



WOODSIDE PRIMARY SCHOOL OUT OF SCHOOL HOURS CARE

Interaction with Children

Policy Statement

The Woodside Primary School OSHC is committed to maintaining the dignity and rights of each child at the service and encouraging children to express themselves and their opinions, and to undertake experiences that:

- Develop self-reliance and self-esteem
- Considering the health, safety and wellbeing of each child, and providing a safe, secure and welcoming environment in which they can develop and learn
- Maintaining a duty of care towards all children at the service
- Considering the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child
- Building collaborative relationships with families to improve learning and development outcomes for children
- Encouraging positive, respectful and warm relationships between children and educators/staff at the service
- Positive communications between staff and families
- Encourages warm nurturing relationships between children and educators that support and view children as strong, powerful, competent, complex and full of possibilities.

Policy Background: The relationship between educators and children is perhaps the most important aspect of a service. Secure, respectful and reciprocal relationships are one of the basic principles of My Time, Our Place Learning Framework that provides a vision for the children's learning at OSHC. Relationships between educators and children can have an impact on other relationships and can dictate the mood of the group, or the whole OSCHC environment. The value of other skills like observing, planning and organising the environment depends upon the extent to which educators are able to develop these relationships. Children who are secure in the relationship with their educator/s are confident in their learning and are able to enjoy and feel relaxed in their time at the OSCHC program.

Children need positive relationships with adults that they can trust and who respond to them. This is the basic foundation that they need in order to feel good about themselves and their being in the world, and secure enough to take pleasure in actively exploring and learning about themselves, people and things around them.

Children continually are learning communication and social skills. The way in which educators relate and interact with them and to other people in the OSCHC is an important source of information about how they should communicate and interact with others.

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Therefore, these adults should relate to children in a positive way which responds to each child's individual needs and enables the child to develop the ability to relate in a similar positive way to others. Children also need adults who actively teach them communication skills, by relating to them in ways which build upon their existing and emerging social and interactive communication skills, and by providing them with opportunities, and activities to exercise and develop these skills.

As educators we are able to establish trusting relationships with the children and at the same time we are able to be positive role models by communicating, interacting and socialising with the children in our care.

Practices:

The Nominated Supervisor and Educational Leader shall:

- Guide professional development and practice to promote interactions with children that are positive and respectful.
- Establish practice guidelines to ensure that interactions with children are given priority and those interactions are authentic, just and respect difference.

Educators and staff will:

- Respond to children's communication in a just and consistent manner.
- Respond sensitively to children's attempts to initiate interactions and conversations.
- Initiate one to one interactions with children during daily routines and conversations with each child.
- Support children's efforts, assisting and encouraging as appropriate.
- Support children's secure attachment through consistent and warm nurturing relationships.
- Support children's expression of their thoughts and feelings.
- Encourage children to express themselves and show an interest and participate in what the child is doing
- Encourage children to make choices and decisions.

Role Modelling

Educators model positive interactions when they:

- Show care, empathy and respect for children, educators and staff and families;
- Learn and use effective communication strategies;

- Promote a safe, secure and nurturing environment
- Be authentic and responsive
- Be based in fairness, acceptance and empathy with respect for culture, rights, community and the individual