

TECOMA PRIMARY SCHOOL OSHC INTERACTIONS WITH CHILDREN POLICY

POLICY RATIONALE

Tecoma Primary School OSHC will ensure that all reasonable steps are taken to maintain a safe, welcoming environment for children and that educators interact with children in a positive and supportive manner. New children to the service will be actively supported through a positive transition to the program. Children will be encouraged to develop positive, respectful relationships with others, express their opinions, make sound choices and develop a variety of learning outcomes. Educators and children establish agreed behaviours at the start of each program. These agreements are displayed in the program and are positively reinforced on a daily basis. Positive behaviour management relies on effective communication between all parties (children, parent/guardians, and educators).

POLICY OBJECTIVES

Educators will give each child positive guidance and encourage acceptable behaviour. Educators will support the children in undertaking experiences to develop self-reliance and self-esteem. Educators will be respectful of children's family and cultural heritage and values. Children will be supported according to their age and stage of development, and educators will ensure that the dignity and rights of all children are always maintained. Educators will encourage all children to respect other children and their rights, to interact with the program in a positive manner. (R155 & R 156)

PROCEDURES

Children's Behaviour


Tecoma Primary School OSHC reserves the right to send any child home from the program where the child:

- Acts in such a way that threatens the physical and or emotional health of any child, staff member or themselves.
- Repetitively or deliberately does not follow the instructions given by staff.
- Consistently absconds or leaves the premises without adult supervision or permission.
- Has an illness or other health-related issue that may be dangerous to other children, staff members or themselves.
- Deliberately damages any property or belongings.

Where a child's behaviour is not appropriate, the Nominated Supervisor will involve parents/guardians to positively manage the behaviour. If the inappropriate behaviour persists, the school principal will be informed to determine a further course of action. This may include a meeting with the child's parents to determine further if the program is still appropriate for the child in question.

Educators Role

- All behaviour has meaning.
- Look past the words or the behaviour to get to the meaning/feelings behind it.
- Educators should respect and acknowledge the feelings of the children – active listening.
- Put the behaviour in context.
- What might the child be thinking/feeling?
- Time of day, food and water intake, and energy levels.
- Is this behaviour normal for this child?
- Throughout the session reinforce positive behaviour with positive verbal reinforcement

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- Foster strong educator-child relationships.
 - Seek an understanding of the underlying factors of situations and children's feelings.
 - Educators must remember that they are a role model and model positive behaviour.

There are some elements that influence interactions with children. The elements listed below should be considered by educators to always provide appropriate interactions with children.

ENSURE THAT THE PROGRAM

- Promotes children's agency in both experiences and with children's interactions with each other.
- Is open-ended.
- Encourages educators to interact directly with children to support their learning and development.
- Has the choice for children to be on their own while still being actively supervised.
- Enables the children to have some control over the program.
- Supports the theory that 'process is just as important as the product.'

AGREED BEHAVIOURS

For this policy to be successful, staff must ensure that:

- Children are involved in the process of establishing agreed behaviours.
- Agreed behaviours are positively reinforced daily.
- Talk to the children about behaviour in a way they are likely to understand. Some examples:

Care for the feelings of others, 'Respect yourself and others, 'Follow instructions from staff,' 'Look after equipment', 'Use equipment responsibly.'

All agreed strategies, behaviour management plans and guidance methods in place will be documented.

All educators, staff, volunteers and students should be aware that no child is to be subjected to

- a. any form of corporal punishment.
- b. any discipline that is unreasonable under the circumstances.

COMMUNICATION

This policy will be communicated to Tecoma Primary School community in the following ways:

- Available publicly on our school's website
- Made available in hard copy from the OSHC program upon request.