the needs or abilities of a child.

Grooming behaviours – including but not limited to favouritism, offering gifts or special privileges, encouraging emotional dependency (attachment fostering), or initiating private or secret communication with a child.

Ill treatment that is not disciplinary in nature – including physical or verbal abuse, threats, yelling, swearing, rough handling or other conduct likely to cause emotional or psychological harm.

Unprofessional communication – such as in-person conversations, sending personal messages, capturing or sharing images of children via unauthorised devices or platforms, or engaging with children online through social media or apps unrelated to your role.

Education and Care

Relationships [Regulations 126, 137 and 156, NQS 5.1 and 5.2]

At Our Lady of Hope Greenwith Campus OSHC we foster relationships between children, educators, staff, parents, families and members of the community, recognising that when adults help children form healthy attachments and develop and maintain connections over time, they are more likely to feel a sense of security, well-being and belonging. Positive relationships in their Education and Care setting support children to feel secure, freeing them to explore, play and learn.

Our educators actively foster children's relationships with others by:

- being a part of and encouraging meaningful interactions which are warm, caring and responsive, to help children feel secure, confident and included
- recognising, appreciating and sharing with children when they are curious and learning from and with children
- being aware of and clear about their feelings and relationships with children
- interacting with every child in ways that show an understanding and concern for each individual
- being available to children and modelling empathy
- nurturing children's social competence to interact with others with care and empathy

Group Play

Fostering the development of children's relationships with others is intentionally planned and supported by the curriculum. Opportunities to play/learn in groups are designed, taking into account the number and individuality of our children, to:

- promote children's agency
- promote and facilitate a range of social skills, such as group entry skills
- practice negotiation as a way of considering and managing expectations
- explore difference to appreciate how individuality and diversity contribute to and expand community
- encourage expressing views and hopes and listening to the views and hopes of others
- understand and practice reciprocal rights and democracy
- foster empathy, as a consideration of the feelings and concern for others
- foster understanding of fairness and justice and reciprocal rights
- collaborate with educators and other children
- take on different roles to make contributions to group learning and group goals

The Program [National Law 168 and Regulation 73]

Our Educational Leader works with educators to plan in a way that fosters children's relationships with others. Planning starts with understanding individual children's personalities and the way individual children connect with and relate to others. From this starting point, opportunities are planned for children that enables them to:

- develop a strong, positive sense of identity
- be connected with and contribute to their world
- be open to God's grace in others and in the world
- have a strong sense of wellbeing
- be a confident and involved learner
- be an effective communicator

Our learning is planned from the approved [Our Time, Our Place Framework for School Aged Care in Australia V2](#). Through our planning cycle, educators intentionally weave together the curriculum, their professional knowledge and skills, their knowledge of each child and of children's families and communities.

At Our Lady of Hope Greenwith Campus OSHC we deliver play and/or learning through practices that encourage meaningful relationships. These include but are not limited to:

- funds of knowledge and ancestral knowledges
- soft play
- play-based learning
- theology of play
- ecological conversion
- play-based sciences
- developmental theory
- affordance theory
- positive behaviour guidance frameworks

As children learn, our educators learn, observe and reflect to evaluate and make adjustments to the pace, place and context of learning to ensure that every child is included and participating.

Environments

Our OSHC environment is created to support children's positive interactions.

The arrangement of spaces, and the furniture in spaces, encourages and facilitates group learning, play and collaboration as well as quiet time and solitude. Arrangements also ensure visibility so that educators are able to observe children's interactions as they independently develop their social competence and relationships.

The outdoor spaces also encourage children's interaction with the natural world, giving them the opportunity to be curious about and interact with nature. Our indoor space includes a range of spaces that allow for quiet reflection, individual play, small group play and larger group play.

Effective supervision [National Law 169 and Regulations 115 and 123]

As children socialise and learn in our spaces, educators and staff provide effective supervision. Responsive to the wellbeing and participation of each child, educators observe children in learning and at play and respond when children find it difficult to interact and participate positively, including if a child becomes isolated from their group.

At Our Lady of Hope Greenwith Campus OSHC, we implement active supervision practices to ensure the safety, wellbeing, and engagement of all children. Our approach is proactive, intentional, and responsive, supporting children to participate confidently in play and leisure experiences while maintaining a safe environment.

Educators consistently apply the six steps of active supervision:

- **Setting up the environment** to minimise risks and create clear, visible play spaces
- **Positioning themselves strategically** to ensure all areas are effectively supervised
- **Scanning and counting** children regularly to maintain awareness of group dynamics and attendance
- **Listening attentively** to anticipate potential risks or changes in play
- **Anticipating children's behaviour** using knowledge of development and individual needs
- **Engaging and redirecting** to support safe, inclusive, and meaningful play

Active supervision at our service ensures that educators are not only watching children, but actively engaging with them—supporting wellbeing, enabling safe risk-taking, and fostering a positive and inclusive environment.

These practices are embedded in our daily routines and are responsive to different environments, including indoor, outdoor, and excursion settings.

Positive Behaviour Guidance and Support [National Law 166, 167 and 174; Regulations 84, 147, 155, 156 and NQS 2, 5 and 7]

Children's attachments and emotional and social development are individual to each child, and there can be times when any child finds a situation or interaction difficult. We aim to support each child in times of disruption, to make sense of and manage strong and confusing feelings (such as anger, sadness, disappointment and jealousy), to recognise the feelings of others involved, to express their feelings and expectations appropriately and seek to resolve a conflict when possible.

At Our Lady of Hope Greenwith Campus OSHC, we use **trauma-informed practices** and **PBIS** to create a safe, supportive, and inclusive environment. Educators build trusting relationships, teach and reinforce positive behaviours, and provide consistent guidance, helping children develop resilience, self-regulation, and confidence while engaging meaningfully in play and learning.

Educators build trusting relationships, guide emotional regulation, and provide consistent support, helping children feel secure, confident, and empowered. This approach supports all children to engage meaningfully in play and learning while developing resilience, self-regulation, and positive relationships.

We work in partnership with families to support the emotional and social development of their children. We discuss and share our strategies to support children's interactions with their parents and families and learn from parents about what is best for their children.

At times we will seek support from Inclusion agencies such as Gowrie to further observe, develop and implement individual support plans, if needed. We can also access Gowrie to help us develop a strategic Inclusion Plan for our ECEC.

Behaviour Guidance Procedure

Our Values

Behaviour expectations align with school values: **Respect, Resilience, Relationships, Responsibility**. All children and educators are treated respectfully, and safety is always a priority.

Behaviour Guidance Principles

- Focus on the **behaviour, not the child**.
- Encourage **self-discipline, responsibility, and learning from mistakes**.
- Maintain **dignity, fairness, and consistency**.
- Recognise that behaviour is influenced by **age, environment, family, culture, and social interactions**.
- Work collaboratively with families to **build positive relationships**.

Behaviour Guidance Steps

1. **Warning** – Verbal guidance to reflect on behaviour.
2. **Formal Reminder** – Reinforcing expectations and impact.
3. **Rethink** – Structured reflection discussed with parents; signed by carers.

Rethink Goal: Help the child understand their behaviour, reflect, and plan a better choice next time. Four rethinks in a term will trigger a parent meeting and support plan.

High-Risk Behaviour Strategies

- Calm and safe intervention, supportive presence, and clear boundaries
- Redirection or removal from high-risk areas
- Use of quiet spaces or sensory supports
- Reflective discussion once the child is calm
- Collaboration with families and specialists
- Documentation of incidents for monitoring and planning

All strategies focus on **dignity, safety, and self-regulation**, tailored to each child's needs.

Behaviour Expectations

- Respect self, others, and property
- Work and play safely and cooperatively
- Follow educator directions
- Stay within supervised boundaries

Reward System

- Positive behaviours are acknowledged through praise, recognition, and incentives.
- Weekly raffle tickets reward children demonstrating consistent positive behaviour, with certificates, rewards, and photos displayed in the activities room.
- Encourages children to **continue positive behaviour** and reflect school values in action.

Reflection Prompts

- I was making a **RIGHT CHOICE / WRONG CHOICE**
- I was making a **STRONG DECISION / WEAK DECISION**
- At the time, I was feeling: _____
- Next time, I will: _____

This process empowers children to **take control of their behaviour**, reflect on their actions, and make better choices in the future.

Suspension of a child

Suspension may be considered when a child's behaviour poses a serious risk to their own safety, the **safety** of other children, or the safety of staff. Circumstances that could result in suspension include, but are not limited to:

- **Physical violence** towards another child or staff member (e.g., hitting, kicking, biting, or throwing objects).
- **Aggressive or threatening behaviour** that could cause harm.
- **Destruction of property** in a way that endangers self or others.
- **Repeated refusal to follow safety instructions** after reasonable guidance and behaviour support strategies have been applied.
- **High-risk behaviours** that cannot be managed safely in the OSHC environment, even with trauma-informed strategies and supervision.

Suspension is always implemented with the **child's safety and wellbeing as the priority**, and families are informed immediately. The goal is to provide time for the child, educators, and family to plan strategies to support safer participation when the child returns. Suspension is short-term and used only when other behaviour guidance strategies are insufficient to maintain safety.

Expulsion of a Child

Expulsion is considered only as a last resort when all other strategies have been exhausted and the child's attendance continues to compromise the safety, wellbeing, or learning of themselves, other children, **or** staff. Circumstances that may lead to expulsion include:

- Repeated extreme unsafe or violent behaviour despite consistent application of behaviour guidance strategies, including warnings, reminders, and Rethinks
- Ongoing refusal by the child or family to cooperate with the OSHC service's behaviour guidance processes
- Situations where the child's needs cannot be safely met within the OSHC environment, even with additional support and intervention

Expulsion is only considered after:

- Consultation with families and educators
- Review and approval by the Principal
- Documentation of all strategies implemented, including Rethinks, support plans, and family meetings

The OSHC service prioritises inclusion and support wherever possible, and expulsion is used solely to maintain the **safety and wellbeing of all children and staff**.

Managing Conflict Through Mediation Procedure

Our OSHC service fosters a safe, respectful, and cooperative environment. While conflicts are a normal part of children's interactions, they are managed through mediation. This approach helps children resolve disputes constructively, take responsibility for their actions, and develop essential problem-solving and social skills.

What is Mediation?

- A fair process where a mediator remains impartial and helps children in conflict reach a solution.
- Focuses on problem-solving, not punishment or blame.
- Children are actively involved in resolving the conflict and accepting the consequences of their behaviour.

- Mediators act as active listeners, showing understanding through tone, facial expressions, gestures, eye contact, and body language.
- Mediators do not interrupt, give advice, or make suggestions, but reflect and paraphrase to ensure understanding.

Rules for Mediation

- One person speaks at a time.
- Everyone listens respectfully.
- Everyone is honest.
- No put-downs or hurtful language.
- The mediator remains neutral and fair.

Mediation Steps

1. Decide who will speak first.
2. Ask each child:
 - What is the problem?
 - How do you feel?
 - What do you want to happen?
 - What is the plan/solution? (Work until all problems are solved and both children agree)
 - How can this problem be avoided in the future?
3. Confirm the problem is resolved.

Conflict Resolution Strategies

- Take turns, share, compromise, apologise, ask for help, use humour, allow chances, or avoid if appropriate.

Handling Difficult Situations

- Consider potential barriers such as honesty, willingness, or confidence to explain the problem.
- Strategies:
 - Review mediation rules and agreements.
 - Speak individually to disputants before bringing them together.
 - Allow a cool-off period if needed

If a Child Refuses Mediation

- Explain the consequences of not resolving the problem.
- If the child agrees, mediation proceeds.
- If the child still refuses, they may experience natural consequences until willing to participate.
- The child who wants help can continue mediation until the other is ready.

Staff Responsibilities

- Staff are expected to guide children through the mediation process for disputes.
- Ensure fairness, respect, and safety throughout.
- Support children in reflecting, learning, and resolving conflicts constructive

Harassment Procedure

Our OSHC service is a place of belonging, where everyone has the right to feel safe and secure and the responsibility to treat others respectfully. We are committed to living justly through mutual respect.

What is Harassment?

Harassment is any repeated action that **threatens, hurts, frightens, embarrasses, or humiliates a person.**

Examples include:

- Physical: fighting, pushing, shoving, gestures
- Verbal: name-calling, put-downs, threats, teasing
- Written/Visual: offensive notes, graffiti, or material targeting someone
- Social: spreading rumours, excluding, intimidating, or nuisance actions (e.g., calls or chain letters)

Other Forms of Harassment

- **Racist:** Name-calling, jokes, offensive material, or deliberate exclusion based on culture, language, or background
- **Sexual:** Inappropriate touching, unwelcome gestures or comments, offensive notes/images, or remarks about sexuality

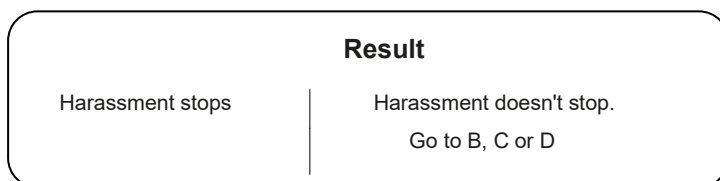
Where Harassment Can Occur

- Between children
- From a child to a staff member, or vice versa
- Between staff members
- Between parents, or from parents to staff or children

WHAT SHOULD BE DONE WHEN BEING HARASSED?

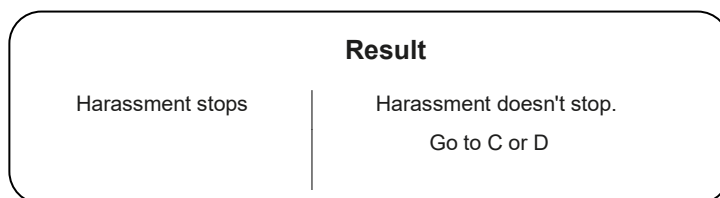
A

Ignore it.



B

Ask the person who is harassing you to stop. Tell him/her how his/her actions make you feel. If this is difficult for you to do, ask one of the staff to help you.

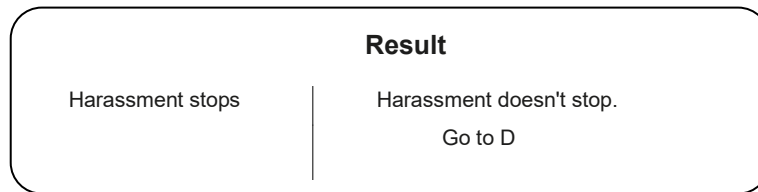


C

Go to your parent, staff member or any adult you can trust for help.

Talk openly about the problem

- Staff to take appropriate action to include:
 - Interviewing all children named by the victim
 - All children interviewed individually
 - Follow up action depending on results of interviews
 - If further action needed to be referred to the Director



D

Go to the Director with staff or parent, or both

- Talk openly about problem
- Allow the Director to take suitable action to control the problem, or to refer the matter to outside authorities.

[Stages may be skipped for cases of serious harassment.](#)

Confidentiality [National Law 177, Regulations 87, 177, 181, 183]

Managing confidentiality of personal information is required by law.

The management of all documented information held by Our Lady of Hope Greenwith Campus OSHC follows [South Australia Government's Information Sharing Guidelines for promoting safety and wellbeing](#) (ISG).

Incident records and reports are:

- kept confidential
- made available to a parent of a child on request (unless limited by a court order)

Please refer to the ECEC Management of Records and Confidentiality policy for further information.

Roles and Responsibilities

At Our Lady of Hope Greenwith Campus OSHC the relationships between children, educators, staff, parents and everyone who accesses our service, are valued. All staff have a role to play in supporting and promoting children's safe, positive and respectful interactions with adults and other children.

The Principal of Our Lady of Hope School has the delegated authority for the approval of the ECEC Interactions with Children Policy

Roles	Responsibilities
CESA	<ul style="list-style-type: none"> • To provide/support leadership and effective partnership between CESA staff, school leaders, OSHC leaders, staff, student and families that enhance respectful relationships and inform behaviour support initiatives. To ensure notifiable incidents relating to interactions with children are reported to the CESA Early Years Team, and the Regional Manager in accordance with the CESA Record Keeping Policy, and other legislative requirements • To ensure that the service provides education and care to children in a way that: <ul style="list-style-type: none"> » encourages the children to express themselves and their opinions » allows the children to undertake experiences that develop self-reliance and self-esteem » maintains at all times 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 (regulation 155). • ensure all educators and staff, including volunteers and students, have undertaken current child protection legislation 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 • take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the Interactions with children policy and procedures • ensure that copies of the policy and procedures are readily accessible to nominated supervisors, coordinators, educators, staff, volunteers and families, and available for inspection • report any inappropriate breach of inappropriate discipline or conduct to the ESB within 24 hours
Principal	<ul style="list-style-type: none"> • Approve the <i>Interactions with Children Policy and procedures</i> • Implement the <i>Interactions with Children Policy and Procedures</i> • Devise methods to lead the development and implementation of quality practices across the service that ensure that 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 current child protection legislation 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 • report any inappropriate breach of inappropriate discipline or conduct to the ESB within 24 hours
Director/ service lead	<ul style="list-style-type: none"> • To ensure all educators/staff comply with all the legislative requirements/obligations in relation to protecting all children's safety, health and wellbeing when they are interacting with others • To ensure that educators/staff and parents are provided with, have access to and understand the service's Interactions with Children policy

	<ul style="list-style-type: none"> To ensure, each day, a suitably qualified and experienced educational leader leads the development and implementation of educational programs in the service To ensure the service's learning program is planned using relevant, approved curriculum, provides children with opportunities to develop and maintain respectful and safe relationships with adults and other children To ensure the ratio of appropriately qualified staff to children attending our service is adequate and supports the implementation of the Interactions with Children policy To provide/support leadership and effective partnership between school leaders, OSHC leaders, staff, student and families that enhance respectful relationships and inform behaviour support initiatives. To ensure notifiable incidents relating to interactions with children are reported to the CESA Early Years Team at ap@cesa.catholic.edu.au and the Regional Manager, in accordance with the CESA Record Keeping Policy, and other legislative requirements report any inappropriate breach of inappropriate discipline or conduct to the ESB within 24 hours
Educators/staff/volunteers	<ul style="list-style-type: none"> To prioritise safe and responsive interactions with children in their practice To read, understand, comply with and implement the Interactions with Children policy To complete any documentation and/or reporting as required by the National Law and National Regulations and/or Catholic Education South Australia (CESA) requirements 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 Are 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, including when using digital technologies and online environments Support children in line with the strategies in the ACECQA Relationships with children information sheet
Parents and carers need	<ul style="list-style-type: none"> To have access to the Interactions with Children policy Respectful relationships that enable parents to partner with educators and staff in supporting their children to develop safe and positive relationships with others, assisted by the Interactions with Children policy

Key Terms

Behaviour Guidance	Means 'positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour.' Source: ACECQA 2019
Child Protection	Child protection is a broad term used to describe efforts that aim to keep children and young people safe from harm. The Department for Child Protection (DCP) is a statutory child protection service.
Duty of Care	means an obligation to take 'reasonable precautions' to protect children from harm.
Educator	is a person employed by the service to provide education services. They include a Principal, Preschool Director, OSHC director, preschool educators and other educators.
Inappropriate Conduct	Conduct that any reasonable person considers inappropriate in the circumstances towards a child, whilst that child is being cared for in an education and care setting.
Education Standards Board (ESB)	The regulator of ECEC services in South Australia.
Notifiable Incident	Any incidents that seriously compromise the safety, health or wellbeing of children. If you are unsure if the event is notifiable, please check National Decision Tree ACECQA

	Sources: National Law174; Regulation 86; Guide-to-the-NQF-web.pdf (acecqa.gov.au)
Respectful Relationships	includes the right to feel safe, to be treated justly, to be valued and feel connected to peers. Respectful relationships positively impact personal growth, self-confidence and appreciation of self and others
Strategic Inclusion Plan	Strategic Inclusion Plan recognises the current inclusive capacity of a service and outlines the strategies and actions educators will implement to increase their capacity to include all children.

Supporting Information

[ACECQA Guide-to-the-NQF-web.pdf \(acecqa.gov.au\)](#)

[ACECQA 2019 NQF Review](#)

[QA5 Inappropriate discipline.pdf](#)

CESA [Children Close to the Mystery of God, 2018](#)

[What We Believe | Catholic Education South Australia \(cesa.catholic.edu.au\)](#)

[Early Years Learning Framework: Belonging, Being, Becoming](#)

[My Time, Our Place Framework for School Aged Care in Australia](#)

[Traumatic events, children, first response | Raising Children Network](#)

Government of South Australia (2013) [Information Sharing Guidelines for promoting safety and wellbeing](#)

Early Childhood Australia's Code of Ethics

United Nations Convention on the Rights of the Child

SACCS Safe Environments for All Information page <https://www.cesa.catholic.edu.au/our-schools/safe-environments-for-all>

SACCS Privacy Policy

Review

Contact:

You can only amend the customised content within this procedure

Parents of children enrolled at the service must be notified at least 14 days before making any change that may have a significant impact on:

- a) The services provision of education and care to any child enrolled at the service
- b) The families' ability to utilise the service.

If you consider the notice period would significantly pose a risk to the health, safety and wellbeing of children then parents can be notified of the change as soon as practicable.

[Regulation 172]

Last reviewed: [31/03/2026]

Next review date: [31/03/2029]

Approved by: Out of School Hours Care (OSHC) & Preschools Compliance Officer

Contact:

Learning and Curriculum

Early Years

Email: ap@cesa.catholic.edu.au

School Board reviews and develops policies that consider our context, regulations, and standards.

Principal's Signature

PAUL BENNETT

DATE

OSHC Director

DIANE GRIGUOL

Ratified by the OSHC Management Committee

Chairperson's Signature

DATE