
	Management Area: Children's Services	Version No: 6.0 Pages: 5
	Category of Procedure: Operational	Approval Date: 19/06/2023 Procedure Approver: Head of Children's Services
Procedure Title: Interactions with Children Procedure		Author: Head of Children's Services

YMCA SOUTH AUSTRALIA

Interactions with Children Procedure

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1. Purpose

Educators will aim to create trusting, respectful relationships with children giving them a sense of belonging and safety by being responsive to individual requirements.

2. Scope

The scope of this policy applies to all Board members, Sub Committee members, educators, and volunteers. This policy applies to all YMCA Member Associations. For the purposes of this document, we refer to these as the YMCA. All Policies and Procedures must conform to this policy.


3. Procedures

Children are encouraged to express themselves and their opinions.

- The United Nations 'Rights of the child' are acknowledged and promoted.
- The children contribute ideas to the program of activities based on their current interests and skills.
- Children participate in the documentation of their activities, participation, achievements, and learning.
- Children's reflections, contributions, ideas, feedback, opinions are sought by the educators regularly throughout the program and in a variety of situations. The documentation is used to enhance and enrich the program.
- Educators monitor, support, facilitate and guide interactions between peers where required.
- Relationships are strengthened as educators and children share decisions, respect, and trust each other and learn together.
- Diversity of opinion, culture, and interests is promoted and incorporated into the program.

Educators encourage children to undertake experiences that develop self-reliance and self-esteem.

- Children are provided many opportunities to take on levels of responsibility and make decisions for themselves.
- The routine is reviewed regularly to ensure it is developmentally and age appropriate.
- The program is flexible and takes into consideration group dynamics, weather, and special events.
- The educational program of activities is planned, evaluated, extended to facilitate the individual's strengths and interests and to ensure children have opportunities to try new activities, take risks and develop a sense of achievement. This will be guided by

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the United Nations Convention on the Rights of the Child, Article 31 'Children have the right to relax, play and join in a wide range of leisure activities.'

The dignity and rights of each child being educated and cared for by the service are maintained at all times.


- Educators will ensure at all times the environment and interactions reflect and promote respect for the individual and will facilitate the children's development of skills. All interactions will be non-bias, non-discriminatory, non-threatening, respectful, will not humiliate, scare, threaten or harm any other person.
- Educators will role model and promote respect, democracy, honesty, integrity, justice, courage, and a collaborative environment for all users to promote a positive interactive learning community.

Each child is given positive guidance and encouragement towards acceptable behaviour.

- Children are consulted on the strategies for positive and acceptable behaviour in the service regularly.
- Educators role model respectful and positive interactions with the children, with each other, and with the families.
- Educators value the partnership with families and consult with families regularly.
- Educators consult with the school community to ensure the strategies are consistent with the school's strategies, where applicable.
- Educators demonstrate that positioning themselves alongside the children is the best place to actively supervise, respond and promote positive interactions and learning.
- Educators promote and role model positive guidance and conflict resolution through supportive interactions, role modelling, and play.
- Educators have regard to the family and cultural values, age and physical and intellectual development, and abilities of each child being educated and cared for by the service.

Relationships in Groups

- The approved provider and responsible person must ensure the service;
- Takes reasonable steps to ensure there are opportunities for children to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the service.
- Has regard to the size and the composition of the groups in which children are being educated and cared for.
- Provides strategies to ensure each child has the opportunity to be included in the programmed activities and seek inclusion funding where necessary and possible.

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- Opportunities are provided for children to learn from each other.
- Implements fun activities that provide learning opportunities meeting the best possible outcomes for children.

4. Roles and Responsibilities

Department / Area	Role / Responsibility
Children's Services Management	<p>Is responsible for the development, monitoring, and review of the guide and related systems, ensuring content meets all legislated requirements.</p> <p>To facilitate procedure awareness to all educators on the appropriate implementation and use of the guide.</p>
Nominated Supervisor	<p>Nominated supervisor and/or service management will oversee the implementation and service adherence of the guide.</p> <p>The nominated supervisor/person with management and control will seek individual community feedback and facilitate an active consultation process with service users as appropriate.</p> <p>Is responsible for addressing any instance of non-compliance with this guide- and implementing strategies to help prevent non-compliance with this procedure.</p> <p>Responsible for ensuring suitable resources and support systems to enable compliance with this guide.</p> <p>Drive the consultation process and provide leadership and advice on the continuous improvement of the guide.</p>
All employees, volunteers & students	<p>Responsible for meeting the requirements outlined in this guide.</p> <p>Responsible for raising concerns or complaints in accordance with this guide.</p>

5. Key Relevant Documents

- Education and Early Childhood Services (Registration and Standards) Act 2011
- Education and Care Services National Regulations (2011 SI 653)
- National Quality Standard
- United Nations Convention on the Rights of the Child

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6. Monitoring Evaluation and Review

This procedure will be reviewed every two years or earlier for reasonable cause or upon the request of the YMCA South Australia Board.

7. Version History

Version	Date	Description of changes	Effective Date	Review Date
2.0	16/06/2016	Updated.		
3.0	21/06/2019	Converted to a guide.		
4.0	11/03/2022	Review and update.		15/03/2022
5.0	19/06/2023	Edited for clarity.	19/07/2023	July 2025
6.0	26/05/2025	Updated scope.	26/05/2025	May 2027