

## Policy 15

# **Interaction with Children Policy**

### **Policy Statement**

Wideview Outside School Hours Care Service believe that secure, respectful, and reciprocal relationships between children and adults provide the foundation for children's growth and development. We strive to support individual family and cultural values, as well as the developmental level and ability of each child.

At WOOSHC we work to provide opportunities for children, staff, and volunteers to interact and develop respectful, positive relationships. We believe that educators who are attuned to children's thoughts and feelings support the development of a strong sense of wellbeing and social competency.

### **Links to Education and Care Services National Regulations and National Quality Standard**

<b>QUALITY AREA</b>		
1.1.1	Approved learning framework	Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators.
1.1.2,	Child-centered	Each child's current knowledge, strengths, ideas, culture, abilities, and interests are the foundation of the program.
1.1.3,	Program learning opportunities	All aspects of the program, including routines, are organised in ways that maximise opportunities for each child's learning.
1.2.1,	Intentional teaching	Educators are deliberate, purposeful, and thoughtful in their decisions and actions
1.2.2,	Responsive teaching and scaffolding	Educators respond to children's ideas and play and extend children's learning through open-ended questions, interactions, and feedback.
2.2.1,	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard
3.2.1,	Inclusive environment	Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments
4.1.2,	Continuity of staff	Every effort is made for children to experience continuity of educators at the service.
4.2.2	Professional standard	Professional standards guide practice, interactions, and relationships
5.1.1,	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident, and included.
5.2.2,	Self-regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
6.2.3	Community engagement	The service builds relationships and engages with its community.

### **EDUCATION AND CARE SERVICES NATIONAL REGULATIONS**

73	Educational program
74	Documenting of child assessments or evaluations for delivery of educational program
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures

### **Procedure**

#### **1. develop respectful, positive relationships**

1.1 Educators strive to provide each child with positive guidance and encouragement towards acceptable behaviour.

1.2 The children will not be required to participate in activities that are inappropriate in relation to their family and cultural values, age and/ or physical and intellectual development or capacity.

- 1.3 The routine and program are reviewed regularly to ensure they are developmentally and age appropriate and that educator's expectations of children are based on their age and development. The program of activities is planned, evaluated, and extended on to facilitate the individual's strengths and interests and ensure children have opportunities to try new activities, take risks and develop a sense of achievement.
- 1.4 Where practicable educators consult with the school community to ensure that strategies are consistent across the education and care environment.
- 1.5 Educators regularly meet outside of the program hours and discuss the development of the program, experience and knowledge of individual children's needs, routines and current goals and strategies.
- 1.6 At WOOSHC we strive to ensure activities do not typecast according to gender, racial background or ability but look to provide new experiences and opportunities to acquire new skills.
- 1.7 The environment will offer a variety of activities and experiences which promote self-expression and enhance each child's strengths by providing opportunities to be successful and feel competent.

## **2. Educator's interactions with children**

Educator's will-

- 2.1 Ensure at all times that the environment and interactions reflect and promote respect for the individual children using the service.
- 2.2 Ensure that interactions are non-bias, non-discriminatory, non-threatening, respectful, will not humiliate, scare, threaten or harm any other person.
- 2.3 Role model and promote respect, democracy, honesty, integrity, justice, courage, and a collaborative environment for all.
- 2.4 Promote a positive interactive learning community.
- 2.5 Role model respectful and positive interactions with the children, with each other and with the families.
- 2.6 Value partnerships with families and consult with families on a regular basis.
- 2.7 Recognise that actively playing / supervising is the best way to adequately supervise, respond and promote positive interactions and learning.
- 2.8 Promote and role model positive guidance and conflict resolution.
- 2.9 Respect the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.
- 2.10 Acknowledge the uniqueness and potential of each child.
- 2.11 Develop a positive and supportive relationship with each child.
- 2.12 Provide a relaxed, secure, and stimulating environment which enhances children's autonomy, exploration and initiative while being supervised appropriately to ensure their safety.
- 2.13 Respect children's dignity and encourage children to accept and appreciate themselves and others.

- 2.14 Recognise the importance of peer group relationships.
- 2.15 Respect the relationship between children and their families

### **3. Communication between Educators and children**

- 3.1 Educators and children are to treat each other with respect, courtesy and understanding.
- 3.2 Educators will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the service.
- 3.3 Appropriate language is to be maintained at all times.
- 3.4 Educators will use appropriate voice tone and level when talking to children. Shouting will be avoided.
- 3.5 Educators will be supportive and encouraging and communicate to children in a friendly positive and courteous manner.
- 3.6 Educators will greet and farewell children each session.
- 3.7 Educators will initiate conversations with all children and develop an understanding of the child and their interests.
- 3.8 Educators will give praise and positive feedback to the children as often as possible.
- 3.9 Educators will form friendly and warm relationships with the children in their care.
- 3.10 When communicating with children, educators will ensure that they are understood and to communicate at the child's level.
- 3.11 Children will never be singled out or made to feel inadequate at any time.
- 3.12 Educators will not threaten or verbally abuse the children in any way.

### **4 Respectful behaviour towards children will be maintained, Educators will –**

- 4.1 Behave as a positive role model to children and young people, and to the community.
- 4.2 Uphold and advocate for children's rights
- 4.3 Provide opportunities for children to be empowered through decision-making
- 4.4 Intervene when children or young people are engaging in inappropriate bullying behaviour towards others or acting in a humiliating or vilifying way
- 4.5 Ensure permission is sort prior to taking photos or videos.
- 4.6 Not engage in rough physical behaviour with a child or young person
- 4.7 Not use physical means to control or discipline a child, other than reasonable restraint, such as by holding a child to prevent injury
- 4.8 Hold, kiss, cuddle, or touch a child, in a manner considered inappropriate in the context of a program/activity/occasion, except for appropriate touch (for example, to comfort distress)
- 4.9 Encourage children to do things of a personal nature that they can do for themselves

- 4.10 Avoid spending time alone or remain in a confined or secluded space with a child or young person, in a manner considered inappropriate in the context of a program/activity.
- 4.11 Not isolate or make offensive or inappropriate comments to children regarding their background, religion, appearance, abilities or sexuality.
- 4.12 Not give personal gifts or favours that target a particular child
- 4.13 Not cultivate relationships online or through social media with children.
- 4.14 Not take a child to their home, or encourage private meetings outside of work-related activities unless authorised
- 4.15 Not publish unauthorised photos, videos or information relating to a child, including online, without parental or guardian consent

### Sources

- Australian Children’s Education & Care Quality Authority. (2014).
- My Time, Our Place: Framework for School Age Care in Australia (2011).
- ECA code of ethics
- National Quality Standards
- UN Declaration on The Rights of The Child
- WOOSHC Philosophy

### Policy review information -

The Service encourages staff and parents to be actively involved in the annual review of each of its Policies and Procedures. In addition, the Service will accommodate any new legislative changes as they occur, and any issues identified as part the Service’s commitment to quality improvement. The Service consults with relevant recognised authorities as part of the annual review to ensure the policy contents are consistent with current research and contemporary views on best practice.

### Policy review information -

Review Date	Date completed	By Whom	Collaborated	Comment
July 2020	July 2020	Brandi (Manager)	Staff Committee Parents	
July 2021	31/7/2021	Brandi (Manager)		
June 2022	June 2022	Brandi (Manager)		
June 2023 2024	June 2023	Brandi (Manager)		