



# Flowerdale Primary School

## Outside of School Hours Care Interactions with Children Policy

<b>Aim:</b>	Flowerdale Primary School Outside of School Hours Care (OSHC) is committed to the development of positive and respectful relationships with each child so that they are supported to learn and participate in recreational activities in an empowering and inclusive environment.
<b>Date of Operation:</b>	15/12/2021
<b>Review Dates:</b>	31/01/2023

### POLICY

#### Flowerdale Primary School OSHC is committed to:

- Ensuring all personnel, including volunteers and students, understand and adhere to this policy, Child Safe Environment Policy, and all other relevant policies around child safety
- Maintaining the dignity and rights of each child at the service
- Encouraging children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem
- Considering the safety, health and wellbeing of each child, and providing a safe, secure, and welcoming environment in which they can develop and learn
- Maintaining a duty of care towards all children at the service
- Considering the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child
- Building collaborative relationships with families/carers to improve learning and development outcomes for children
- Encouraging positive and respectful relationships between children and educators/staff at the service.

#### Flowerdale Primary School School Council is responsible for:

- Developing and implementing the Interactions with Children Policy in consultation with the OSHC Nominated Supervisor, Educators, Staff and Parents/Guardians. This includes ensuring that the policy reflects the philosophy, beliefs, and values of the service
- Supporting educators to gain appropriate training, knowledge, and skills for the implementation of this policy
- Referring notifiable complaints, grievances or other complaints in a timely manner
- Informing Quality Assessment and Regulation Division (QARD), Department of Education and Training in writing within 24 hours of receiving a notifiable complaint (Section 174(4) of the *Education and Care Services National Law Act 2010* (National Law), and Regulation 176(2)(b) of the *Education and Care Services National Regulations 2011* (National Regulations))
- Notifying QARD in writing, within 24 hours of a serious incident occurring at the service (Section 174(4), Regulation 176).

#### The Nominated Supervisor is responsible for:

- Ensuring parents/guardians and all staff have access to a copy of the Interactions with Children Policy and comply with its requirements
- Ensuring the environment at the service is safe, secure, and free from hazards for children



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- Ensuring children are adequately supervised and that the minimum required educator-to-child ratios are maintained at all times
- Ensuring educators and staff use positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- Ensuring that individual behaviour support plans and/or safety plans, if required are developed and implemented for children with diagnosed behavioural difficulties in consultation with the Nominated Supervisor, educators, parents/guardians and families, and any other relevant professionals
- Developing links with other services and/or professionals to support children and their families, where required
- Maintaining confidentiality at all times
- Ensuring all staff are aware of the Flowerdale Primary School OSHC expectations regarding positive, respectful and appropriate behaviour, and acceptable responses and reactions when working with children and families
- Developing and implementing educational programs in accordance with an approved learning framework, that are based on the individual developmental needs, interests and experiences of each child, and that the Flowerdale Primary School OSHC is responsive to these
- Ensuring the educational program contributes to the development of children who have a strong sense of wellbeing and identity, and are connected, confident, involved, and effective learners and communicators
- Ensuring that educators provide support and care to children in a way that:
  - Encourages children to express themselves, their choices and their opinions
  - Allows children to undertake experiences that develop self-reliance and self-esteem
  - Maintains the dignity and the rights of each child at all times
  - Offers positive guidance and encouragement towards acceptable behaviour
  - Has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- Ensuring that the OSHC service captures a child profile at enrolment. This will document each child's needs, interests, dislikes, and goals and will inform each child's participation in the educational program
- Ensuring that the OSHC educational program is regularly evaluated as meeting the outcomes in the My Time, Our Place Learning Framework, incorporating children's feedback where possible
- Ensuring that procedures are in place for effective daily communication with parents/guardians/carers about children's learning, development, interactions, behaviour and relationships
- Ensuring educators and all staff members at the service are aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances (National Law: Section 166)
- Informing the Person with Management or Control and the DET of any notifiable complaints or serious incidents at the service
- Ensuring that where the service has been notified of a court order prohibiting an adult from contacting an enrolled child, such contact does not occur at any time at the service
- Ensuring that volunteers and students, while at the service, are responsible for following this policy.

**Educators are responsible for:**



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- Complying with the requirements of the Interactions with Children Policy
- Being aware of service expectations regarding positive, respectful, and appropriate behaviour, and acceptable responses and reactions when working with children and families
- Providing adequate supervision of children at all times
- Communicating and working collaboratively with carers/parents/guardians and families in relation to their child's learning, development, interactions, behaviour and relationships
- Delivering educational programs in accordance with an approved learning framework that are based on the unique developmental needs, interests and experiences of each child
- Delivering programs that develop a sense of wellbeing and identity, connection to community, and provide skills for lifelong learning in all children
- Providing education and care to children in a way that:
  - Encourages children to express themselves and their opinions and undertake experiences that develop self-reliance and self-esteem
  - Maintains the dignity and the rights of each child at all times
  - Offers positive guidance and encouragement towards acceptable behaviour
  - Has regard to the cultural and family values, age, and the physical and intellectual development and abilities of each child being educated and cared for
- Developing warm, responsive, and trusting relationships with children that promote a sense of security, confidence, and inclusion
- Supporting each child to develop responsive relationships, and to work and learn in collaboration with others
- Using positive and respectful strategies to assist children to manage their own behaviour, and to respond appropriately to conflict and the behaviour of others
- Developing individual behaviour support plans and/or safety plans as required, for children with specific behavioural difficulties, in consultation with carers/parents/guardians and families, and other relevant professionals
- Documenting assessments and evaluations for each child to inform further educational program planning (Regulation 74)
- Being aware that it is an offence to subject a child to any form of corporal punishment, or any discipline that is unreasonable or excessive in the circumstances
- Maintaining confidentiality in accordance with the Confidentiality and Record Keeping Policy at all times.

## **Parents/Guardians are responsible for:**

- Reading and complying with the Interactions with Children Policy
- Engaging in open communication with educators about their child
- Informing educators of events or incidents that may impact on their child's behaviour at the service (e.g. moving to a new house, relationship issues, a new sibling)
- Informing educators of any concerns regarding their child's behaviour or the impact of other children's behaviour
- Working collaboratively with educators/staff and other professionals to develop or review an individual behaviour support plan for their child, where appropriate.

## **Definitions**

**Adequate supervision:** (In relation to this policy) supervision entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including



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during toileting, sleep, rest and transition routines. Services are at all times required to comply with the legislative requirements for educator-to-child ratios. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used. Adequate supervision refers to constant, active, and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary.

**Behaviour support plan:** A plan that documents strategies to assist an educator in guiding a child with diagnosed behavioural difficulties to self-manage his/her behaviour. A means of assisting children to self-manage their behaviour. It differs from traditional 'behaviour management' or 'discipline' which generally implies that an adult is 'managing' children's behaviour or using punishment to control children. Behaviour support plan applies to all forms of behaviour, not just behaviours labelled as 'negative'.

**Notifiable complaint:** A complaint that alleges a breach of the National Law or National Regulations, or alleges that the safety, health and wellbeing of a child at the service may have been compromised.

**Serious incident:** An incident resulting in the death of a child, or an injury, trauma or illness for which a reasonable person would consider required urgent medical attention from registered medical practitioner or emergency services or for which the child attended or ought reasonably to have attended a hospital. E.g. whooping cough, broken limb, anaphylaxis reaction. This also includes an incident in which a child appears to be missing, cannot be accounted for, is removed from the service in contravention of the regulations or is mistakenly locked in/out of the service premises

Role	Responsibility
Educators and Supervisors	Educators, Supervisors, will oversee the implementation and service adherence to this policy. All Educators are responsible for the daily implementation of the policy when directly supervising children.
Nominated Supervisor / Person with Management or Control	Nominated Supervisor / Person with Management or Control are responsible for ensuring suitable resources and support systems to enable compliance with this policy. Drive the consultation process and provide leadership and advice on the continuous improvement of the policy.
School Council / Principal	Provide official sign off on the Policy.

## Policy Review

The Policy will be reviewed every 12 months. The ongoing monitoring and compliance to this policy will be overseen by Nominated Supervisor, Flowerdale Primary School OSHC and Person with Management or Control of the Service where practical. Feedback from Quality Assessment and Regulation Division (QARD), received through the assessment and rating process and/or compliance visits will inform this policy review. Feedback from stakeholders, e.g. parents, school community etc. will also inform policy updates and review.

## Legislation and Standards

- [Education and Care Services National Regulations](#) 2011(Regulations 176, 74)
- [National Quality Standards](#) (Quality Area 2: Children's health and safety, Quality Area 5: Relationships with Children, Quality Area 6: Collaborative Partnerships with Families and Communities)



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- [My Time, Our Place](#): Framework for School Age Care in Australia
- [Child Safe Standards](#)

## Supporting Documents

(Include links to relevant supporting documents as appropriate)

## Staff Acknowledgement

I acknowledge:

- receiving the Flowerdale Primary School OSHC Interactions with Children Policy;
- that I will comply with the policy; and
- that dependent on the seriousness of any breach there may be disciplinary consequences if I fail to comply, which may result in the termination of my employment.

Your Name:	
Signed:	
Date:	
Flowerdale Primary School OSHC sign off:	Date: