

## Interactions with Children, Families & Educators Policy

Burton OSHC service acknowledges the valuable role OSHC services, and My Time Our Place, play in the lives of children and families. As such our service uses the My Time Our Place framework for School Age Care in Australia to underpin the operational development of the service and ensure that the needs of each child are addressed.

A large contributor to our service's ethos of our service is to value each of our OSHC educators and enable them to access professional development and training to inform them of the latest research findings that will guide and empower them to effectively support, interact and nurture children. The principles of secure, respectful and reciprocal relationships; partnerships; high expectations; and equity and respect for diversity should guide all educator interactions with children.

As such important qualities for Educators, when building relationships with children, include fairness, integrity, authenticity, humour, sympathy, understanding and open communication. We believe that Educators who strive to build strong connections with children & their families contribute to their sense of belonging, fairness and self-esteem.

Positive communication and mutual respect that is role modelled by Educators will benefit children in their development of similar skills along with increasing their self-esteem, self-confidence, self-identity, cultural identity as well as their sense of being, becoming & belonging. As such:

- Children will be spoken to in a positive manner at all times.
- Primary contact Educators will interact with children in a way that ensures that children are guided towards positive responsible behaviour.
- Educators will actively listen to children; they will support and encourage children to use appropriate language in their interactions with adults and peers.
- Educators will extend upon children's interests through open ended questions and discussions, supported in observations, reflection and program.
- Communication with children will be on the child's level; as this shows respect to the child & allows for eye contact to occur and therefore effective communication.
- Educators will encourage and be involved in spontaneous interactions. Educators will always use appropriate language keeping in mind that they are powerful influences in children's lives and are very active role models.
- Educators will ensure that the dignity and rights of each child are respected at all times.
- Educators will show empathy to children.
- Educators will ensure that the values, beliefs and cultural practices of the child and family are respected, considered and where possible integrated into the curriculum and experiences provided.
- Educators will ensure that children are not forced to eat against their wishes or needs
- No child is ever isolated for any reason other than illness, accident or pre- arranged appointment with parental consent. During this time, they will be under adult supervision.
- Encouragement and praise is given freely regardless of success.

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Children will be encouraged to display socially suitable behaviour and language when dealing with their peers:

- Appropriate language and behaviour will be role modelled by Educators.
- Educators will help children to be aware of the feelings of others.
- Children are encouraged to treat all children as their friend

Professional communication is very important to make a happy, culturally safe work environment and to build positive relationships with families and children. Communication amongst colleagues creates a positive atmosphere and a professional service for families and children. Communication between Educators and families ensures that important information is being passed on and that consistency occurs.

As such educators will:

- Show respect for one another
- Shared the duties within the room
- Listen to each other's point of view and ideas
- Communicate to ensure that the teamwork occurs
- Participate in in-service training on communication
- Acknowledge parents as a valuable source of information on their child
- Greet parents as well as children upon arrival by name wherever possible
- Encourage two-way communication, leading by example and asking open ended questions
- Use common terminology when talking to parents regarding their child's development
- Never discuss another child with a parent or visitor
- Be sensitive to cultural differences amongst families and will encourage families to share cultural aspects with the children and Educators at the Service
- Always endeavour and seek the advice and opinion from experts to help with regard to a child with additional needs or support a family through resources available from such support agencies as Novita or the private sector.
- Endeavour to recognise and implement a number of different ways to communicate with families in their preferred chosen way e.g verbal, emails etc

The service will ensure that communication will always be open, respectful and honest and that service information, updates and notices will be made available via the, Newsletter, emails and where possible, provide information in languages represented by the service's community.

### Unacceptable Interactions

Should unacceptable behaviour from a child be of an extreme nature or be documented as an ongoing concern, the Director and Principal will make the decision as to whether the child needs to be excluded from the service. Caregivers will be informed and notice given. Please refer to the Behaviour Management Policy.

Should unacceptable behaviour be of an extreme nature from a child's caregiver, they may be asked to leave the school site. In extreme circumstances the police will be called to intervene. Please refer to the Behaviour Management Policy and Parent/Guardian Conduct Policy.

## Interactions with Children, Families & Educators Policy

If an Educator fails to comply with a professional standard they may be liable to disciplinary action. Please refer to the Code of Conduct Policy.

Interactions with Children Families and Educators Policy relates to:

| Regulations | National Quality Standard (NQS) | Other policies / service documentation  | Other legislation / guidelines |
|-------------|---------------------------------|---|--------------------------------|
| 168         | 1.1, 1.2, 2.2.1, 5.1, 7.1       | Philosophy Statement  | My Time, Our Place             |
| 155 & 156   |                                 | Code of Conduct Policy<br>Parent/Guardian Policy<br>Behaviour Management Policy |                                |

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