

INTERACTIONS WITH CHILDREN



This policy aims to:

Ensure that all reasonable steps are taken to maintain a safe, welcoming environment for all participants and that staff interact with participants in a positive and supportive manner.

Definitions:

Resilience: The capacity to recover quickly from difficulties.

Self regulation: The ability to manage your emotions and behaviour in accordance with the demands of the situation.

OSHC@IOE will ensure that:

- Participants feel safe, secure and supported to express their needs and emotions; **Given opportunity to express their needs verbally, with AAC/communication boards.**
- There is always open and respectful communication between staff, participants and their families;
- Participants are encouraged to interact respectfully with other participants of the program through role modelling;
- Self resilience and self regulation will be a part of the learning program for participants;
- Staff will positively guide participants' behaviour. The staff role is to:
 - Acknowledge that all behaviour has meaning.
 - Look past the words or the behaviour to get to the meaning/feelings behind it
 - Respond and acknowledge the feelings of the participant – active listening
 - What might the child be thinking/feeling?
 - Time of day, food and water intake, and energy levels
 - Is this behaviour normal for this child?
 - Is the behaviour hurting anyone?
 - What age and stage is the child at?
 - Evaluate the overall significance of the behaviour in context.
 - Is it safe?
- Staff will ensure the program and environment:
 - Promotes agency in both experiences and with participants interactions with each other
 - Is open-ended
 - Encourages staff to interact directly with participants to support their learning and development
 - Has the choice for children to be on their own, while still being actively supervised
 - Enables the participants to have some control over the program
 - Respects the rights of the child, their cultural background and their family values
- Behaviour guidelines and goals are developed with the participants and their families and care teams

References:

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Education and Care Services National Regulations
2011: 155, 156

National Quality Standards: 1.1.1, 5.1.1, 5.2.1

