



Outside School Hours Care Interactions with Children Procedures

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| Version Number: | 2 February 2022 | File: | L:Drive |
| Responsibility of: | Director | Effective Date: | 23/03/2022 |
| Target Audience: | Outside School Hours Care Staff and Families | Next Review Date: | 23/03/2024 |

1. BUSINESS NEED

Leanyer School Outside School Hours Care (Leanyer OSHC) aims to provide an education and care environment where the dignity and rights of each child are maintained and children are supported and encouraged to express themselves and their opinions. Secure, respectful and responsive relationships between children and adults provide the foundation upon which the Leanyer OSHC community is built. We recognise the importance of the relationships that children have with educators and 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. SCOPE

These procedures apply to all children, families, carers, staff and management of Leanyer OSHC.

3. PROCEDURES

3.1 Interactions with Children

- As each child and family arrives at Leanyer OSHC, they will be greeted by the Director or an educator.
- Educators will provide a welcoming, relaxed and happy atmosphere for the children.
- Educators will provide a setting that gives each child positive guidance and encouragement towards acceptable behaviour, with the understanding that we must all take responsibility for our actions.
- Educators will encourage children to engage in conversations about their experiences inside and outside the service and share their feelings.
- Children will never be singled out or made to feel inadequate at any time.
- Educators will respond sensitively and appropriately to children's opinions, ideas and comments, encourage them to develop their thinking, and show that their ideas are valued.
- Educators will participate in children's play, guided by the children about the level and type of involvement. We will always maintain an open approach when responding to children and

offering assistance.

- Our routines will be organised to maximise opportunities for meaningful conversations between children and their peers, and educators.
- Educators will acknowledge children’s complex relationships and sensitively intervene in ways that promote consideration, alternative perspectives and social inclusion.
- We will provide opportunities for staff and children to have one-on-one interactions, to promote warm and nurturing relationships.
- Educators will ensure that the program promotes opportunities for children to engage in social play and group activities.
- 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.

3.2 Interactions with Families

- We establish two-way communication through leading by example, asking questions and being willing to offer information about ourselves.
- We recognise that families are the child’s first educators, therefore we will work in partnership with families by developing a relationship that allows us to gather valuable information about the child.
- Privacy and confidentiality are respected at all times.
- Information about another child or family is never discussed with a parent or visitor.
- We will always be respectful and supportive of cultural values and encourage families to share cultural aspects with the children and educators at the service.
- Connections between families are promoted and enhanced through inviting families to participate in routines and events at the service.

4. ROLES AND RESPONSIBILITIES

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| <p>Leanyer School Board <i>Approved provider</i></p> | <ul style="list-style-type: none"> • Ensure that obligations under the <i>Education and Care Services National Law</i> and <i>National Regulations</i> are met. |
| <p>Director <i>Nominated supervisor</i></p> | <ul style="list-style-type: none"> • Ensure that the service provides education and care to children in a way that: <ul style="list-style-type: none"> ○ 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 toward acceptable behaviour; ○ has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child (Regulation 155). • Ensure that the service provides children with opportunities to interact and develop respectful relationships with each other and with educators, staff and volunteers, having regard to the size and the composition of the groups in which children are being educated and cared for (Regulation 156). • Ensure the service meets minimum educator and staff requirements, such as qualifications and educator to child ratios. |

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| | <ul style="list-style-type: none"> • Ensure all educators and staff have undertaken current child protection legislation training, including for mandatory reporting requirements and obligations. • Ensure that no child is subjected to any form of corporal punishment. • Take reasonable steps to ensure that nominated supervisors, educators, staff and volunteers follow the <i>Interactions with children policy and procedures</i>. • Ensure that copies of the policy and procedures are readily accessible to nominated supervisors, educators, staff, volunteers and families, and available for inspection. • Implement the <i>Interactions with children policy and procedures</i>. • Devise methods to lead the development and implementation of quality practices across the service that ensure that the requirements of regulations 155 and 156 are met. • Support educators to promote quality practice approaches to interactions with children. • Ensure minimum educator and staff requirements are met, such as qualifications and educator to child ratios. |
| Educators | <ul style="list-style-type: none"> • Contribute to the development of, and implement, quality practices that ensure that the requirements of regulations 155 and 156 are met. • Promote quality practice approaches to interactions with children. • Be aware of current child protection legislation, including the mandatory reporting requirements and obligations. • Monitor and maintain staff to child ratios to ensure adequate supervision of children. • Support children in line with the strategies in the ACECQA Relationships with children information sheet: acecqa.gov.au/media/22966. |