

Interactions with Children Policy

Policy Statement & Commitments

Brunswick East Primary School Outside School Hours Care Service (BEPS OSHC Service) aims to create an environment in which children feel that they are valued members of their community, and in which their sense of belonging and wellbeing is supported. Educators will achieve this through providing consistent emotional support that will nurture the development of children's self-esteem and assist them to acquire the skills and understandings they need to interact positively with others.

Educators at BEPS OSHC Service are genuinely interested in each child's own interests and needs, and take the time to fully understand what children are doing or saying, listening to their responses and asking open ended questions. Educators also respect children's desire not to engage in conversations at certain times or for particular reasons.

BEPS OSHC Service is committed to:

- ensuring that children and families are provided with educators with whom they can develop warm relationships, respecting their opinions and maintaining their dignity and rights
- providing educators who are responsive to children's strengths, interests, abilities and backgrounds, and provide opportunities to become self-reliant and develop self-esteem
- maintaining the dignity and rights of children, families, educators, colleagues and the community at all times
- positive guidance and support towards acceptable behaviour.

In order to reach all families from the diverse cultural communities who utilize BEPS OSHC Service, this information will be translated into key community language when appropriate

Procedures

- As each child and family arrives at BEPS OSHC Service, they will be greeted by an educator.
- Educators will be supportive and encouraging and engage in one to one small group communications with children in a friendly, positive and respectful manner. They will form warm relationships with each child in their care.

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- Educators will use children’s names and get down to the child’s eye level when communicating with them, and ensure that their interactions are both meaningful and personal.
- Educators will create a relaxed and happy atmosphere ensuring children experience equitable, friendly and genuine interactions with all educators at BEPS OSHC Service.
- Educators will respect each child’s uniqueness, and will be attuned to and respond sensitively and appropriately to a child’s efforts to communicate. They will use the child’s own language (sometimes through bi-lingual workers), communication styles and culture to enhance their interactions.
- Educators will assist children to learn to communicate and interact positively and cooperatively with their peers through modelling appropriate communication and responding positively to children at all times.
- Education will encourage children to communicate their own ideas in a respectful and courteous way, and will respond appropriately to a child’s non-verbal cues.
- Educators will show empathy, respect and understanding when communicating with children. This will allow the children to model this in their interactions with adults.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will comfort children when they are upset, or are showing signs of distress, and help them to feel safe, secure and understood.
- Educators will interact with children at meal and snack times in a relaxed, unhurried manner, in which the enjoyment of food and the social aspect of meal and snack times is promoted.
- Educators will genuinely seek children’s input, respect their ideas and take their program suggestions on board.

Equity & Diversity

BEPS OSHC Service to develop responsive, warm, trusting and respectful relationships with each enrolled children through taking the time to genuinely listen and talk with children and their families. Educators at BEPS OSHC Service relate to the children, their families, and to each other in a friendly, caring and sensitive manner valuing each individual and the unique contribution they make.

- Both boys and girls will be equally encouraged to participate in all activities with due consideration for individual needs and interests.
- Non-sexist behaviour by children will be supported, and expected from staff.
- Children will be encouraged to express emotions and display appropriate affection.

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- All language used within BEPS OSHC Service, both verbal and written will be gender inclusive.
- Materials that portray females and males in roles, situations and jobs that are not stereotyped will be utilised.
- Both female and male staff will be employed, and in practice jobs carried out by staff will not be related to gender.
- BEPS OSHC Service will encourage professional development activities of staff to support challenging stereotypes in curriculum decision making.

Sources & Legislative References

National Professional Support Coordinator Alliance 2012, *Getting started with policies for the NQF: Policies in Practice template – Interactions with Children*, www.pscalliance.org.au

Tansey, S 2009, *Fostering children’s relationships*, extract from *Putting Children First*, the Newsletter of the National Childcare Accreditation Council, no. 29.

UNICEF (n.d.)._Fact sheet: A summary of the rights under the Convention on the Rights of the Child, www.unicef.org/crc/files/Rights_overview.pdf

Early Childhood Australia 2005, *The Code of Ethics* http://www.earlychildhoodaustralia.org.au/code_of_ethics/early_childhood_australias_code_of_ethics.html

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| <i>DEEWR Child Care Service Handbook 2011–2012 – Sections 6.5 & 6.6</i> |
| <i>Education & Care Services National Law Act 2010 (Vic) – Sections 2(2)(b)& 3(3)(a)(b)(c)(d)(e)(f), 165, 166 & 168</i> |
| <i>Education & Care Services National Regulations (2011) – Regulations 155, 156 & 168(20(j))</i> |
| <i>National Quality Standard for Early Childhood Education and Care & School Age Care (2010) – Standards 1.1, 1.2, 5.1 & 6.1; Elements 2.1.2, 2.3.4, 4.1.1, 7.1.5</i> |
| <i>Framework for School Age Care in Australia (2012) – Principles; Practices; Outcomes 1, 2 , 3 & 5</i> |