

ECEC POLICY



Interactions with Children Policy	Document No:	r155, 156 r 168 2 (j)
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Responsible Officer: Early Childhood Coordinator	Version	01
Authorising Officer: Family Services Manager		

The City of Greater Geelong is a Child Safe Organisation. We take the wellbeing and safety of children seriously and have zero tolerance for child abuse of any kind.

1. PURPOSE

The City of Greater Geelong Early Childhood Education and Care (ECEC) Services understand that positive, supportive and individualised relationships between adults and children enhance the social, emotional, cognitive and physical development of young children. Adults providing a warm, inclusive and attentive environment enhances children's ability to be responsible for their actions and builds their self-esteem, sense of confidence and self-worth.

2. SCOPE

ALL SERVICES:

To ensure interactions with all children are caring, genuine, respectful and without bias.

In line with the **Paramountcy Principle (s2A)** every person involved in delivering our education and care services will ensure that the safety, rights and best interests of children is the **paramount consideration in all their decisions and actions**.

3. REFERENCES

- Education and Care National Regulations 2011
- Amendments 2017
- Education and Care National Law Act 2010
- Amendments 2017
- Education and Care National Quality Standards
- Child Safe Standards 2022 1,2,3,5,6,7,8,9,11

4. ECEC POLICY

IN ALL SERVICES, MANAGEMENT WILL:

- Provide all new staff through ECEC Induction a clear understanding of the expectations of high-quality interactions and building trusting relationships with each child in our Services.
- Ensure systems are in place for child and family orientation into the service, that are responsive to the needs of the child and family.
- Provide professional development opportunities and/or the latest research for educators, staff and families on early brain development and effective communication skills that help establish new relationships that are safe, warm, predictable and trusting.
- Role model respectful and positive interactions with the children, families, educators and staff to convey that relationships are valued, and the approach is supportive of the time it takes to build strong relationships.
- At all times ensure there are opportunities for children to interact and develop respectful and positive relationships, in an individualised way, with their caregivers, all educators and each other.

IN ALL SERVICES, EDUCATORS WILL:

- Establish a plan for orientating every child into the program that supports the child building trust, a positive relationship with each educator and attunement to the child's needs. *Use "All about me"*
- Establish a plan for partnering with each family to learn about the child's background, supports and their world that impacts on the child's security & learning. *Use "Eco Map"*
- Maintain supportive, inclusive relationships and positive interactions with all children.
- Encourage children to express themselves and their opinions in a respectful way.
- Encourage and allow children to undertake experiences that develop self-reliance and self-esteem.
- At all times maintain the dignity and the rights of each child as per the Early Childhood Code of Ethics.
- Consider the learning environment and their ways of teaching coregulation that will support all children to feel safe and secure in the program.
- Give each child positive guidance and encouragement to support their learning of pro social skills, positive learning dispositions and support them to manage their emotions.
- Support children who are dysregulated to find balance and support their emotional needs by providing consistent, predictable and nurturing environments.
- Embrace and support the cultural values, age, physical and cognitive development and abilities of each individual child in the service.
- Engage in continuous professional learning to keep up to date with the latest research about building relationships with young children and the importance of attunement and nurturing for every child.

5. CHILD SAFETY REFORMS

In line with Child Safe Standards and the 2025/2026 Child Safety Reforms (VECRA) to ensure Victoria's early childhood education and care services are providing safe, high-quality education and care our staff will be provided with opportunity to complete annual DE Protecting Children - Mandatory Reporting and Other Obligations for Early Childhood Online Training; and every two years National Child Safety Training.

6. QUALITY RECORDS

City of Greater Geelong ECEC Educator Handbook. ECEC TEAM APP.
Council Policy – Child Safe Standards
Council Policy – Code of Conduct MPL555.0.20
National Principles for Child Safe Organisations -
<https://childdsafe.humanrights.gov.au>
UN Rights of the Child
ECA Code of Ethics
NQF Child Safe Culture Guide, ACECQA 2025

7. ATTACHMENTS

- ECEC PD Unit: Learning Package No.5 **Behaviour & Guidance in Early Childhood**
- **TEMPLATE** - "All about me"
- **TEMPLATE** - "Eco Map" – mapping the community around the child & family
- ACECQA Information Sheet. **Inappropriate Discipline**. January 2026
(Also discusses appropriate discipline, behaviour guidance and interactions with children.)
- ACECQA Information Sheet. **Relationships with Children**
- **Guidelines** for Toileting of Children and Procedures for Toileting Accidents
- **Guidelines** for Nappy Changing Routines
- Nappy Changing **Procedures**