



Interactions with Children Policy

1. AIM

‘In school age care, and throughout life, relationships are crucial to a sense of belonging. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children’s interdependence with others and the basis of relationships in defining identities. Belonging is central to being and becoming in that it shapes who children are and who they can become.’ taken from My Time Our Place Framework for School Age Care in Australia. The main focus for our service is to provide a safe and welcoming environment for all children. The educators will provide opportunities for children to develop social and emotional skills and help children to learn such skills as empathy, self-reliance, independence, self-regulation and self-esteem. Educators are to guide and model appropriate behaviour for all situations and are encouraged to develop positive, respectful relationships with others, express their opinions, make sound choices and develop a variety of learning outcomes. Educators and children establish agreed behaviours at the beginning of each school year. These agreements are displayed in the main OSHC room and are positively reinforced on a daily basis. Positive behaviour management relies on effective communication between all parties (children, parent/carers, educators and management). Families and children will be informed of the Behaviour Guidance Policy, through the enrolment package. Whilst there is recognition of the importance of Out of School Hours Care to caregivers, this also needs to be balanced with having a safe and respectful environment for all children and educators.

2. IMPLEMENTATION

Participation is an ongoing process of engagement and involvement through which children and young people:

- are actively listened to
- are supported to express their views
- have their views taken into account and recorded

- are involved in decision-making processes.

To guide children's behaviour Educators and Nominated Supervisors will;

- build strong relationships with all children.
- understand behaviour is an indication of some underlying issues and that needs to be considered when dealing with these behaviours.
- Promote that all feelings are acceptable but not all behaviours are acceptable.
- Acknowledge that children learn from their mistakes.
- Be fair and consistent.
- When guiding children's behaviour focus on the behaviour and not the child.
- Recognise that behaviour is affected by various influences such as age, physical environment, time of day, educator and children's actions, family experiences and cultural background.
- Work together with families and the school to build positive relationships.
- Provide a varied program for all children to be included in.
- Seek input from families regarding behaviour policy.

Educators and Nominated Supervisors will;

- Be respectful of children and their boundaries
- Abide by the guideline set out in Protective Practices, Managing Allegations of Sexual Misconduct in SA Education and Care Settings, Responding to Problem Sexual Behaviour in Children and Young People.
- Maintain strictly professional relationships with children and families.
- In cases where a personal relationship exists between families and educators, educators must maintain a professional relationship at the service and ensure all children are treated with equity and fairness.
- Limit physical contact to only appropriate times such as first aid, in the event of danger or to ensure the safety of the child.
- Seek to ensure that they are not alone at the service with a child, except in an emergency.

Educators will outline at enrolment the expectations of OSHC, during termly meetings and throughout care. These include:

- Violent behaviour will not be tolerated
- Children must be respectful to all others and treat other with care and kindness.
- Children are expected to care for OSHC property.
- Walking while in transition.
- Following of the daily routine.
- Children are expected to clean up after themselves while in care.
- Children are to follow the transition procedure.
- Safe play is expected in all areas.
- Children are asked to remain seated until they have finished eating.

All children have the right to:

- be treated with respect and understanding;
- be treated as an individual;
- play and learn in a positive environment;
- feel safe while playing and interacting with others;
- expect property and belongings to be safe;
- appreciate and maintain the beauty of our surroundings;
- be proud of their appearance;

When a child has been unable to meet these expectations the following procedure will be followed by educators:

Step one: Verbal reminder of the expectations of OSHC

Step two: Children will be given a verbal warning that their behaviour does not meet the expectations of the service and that further inappropriate behaviour will result in consequences.

Step three: Educator will negotiate appropriate consequences to the child's behaviour with the child in the area of play. Children are to fulfil these consequences and then can resume play.

Step four: If the child is refusing to fulfil the consequences of their behaviour or continue the inappropriate behaviour educators are to provide an alternative place for reflection and calm down time.

Step five: When these previous steps have not rectified the behaviour of the child or the initial behaviour is deemed a serious incident educators will involve directors or responsible person. Child will then have a meeting with directors or responsible person to find a solution.

Step six: If no solution can be found or child is still behaving inappropriately directors will organise a meeting with family/ guardians as well as line manager. This step will be repeated if a child is able to return to OSHC with a behaviour plan when further reflection needs to occur.

Step seven: If inappropriate behaviour continues temporary suspension from the service involving consultation with child, families, directors, school delegate. Negotiating terms of recommencement at service.

Step eight: If inappropriate behaviour continues after recommencement termination of enrolment in the service program involving consultation with child, families, directors, school delegate.

Other policy referenced

Inclusion Policy

Health and Wellbeing Policy

Bullying and Harassment Policy

Child Protection Policy

Management Policy

National Quality Standard

Quality Area 1 - Educational Program and Practice **1.1** Program **1.2** Practice **1.3** Assessment and planning

Quality Area 2 - Children's Health. & Safety **2.1** Health **2.2** Safety

Quality Area 4 - Staffing Arrangements **4.1** Staffing arrangements **4.2** Professionalism

Quality Area 5 - Relationships with children **5.1** Relationships with children

Quality Area 6 - Collaborative partnerships with Families and Communities **6.1 & 6.2**

Education And Care Services National Regulations

84 Awareness of child protection law

100 Risk assessment must be conducted before excursion

- 145** Staff record
- 146** Nominated supervisor
- 147** Staff members
- 148** Educational leader
- 149** Volunteers and students
- 150** Responsible person
- 151** Record of educators working directly with children
- 157** Access for parents
- 160** Child enrolment records to be kept by approved provider and family day care educator
- 168** Education and care service must have policies and procedures
- 170** Policies and procedures to be followed
- 171** Policies and procedures to be kept available
- 172** Notification of change to policies or procedures
- 260** Educator to child ratio—children over preschool age—centre-based services
- 261** General qualifications for educators—children over preschool age—centre-based services