



Interaction with Children Policy

Cobbler Creek Out of School Hours Care and Vacation Care believes that the relationship between a child and an Educator is one of the core factors that support positive results in an education and care service. In a quality OSHC service, positive relationships with children are responsive, respectful and promote children's sense of security and belonging. Relationships of this kind provide children with a sense of safety and confidence to explore their environment and engage in play and learning.

Quality Educators are important to ensure a high quality, child-safe environment. Cobbler Creek OSHC aims to recruit qualified and experienced Educators, who can develop warm, respectful relationships with children, create safe and predictable environments and encourage children's active engagement in the learning program. Educators will work with each child to build respectful and equitable relationships and are supported to build and maintain sensitive and responsive relationships. Every effort is also made to provide continuity of care at our service.

Guidelines

Children need positive relationships with adults they can trust and who respond to them. This is the 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 the things around them. It is also key for them to develop relationships with those in their community. Cobbler Creek OSHC Educators' intention is to establish trusting relationships with the children and at the same time to be positive role models by communicating, interacting and socialising with the children in our care. Therefore, our educators will:

- Encourage the children to express themselves and their opinions
- Allow the children to undertake experiences that develop self-reliance and self-esteem
- Maintain at all times the dignity and rights of each child
- Give each child positive guidance and encouragement towards acceptable behaviour
- Have regard to the family and cultural values, age, and physical and intellectual development and abilities of each child

Educators will also ensure that opportunities are provided for children to develop respectful and positive relationships with each other while being mindful of the size and the composition of the groups in which children are part of.

When working with children regarding behaviour, Educators will:

- Understand that all behaviour has a purpose and that it is important to focus on the behaviour not the child

- Guide children to make positive choices
- Be fair and consistent
- Acknowledge that children learn from mistakes
- Apply consequences when inappropriate behaviour occurs

Roles and Responsibilities

The Director will:

- 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
- Work with staff, students and families to develop an OSHC behaviour code that states expected behaviour expectations, consequences for inappropriate behaviour and how positive behaviour is recognised
- Ensure all behaviour incidents are investigated, resolved and documented

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 interaction with children during daily routines and conversations with each child
- Provide a safe, secure and nurturing environment
- 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 model positive interactions with children, Educators and families and effective communication strategies

| National Regulations | |
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| Regulation 155 | Interactions with children |
| Regulation 156 | Relationships in groups |
| National Quality Standard | |
| QA 5.1 | Relationships between children |
| QA 5.1.1 | Positive educator to child interactions |
| QA 5.1.2 | Dignity and rights of the child |
| QA 5.2 | Relationships between children |
| QA 5.2.2 | Self-regulation |
| My Time Our Place Framework | |
| LOC 1 | Children have a strong sense of identity |
| LOC 3.1 | Children become strong in their social and emotional wellbeing |
| LOC 5.1 | Children interact verbally and non-verbally for a range of purposes |
| Early Years Learning Framework | |
| LOC 1 | Children have a strong sense of identity |
| LOC 3.1 | Children become strong in their social and emotional wellbeing |

Effective from May 2021
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