



## Interactions with Children

### National Quality Standards:

#### Area 1 - Educational program and practice

##### Standard 1.1 - Program

###### Elements:

###### *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-centred*

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.

##### Standard 1.2: Practice

###### Elements:

###### *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.

###### *1.2.3: Child directed learning*

Each child's agency is promoted, enabling them to make choices and decisions that influence events and their world.

#### Area 2 - Children's health and safety

##### Standard 2.1 - Health

###### Elements:

###### *2.1.1: Wellbeing and comfort*

Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

###### *2.2.3: Child protection*

Management, educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse or neglect.



## Area 3 - Physical Environment

### Standard 3.2 - Use

#### Elements:

##### *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.

## Area 4 - Staffing arrangements

### Standard 4.1- Staffing arrangements

#### Elements:

##### *4.1.1: Organisation of educators*

The organisation of educators across the service supports children's learning and development.

##### *4.1.2: Continuity of staff*

Every effort is made for children to experience continuity of educators at the service.

### Standard 4.1 - Professionalism

#### Elements:

##### *4.2.2: Professional standards*

Professional standards guide practice, interactions and relationships.

## Area 5 - Relationships with children

### Standard 5.1 - Relationships between educators and children.

#### Elements:

##### *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.

##### *5.1.2: Dignity and rights of the child.*

The dignity and rights of every child are maintained.

### Standard 5.2 - Relationships between children

#### Elements:

##### *5.2.1: Collaborative learning*

Children are supported to collaborate, learn from and help each other.

##### *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.

**Area 6** - Collaborative partnerships with families and communities

**Standard 6.2** - Collaborative partnerships

**Elements:**

*6.2.1: Transitions*

Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.

**Area 7** - Governance and leadership

**Standard 7.1** - Governance

**Elements:**

*7.1.1: Service philosophy and purpose*

A statement of philosophy guides all aspects of the service's operations.

## Children (Education and Care Services) National Regulations (2011 SI 653):

Reg. 73	Educational program
Reg. 74	Documenting of child assessments or evaluations for delivery of educational program
Reg. 155	Interactions with children
Reg. 156	Relationships in groups

### Related Policies:

- Providing a Child Safe Environment
- Child Protection

### Policy Statement:

Adventure OSHC will provide an environment that reflects the principles in “My Time, Our Place” where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged, and genuine respect for diversity and a commitment to equity is reflected in all of our interactions with children.

We will endeavour through our interactions with children to nurture their optimism, happiness and sense of fun and we will aim to recognise and respond to barriers which may impact on children achieving a positive sense of self-identity.



## Purpose:

To reflect clear expectations when it comes to Educators utilising opportunities in their interactions with children to develop an understanding of each other's expectations leading to a deeper understanding of each other and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

## Scope:

This Policy applies to children and all staff working at the service.

## Implementation:

### The Educators will:

- Adhere to the Service's "Code of Conduct" and OSHC Code of Professional Standards.
- Maintain a positive attitude in all interactions with children.
- Listen carefully to children's experiences and perspectives and show interest in their ideas and opinions.
- Respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigmatisation.
- Support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment, or the refusal of food or other basic needs. Educators will always treat children with respect, courtesy and understanding.
- Treat children equally regardless of race, cultural background, religion, sex, or ability, and ensure interactions between children and Educators exhibit this.
- Sensitively manage children who are having difficulty conveying their message or managing their emotions.
- Ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- Speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- Engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes and interests.
- Collaborate with children regarding the daily routines and practices within the service, including programming of experiences to meet their individual needs, interests and abilities.
- Organise environments and spaces that promote small and large group interactions and meaningful play and leisure.



- Collaborate with children to develop a set of rules or boundaries to guide their behaviour in the service and discuss clear expectations and consequences of inappropriate behaviours.
- Keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All staff, families and children will be made aware of the rules and the expected consequences. The rules will be displayed.
- Ensure that all Educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- Follow up all issues that arise by discussing the situation with the child and strategising for better solutions in future issues.
- Collaborate with family members and schools regarding appropriate behaviour management practices to ensure there is a consistent approach.
- Be supported by management to access professional development and resources related to positive behaviour management and include this in professional development planning.
- Act as a positive role model for appropriate and expected behaviours in the Service, being mindful of respectful language and tone.
- Encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- Focus on the behaviours being displayed and not the child displaying them.
- Assist children in developing self-discipline skills and regulating their behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive direction.
- Provide children with opportunities to interact and develop respectful and positive relationships with each other, Educators, and visitors to the Service.
- Ensure that appropriate physical contact is maintained in regard to comforting children, application of first aid, safety provisions such as holding hands and maintaining respectful bodily space.
- Identify when interactions with a child are not appropriate and refer to the Service's 'Providing a Child Safe Environment' Policy to address these concerns.
- Maintain defined boundaries in regard to appropriate behaviour with children and engagement with their families.

## **The Children will:**

- Be treated with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.

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- Be encouraged to listen to others, respect, courtesy and understanding, regardless of race, cultural background, religion, sex or ability.
- Be encouraged to share humour and express themselves in a variety of ways.
- Practice strategies for problem-solving, debating, negotiating, and interacting with others appropriately with the guidance of Educators.
- Have opportunities to use and share their home language with other children and Educators.
- Collaborate with staff in developing Service routines and procedures, including rules and boundaries, and any consequences.
- Encourage their peers to adhere to the rules and expectations.
- Participate in experiences that will build relationships and promote interactions between each other, Educators, and visitors to the Service.
- Assist Educators in developing programs and routines for the Service that reflect their individual needs, interests and abilities.
- Have their need for solitude or quiet time supported and respected by Educators and children.
- Develop an understanding of the choices they make and the responsibility they have to manage their behaviours in conjunction with Educators.

## Sources:

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

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