



Wesley Out of School Hours Care policy

Relationships and interactions with children

1. Purpose

Wesley Out of School Hours Care (Wesley OOSH) aims to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators will encourage positive relationships between children and their peers as well as with other educators and volunteers at the Service.

2. Scope

This policy applies to all staff, children, families and visitors of Wesley OOSH as required by the following Regulations and Standards.

National Quality Standard

QA5	5.1	Respectful and equitable relationships are maintained with each child
QA5	5.2	Each child is supported to build and maintain sensitive and responsive relationships

National Regulations (r) and National Law (s)

r155	Interactions with children
r156	Relationships with children
s166	s166 Offence to use inappropriate discipline

My Time, Our Place

LO1	Children have a strong sense of identity
LO2	Children are connected with and contribute to their world
LO3	Children have a strong sense of wellbeing
LO4	Children are confident and involved learners
LO5	Children are effective communicators

3. Policy statement

In order to maintain positive interactions and relationships with children, educators will:

- Provide a relaxed and happy atmosphere for the children.
- Ensure the roster is planned in a way that promotes continuity for children.
- Gather information from families upon enrolment in order to be able to provide support for children during the settling in process.
- Consult with other professionals or support agencies that work with children with additional needs to gather information that will guide our interactions with these children.



- The approach to equity and inclusion is documented in our philosophy.
- Document the knowledge gained about children, through their interactions, daily reflections and continually review the experiences that are planned for children in light of this information.
- Encourage children to initiate conversations about their experiences inside and outside the service as well as what is happening around them, express their ideas and feelings, share humour with educators and seek assistance as they take on new challenges and try to do things for themselves.
- Respond sensitively and appropriately to children's efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
- Engage in two-way communication with children. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.
- Organise routines, as well as planned and spontaneous experiences to maximise opportunity for meaningful conversations between children and educators ensuring that all children have equal opportunity to engage in one on one and small group conversations with educators.
- Participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance
- Take into account children's needs for independence and enable them to spend a time with their peers, provide leadership opportunities and allow them to be involved in decision making processes
- Model reasoning, prediction and reflection processes and language
- Collaborate with children about routines and experiences
- Use techniques such as sign language, visual cards and other resources and tools to support children with additional needs.
- Use interactions with children to support the maintenance of home languages and learning English as an additional language.
- Use information from their observations of interactions with children to extend the children's thinking and learning.
- Learn about the histories, cultures, languages, traditions, child rearing practices and lifestyle choices of families using the service.
- Allow time to talk to parents about their children. This allows educators to gain insight into their home life.
- Implement strategies to assist all children to develop a sense of belonging and confidence through positive interactions between the children and educators
- Ensure mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.

4. Responsibility and policy owner

The policy owner is the General Manager, Wesley Health, Conferences and Education. The owner is responsible for implementing the policy and achieving the desired outcomes. Wesley OOSH staff shall adhere to this policy.



5. Consultation & Approval

This policy has been developed in consultation with key stakeholders including families and the community, the Head of Wesley OOSH, Area Manager/s, Wesley OOSH, Centre Coordinators, Wesley OOSH and the Quality, Risk and Compliance Coordinator, Wesley OOSH.

This policy has been approved by General Manager, Wesley Health, Conferences and Education.