



Outside School Hours Care Interactions with Children Policy

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Responsibility of: Director

Effective Date: 23/03/2022

Target Audience: Outside School Hours Care
Staff and Families

Next Review Date: 23/03/2024

NOTE: This Policy must be read in conjunction with the *Interactions with Children Procedures*.

1. RATIONALE

The relationship between educators and children is perhaps the most important aspect of the Leanyer Outside School Hours Care (Leanyer OSHC). Children need positive relationships with adults whom they can trust and who respond well to them. This is the foundation they need to feel good about themselves and secure enough to take pleasure in actively exploring and learning about themselves and the world around them. Children feel secure in their relationships with their educators and peers when they are authentic and responsive.

We encourage a child-centred approach that promotes self-expression, self-reliance and self-esteem, and maintains each child’s dignity and rights. We are committed to meeting our regulatory requirements in relation to interactions with children.

2. PURPOSE

The *Education and Care Services National Regulations* require approved providers to ensure their services have policies and procedures in place in relation to interactions with children. This policy, and the related *Interactions with Children Procedures*, outline the key principles and requirements that govern Leanyer OSHC’s approach to interactions between educators and children.

3. LEGISLATIVE REQUIREMENTS

This policy is consistent with the follow legislative requirements:

<i>Education and Care Services National Law Act 2012</i>		
Revised National Quality Standard (2018)		
Quality Area 1: Educational program and practice		
1.2	Practice	Educators facilitate and extend each child’s learning and development.
Quality Area 4: Staffing arrangements		
4.1.1	Organisation of educators	The organisation of educators across the service supports children's learning and development.
Quality Area 5: Relationships with children		

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.
Quality Area 7: Governance and leadership		
7.1.1	Service philosophy and purpose	A statement of philosophy guides all aspects of the service's operations.
7.1.3	Roles and responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.
7.2.2	Educational leadership	The educational leader is supported and leads the development and implementation of the educational program and assessment and planning cycle.
<i>Education and Care Services National Regulations (2011)</i>		
73	Educational program	
84	Awareness of child protection law	
115	Premises designed to facilitate supervision	
117A	Placing a person in day-to-day charge	
118	Educational leader	
123	Educator to child ratios – centre-based services	
126	Centre-based services – general educator qualifications	
145	Staff record	
155	Interactions with children	
156	Relationships in groups	
168	Education and care service must have policies and procedures	
170	Policies and procedures to be followed	
171	Policies and procedures to be kept available	
172	Notification of change to policies or procedures	

4. LEANYER SCHOOL INNOVATION STATEMENT

Leanyer Outside School Hours Care, in partnership with parents, carers and the community, will provide an educational program which is vital to students' achievement as individuals and citizens in the 21st century. Our program will emphasise creativity, collaboration, innovation and leadership. Students will be provided with rich and diverse opportunities to develop the broad cultural understandings and skills in social harmony necessary to contribute as successful global citizens.

5. LEANYER SCHOOL VALUES

Achievement	Take responsibility for always doing your best.
Curiosity	Ask questions of yourself and others and listen to new ideas.
Respect	Care for yourself, others and the environment.
Collaboration	Work and learn with others to achieve goals.

6. POLICY

Leanyer OSHC 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 positive, supportive and intentional relationships 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 will model appropriate language and behaviour. They will take the time to listen to children and ask them open ended questions.

All educators will ensure that Leanyer Outside School Hours Care provides education and care to children in a way that:

- encourages the children to express themselves and their opinions;
- allows the children to undertake experiences that develop self-reliance and self-esteem;
- maintains at all times the dignity and rights of each child;
- gives each child positive guidance and encouragement towards acceptable behaviour;
- has regard to the family, cultural values, age, physical and intellectual development, and abilities of each child at the service; and
- ensures children have opportunities to interact and develop respectful and positive relationships with each other and with educators, staff and volunteers. In providing these opportunities, the size and composition of groups of children will be considered.

All decision-making will be carried out in accordance with the following principles:

- Positive educator to child interactions are central to ensuring quality outcomes for children's education and care.
- We value the important role our educators and staff play in children's education and care. We equip them with the necessary knowledge and skills to enable them to interact positively with the children and promote relationships between children.
- Our educational program encourages children's self-expression, promotes self-reliance, maintains their dignity and rights, gives positive guidance, and recognises their culture, values and abilities. We regularly reflect on and refine the program in this regard.

7. DEFINITIONS

Term	Meaning	Source
ACECQA – Australian Children's Education and Care Quality Authority	The national authority that works with all regulatory authorities to administer the National Quality Framework, including the provision of guidance, resources and services to support the sector to improve outcomes for children.	acecqa.gov.au
Dignity and rights of the child	Element 5.1.2 of the National Quality Standard ('Dignity and rights of the child') aims to achieve the United Nations Convention on the Rights of the Child, a universally agreed set of non-negotiable standards and	Guide to the NQF (Element 5.1.2)

	<p>obligations founded on respect for the dignity and worth of each child, regardless of race, colour, gender, language, religion, opinions, origins, wealth, birth status or ability. Article 19 of the Convention states that children have the right to be protected from being hurt and mistreated, physically or mentally.</p>	
<p>Positive interactions between educators and children</p>	<p>Involves educators viewing each child as capable and competent, with a right to a voice, and able to contribute to decisions that affect them. This enables educators to focus their practices on children's strengths and inclusion in the group environment.</p> <p>Educators who are responsive to children's thoughts and feelings are supporting them to develop a strong sense of wellbeing. By interacting positively and meaningfully with children, educators help each child to feel accepted and to develop a sense of attachment and trust.</p> <p>Children who are supported to understand themselves experience a sense of belonging that fosters self-esteem which contributes to the development of identity and is critical to children's capacity to understand their own strengths, abilities and interests. When children feel safe, secure and supported, they develop confidence to explore and learn.</p>	<p>Guide to the NQF (Element 5.1.1)</p> <p>Early Years Learning Framework, p. 20</p> <p>Framework for School Age Care, p. 19</p>
<p>Relationships between children</p>	<p>When educators create supportive environments in which children experience mutually enjoyable, caring and respectful relationships, children respond accordingly.</p> <p>Positive relationships provide children with the confidence and agency to explore and learn about their world.</p> <p>As their relationships become more complex and far-reaching over time, children's interactions with others also help them to extend their knowledge, thinking and ability to apply what they already know in new and unfamiliar contexts.</p> <p>Developing effective relationships with others is a key part of children's social development and these relationships also provide a base for children's learning.</p>	<p>Guide to the NQF (Standard 5.2)</p> <p>Early Years Learning Framework, p. 25</p> <p>Framework for School Age Care, p. 24</p>
<p>Relationships between educators and children</p>	<p>When children experience nurturing and respectful reciprocal relationships with educators, they develop an understanding of themselves as competent, capable and respected. Consistent emotional support contributes to children developing a strong sense of wellbeing and belonging.</p> <p>Relationships are the foundation for the construction of identity, and help shape children's thinking about who they are, how they belong and what influences them.</p>	

8. RELATED POLICIES AND DOCUMENTS

1. Leanyer Outside School Hours Care ***Dealing with Medical Conditions in Children Policy***
2. Leanyer Outside School Hours Care ***Dealing with Medical Conditions in Children Procedures***
3. Leanyer Outside School Hours Care ***Enrolment and Orientation Policy***
4. Leanyer Outside School Hours Care ***Enrolment and Orientation Procedures***
5. Leanyer Outside School Hours Care ***Delivery of Children to, and Collection from Outside School Hours Care Policy***
6. Leanyer Outside School Hours Care ***Delivery of Children to, and Collection from Outside School Hours Care Procedures***
7. Leanyer Outside School Hours Care ***Incident, Injury, Trauma and Illness Policy***
8. Leanyer Outside School Hours Care ***Incident, Injury, Trauma and Illness Procedures***

Related Policies and Procedures to be developed:

9. Leanyer Outside School Hours Care ***Providing a Child Safe Environment Policy***
10. Leanyer Outside School Hours Care ***Providing a Child Safe Environment Procedures***
11. Leanyer Outside School Hours Care ***Nutrition, Food and Beverages, Dietary Requirements Policy***
12. Leanyer Outside School Hours Care ***Nutrition, Food and Beverages, Dietary Requirements Procedures***
13. Leanyer Outside School Hours Care ***Governance and Management Policy***
14. Leanyer Outside School Hours Care ***Governance and Management Procedures***
15. Leanyer Outside School Hours Care ***Educational Program and Practice Policy***
16. Leanyer Outside School Hours Care ***Educational Program and Practice Procedures***