



Quality Area 5

Policies and Procedures

Anti-Bias and Inclusion

Behaviour Guidance Policy

Bullying Policy

Children in the Workplace Policy

Gender Equity Policy

Interactions with Children, Families and Staff

Respect for Children Policy

ANTI-BIAS & INCLUSION POLICY

Anti bias is the practice of inclusion and underpins our OSHC philosophy. It is the acceptance that all children are valued and respected. We believe in the statement of inclusion as advocated by Early Childhood Australia (ECA) that *'Inclusion means every child has access to, participates meaningfully in, and experiences positive outcomes from early childhood education and care programs.'* (2016).

Our Out of School Hours Care (OSHC) Service believes that children have the right to be treated equally and our goal is to develop children's identity and self-esteem in a trusting and supportive environment. We embrace diversity in all its forms to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their environment, community, country, and the world.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS

Interactions with children

Relationships in groups

Access for parents

Education and care service must have policies and procedures

Policies and procedures are to be followed

RELATED LEGISLATION

Disability Discrimination Act 1992

RELATED POLICIES

Additional Needs Policy	Interaction with Children, Family and Staff Policy
Behaviour Guidance Policy	Gender Equity Policy
Child Safe Environment Policy	Orientation of Families Policy
Code of Conduct Policy	Privacy and Confidentiality Policy
Educational Program Policy	Respect for Children Policy

PURPOSE

We aim to provide an inclusive environment for all children, families and educators and acknowledge the uniqueness of everyone regardless of their additional needs and abilities, race, gender, sexuality, religion, culture, physical and mental abilities and socio-economic background. This policy ensures all children, families and staff are welcome, treated equitably and with respect.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

Our *Anti-Bias and Inclusion policy* underpins the philosophy of our OSHC Service. The role of educators is to encourage children to share and learn about the individuality of each child and their family and their role in the OSHC Service. This policy aims to assist children to form positive social relationships, develop their identify and self-awareness and to learn to accept the diversity of members within and outside of the OSHC Service community. Our Service embeds the National Principles for Child Safe Organisations and promotes a culture of safety and wellbeing to minimise the risk of child abuse or harm to children whilst promoting children’s sense of security and belonging.

“Being culturally responsive includes a genuine commitment to take action against discrimination in any form, embedding Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum and working collaboratively with culturally and linguistically diverse children and families.” (MTO, V2.0, 2022, p.66)

CREATING INCLUSION

Inclusion supports children’s rights, fosters diversity and overcomes bias and barriers that may exist preventing children to participate in experiences within our OSHC Service. Inclusion is consistent with the Convention on the Rights of the Child and other international conventions, including the UN Convention

on the Rights of Persons with Disabilities UN Declaration on the Rights of Indigenous Peoples and the National Principles for Child Safe Organisations.

Inclusion involves taking into account **all** children's social, cultural and linguistic diversity including learning styles, abilities, disabilities, gender, family circumstances and geographic location in curriculum decision-making processes. (Framework for School Age Care, MTOP. V2.0, p.66).

We will ensure all children and young people are provided with equitable access to resources, activities and environments; participate meaningfully while learning to foster a sense of belonging and have opportunities to experience positive learning outcomes.

CULTURAL OR NATIONAL ORIGIN AND RACIAL IDENTITY

Our OSHC Service values and promotes equity, respect and awareness of different cultures. We ensure a culturally inclusive curriculum that reflects the cultural, linguistic and religious diversity of our society.

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- access information and professional development/awareness about other cultural and racial identities, especially those relevant within the OSHC Service
- engage in critical reflection about stereotypes and biases
- foster an inclusive environment within the OSHC Service
- ensure our program design and delivery builds on community and cultural strengths
- develop strong partnerships with families and children to extend their individual and communities' cultural responsiveness
- ensure children have opportunities to participate with a wide variety of resources from the daily life of a variety of families and cultures
- where possible, engage educators that reflect a variety of cultural, national origin, and racial identities.
- affirm and foster children's knowledge and pride in cultural identity
- foster children's curiosity, enjoyment and empathetic awareness of cultural differences and similarities
- provide children with tools to respond appropriately to bias- build on children's strengths, interests and individuality
- teach children to overcome any inappropriate responses triggered by cultural differences
- encourage children to ask about differences in physical characteristics

- enable children to feel pride about their racial identity
- help children to become aware of our shared physical characteristics – what makes us all human
- encourage parent input into the program and to participate on a level that they feel comfortable with, sharing their culture, and, for example, their language
- collect information from each family on enrolment and incorporate it into the program to meet individual family needs in regard to ethnicity and home language.
- develop communication plans with families to ensure inclusion- use of interpreter/cultural support
- where possible use both the educators and children’s first language as appropriate within the OSHC Service environment
- respect all cultures by presenting photographs, pictures, play equipment, books, posters, music, dramatic play resources, and dolls that will encourage open discussion and exploration of a variety of cultures
- provide resources that include diversity and skin tone to foster respect and understanding for people of all backgrounds
- develop an understanding of the needs, strengths, and attitudes of each culture represented at the OSHC Service
- challenge inappropriate or stereotypical conversations or remarks by children.

DIVERSITY IN FAMILY COMPOSITION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- create an environment that is welcoming to all families
- respect each family, and work in partnership to support the child’s emergent identity as an individual, member of their family, our Service, and the community
- engage in simple discussions about families that focus on fact rather than values e.g., “*some children live with their mum or dad, some children live with their mum and dad, some with grandparents, and some with two mums or two dads*”.
- be encouraged to seek awareness and reflect on his/her own feelings, beliefs and background and evaluate the effect these may have on their attitudes and interactions with families
- respect family lifestyle choices
- treat all families respectfully regardless of socioeconomic background
- discuss how members of the community can support one another and less fortunate people through the provision of resources, donations of goods or time etc.

ABORIGINAL AND TORRES STRAIT ISLANDER PERSPECTIVES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- show respect and a commitment to reconciliation by developing a Reconciliation Action Plan in conjunction with the school (RAP)
- reflect on the current level of cultural competence of our staff
- promote the inclusion of children's voices in all decisions that affect them
- build and strengthen our knowledge and understanding of Aboriginal and Torres Strait Islander cultures, histories and contributions
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- attend professional development to support our understandings of Aboriginal and Torres Strait Islander cultures and perspectives
- provide opportunities for professional reflection
- create a culturally safe environment to ensure children have the ability to express their culture and enjoy their cultural rights [Child Safe Standards]
- identify and challenge our own cultural assumptions, beliefs and commitments to cultural competency
- engage with local Aboriginal families and communities through Aboriginal Education Consultative Groups
- invite Elders and Traditional Owners to speak to children, staff and families about the histories and cultures of the local area
- develop an Acknowledgement of Country in collaboration with Elders, community members, children and families which will be displayed and given during special events and incorporated into the program on a regular basis
- develop awareness and meaningful understanding about Aboriginal and Torres Strait Islander people as part of the cultural heritage of all Australians
- encourage Aboriginal and Torres Strait Islander communities access children services
- show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment.

ABILITY**THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:**

- provide an inclusive educational environment in which all children can succeed
- promote acceptance, respect and appreciation for individual's varying abilities
- consult with all families and other professionals to enable full participation in the program for children with varying abilities.

- evaluate and intentionally plan for inclusive learning environments including making reasonable adjustments to optimise access and enable all children to develop autonomy, independence, competency, confidence and pride
- provide children and parents with developmentally appropriate information about varying abilities to foster understandings that we are all similar and different
- empower children in their own learning to ensure that they gain a feeling of self-respect
- treat all children fairly and develop an understanding that everyone has something important to contribute
- find examples in books, movies and tv shows that reflect attitudes about diversity, ability and disability
- observe all children and with family consultation, provide an individualised program to extend each child's interests and abilities
- create an environment where all children can participate in activities and experiences.

PROMOTING INCLUSION AND DIVERSITY INTO THE CURRICULUM

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- promote positive influences, modelling appropriate communication, non-bias or gender specific language and attitudes
- develop appropriate expectations for each child based on their individual strengths, developmental needs, and interests
- assist educators with the development of required skills and knowledge for working with all children and families
- work with Inclusion Support Professionals to assist in the inclusion of children with additional needs (*see Additional Needs Policy*)
- explore the values and uniqueness of the diversity within the OSHC Service. These opportunities will form part of the curriculum
- treat children with respect by answering their questions honestly
- adapt activities, interactions, communication, the environment, and documentation to ensure all children and families are actively included and supported to participate in the curriculum
- provide children with a range of resources, equipment and opportunities to enhance their awareness of diversity
- reflect on the curriculum ensuring inclusive practice and goals set for children are realistic and being met
- involve families in the planning of learning opportunities reflective of their culture.

PROMOTING AND SUPPORTING CHILDREN'S HOME LANGUAGES

THE APPROVED PROVIDER, NOMINATED SUPERVISOR AND EDUCATORS WILL:

- work collaboratively with culturally and linguistically diverse children and their families (MTO, V2.0)
- acknowledge that the use of children's home language underpins their sense of identity and conceptual development (MTO, V2.0)
- promote and support children's home languages in the OSHC Service
- present books that reflect different languages and children's first language
- create an environment which supports natural language learning and interaction
- assist parents to understand the value and importance both their home language and English
- engage in professional development about cultural diversity and building linguistic capacity.

CONTINUOUS IMPROVEMENT/REFLECTION

The *Anti-Bias Inclusion Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

SOURCES

Anti-Discrimination Board of NSW: <https://antidiscrimination.nsw.gov.au>

Australian Children's Education & Care Quality Authority. PSCA Fact Sheet. Exploring diversity and equity in education and care services. <https://www.acecqa.gov.au/sites/default/files/2021-01/ExploringDiversityAndEquityInEducationAndCareServices.PDF>

Australian Children's Education & Care Quality Authority. (2023). [Information sheet. Belonging, Being and Becoming: Equity, inclusion and high expectations.](#)

Australian Children's Education & Care Quality Authority. (2022). [The Disability Discrimination Act: What do Children's Education and Care Services Need to Know?](#)

Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework.](#)

Australian Government Department of Education. (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)

Australian Human Rights Commission (2020). *Child Safe Organisations.* <https://childsafe.humanrights.gov.au/>
Early Childhood Australia Code of Ethics. (2016).

Early Childhood Australia (ECA) (2016) [Statement on the Inclusion of every child in early childhood education and care](#)

Early Childhood Australia (ECA), & Early Childhood Intervention Australia (ECIA). (2012). *Position statement on the inclusion of children with disability in early childhood education and care.*

http://www.earlychildhoodaustralia.org.au/wp-content/uploads/2014/06/ECA_Position_statement_Disability_Inclusion_web.pdf

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Family Matters Queensland [Our Way A generational strategy for Aboriginal and Torres Strait Islander children and families 2017-2037](#)

Narragunnawali: Reconciliation in Education Welcome to Country. <https://www.narragunnawali.org.au/>
Revised National Quality Standard. (2018).

Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education
Evidence Paper Practice Principle 4: Equity and Diversity

<https://www.education.vic.gov.au/Documents/childhood/providers/edcare/evidpaperequity.pdf>
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR		AUGUST 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025	
VERSION NUMBER	V12.04.24			
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy review • minor edits to align with MTOP (2.0) • sources checked and updated as required 			
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> • annual policy maintenance • inclusion of Child Safe Standards • amended wording from culturally competent to <i>culturally responsive</i> • EYLF/MTOP sources updated to V2.0 • Continuous Improvement/Reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 		APRIL 2024	
APRIL 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • additional information about what inclusion involves added • minor formatting edits within text • hyperlinks checked and repaired as required 		APRIL 2023	

BEHAVIOUR GUIDANCE POLICY

The right for children to receive positive guidance in a supportive and respectful environment is promoted within the Education and Care Services National Regulations. Children learn to face a variety of challenges throughout their lives. Learning the difference between acceptable and unacceptable behaviour assists children to regulate their own behaviours in different social and emotional environments as well as when interacting with peers and adults. Our OSHC service will liaise with local feeder primary schools to ensure consistency of behaviour guidance strategies such as Positive behaviour for learning (PBL) values.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 2: CHILDREN'S HEALTH AND SAFETY		
2.1.1	Wellbeing and comfort	Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.
2.2.1	Supervision	At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

QUALITY AREA 6: PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service
7.1.2	Management Systems	Systems are in place to manage risk and enable the effective management and operation of a quality service

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS	
S. 162A	Child protection training- each nominated supervisor and each person in day-to-day charge and each family day care co-ordinator to have completed the child protection training required or under law for this jurisdiction
S. 166	Offence to use inappropriate discipline
S. 167	Offence relating to protection of children from harm and hazards

S. 174	Offence to fail to notify certain information to Regulatory Authority
12	Meaning of serious incident
84	Awareness of child protection law
147	Staff members [records]
155	Interactions with children
156	Relationships in groups
168	Education and care service must have policies and procedures
175	Prescribed information to be notified to Regulatory Authority

RELATED POLICIES

Anti-Bias and Inclusion Policy Educational Program Policy Family Communication Policy Incident, Injury, Trauma and Illness Policy Interaction with Children, Family and Staff Policy	Medical Condition Policy Privacy and Confidentiality Policy Record Keeping and Retention Policy Respect for Children Policy Enrolment Policy Supervision Policy
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PURPOSE

At Happy Valley OSHC we aim to create positive relationships with children making them feel safe, secure and supported within our Service. We will ensure children are treated with respect, consistency, fairly and equitably as they are supported to develop the skills and knowledge required to behave in a socially and culturally acceptable manner.

Supporting children to develop socially acceptable behaviour is a primary goal for educators and families. This is embedded in fundamental documents including the My Time Our Place (MTO, V2.0), The Education and Care Services National Regulations and the National Quality Standard (NQS).

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, management, students, volunteers and visitors of the OSHC Service.

DEFINITIONS

Behaviour guidance- this term is used to reflect current thinking about the most positive and effective ways to help children gain understanding and learn skills that will help them to manage their own behaviour. Using appropriate behaviour guidance, aims to support each child regulate their own

behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

Cool down- this is an example of appropriate discipline or behaviour guidance. A cool down period is when a child is having a difficult moment, they are encouraged to find a space, near an educator, to ‘cool down’ and regain self-control. This strategy can be used as an opportunity for educators to support children to regulate their own behaviour. [ACEQA, 2020]

Restraint- in situations where a child becomes a risk to themselves or others, they may need to be physically removed from the situation or physically restrained by an educator to prevent harm to themselves or others. For instance- attempting to scale a fence, running in front of a vehicle. ACECQA advises that children should only be restrained in emergency situations. (ACECQA, 2023, P.2)

Self-regulation- The ability to manage energy states, emotions, behaviour and attention: the ability to return to a balanced, calm and constant state of being. Self-regulation is a key factor for mental health, wellbeing and learning (KidsMatter, Early Childhood, 2014).

Inclusion- taking into account all children and young people’s social, cultural and linguistic diversity (including learning styles, capabilities, disabilities, gender, family circumstance and geographic location) in program decision-making processes. (MTOP V2.0).

IMPLEMENTATION

The behaviour and guidance strategies used by staff and educators at our OSHC Service are designed to provide children the opportunity to expand their experiences of life in a productive, safe environment that allows individuals the right to safety, tolerance, self-expression, cultural identity, dignity and the worth of the individual. Educators understand that as children grow and develop self-regulation becomes an important aspect of social and emotional development as they begin to understand how their actions affect others.

We believe in providing clear, consistent guidelines for children’s behaviour as part of a caring and trusting relationship with children and families to help them feel secure and self-confident. Children benefit from knowing that their environment is stable and that a competent adult is taking care of them.

There are three key aspects to promoting positive behaviour:

1. Creating a quality learning environment that is positive and supportive and provides developmentally appropriate experiences and resources.
2. Implementing guidance strategies for building skills and strengthening positive behaviour based on age-appropriate behaviour expectations.

- Employing strategies for guiding children's behaviour resulting in decreasing undesired behaviours.

POSITIVE BEHAVIOUR GUIDANCE STRATEGIES

Guiding children's behaviour is an important aspect of caring for and educating children. Positive strategies need to be developed to assist children to learn appropriate ways of behaving.

All educators and staff at our OSHC Service will role model appropriate behaviour and language, encouraging children to socialise with other children, including children of different cultural backgrounds as well as from different age groups and different genders.

Behaviour guidance strategies implemented within our OSHC service are appropriate to the child's age and developmental capacity. Children are encouraged to make decisions for themselves and are provided with opportunities for independence and self-regulation. Children are given the opportunity to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else. They are acknowledged when they make positive choices in managing their behaviour.

Strategies may include using visual cues, prompting, redirection, re-teaching strategies, developing logical consequences providing a 'cooling down' period and conferences with children. In the instance of adverse behaviour being persistently observed, educators will evaluate their program, room set up, supervision etc. to identify triggers and sources of inappropriate or challenging behaviour. Physically restraining a child will only be used in emergency situations if a child is:

- In a clearly unsafe situation – e.g., attempting to scale a fence or run onto a road
- Physically threatening other children or adults
- Behaving in ways that are destructive to themselves, other people or the environment. [ACECQA, 2020]

Regular routines and consistency in implementing behaviour guidance strategies are critical to support children's wellbeing and promote children's agency. All staff implement an active and positive approach to guiding children's behaviour within our service.

INAPPROPRIATE DISCIPLINE

Any form of corporal punishment, or any discipline that is unreasonable or inappropriate is not permitted at any time when children are being educated and cared for by an education and care service. Staff are made aware of practices that are interactions with children Inappropriate discipline

THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- obligations under the *Education and Care Services National Law and National Regulations* are met
- educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- families are aware of this *Behaviour Guidance Policy*
- no child being educated and cared for by the OSHC Service is subjected to any form of corporal punishment or any discipline that is unreasonable in the circumstances (Sec. 166 National Law)
- every reasonable precaution is taken to protect children from harm and from any hazard likely to cause injury
- each nominated supervisor and person in day-to-day charge of the service has completed child protection training (Section 162A of the National Law)
- staff records include evidence of the approved training completed by staff members (Reg.147)
- connections are built between our service and local primary schools to support positive learning environments
- behaviour guidance does not involve making judgements about children or their families
- information is gathered from families about their children's social skills, relationship preferences, family and cultural values which will be recorded in the child's individual file
- educators will use this information to engage children in experiences that support children to develop their social and decision-making skills
- positive and respectful relationships with children are established and maintained
- children are empowered to use language and other forms of non-hurtful communication to communicate their emotions
- positive, empathetic relationships are promoted between children assisting them to develop respectful relationships
- the dignity and rights of each child are maintained at all times
- positive and inclusive strategies are implemented to enable educators to encourage positive behaviour in children in order to minimise adverse behaviour
- general information about behaviour guidance is provided to families such through parent interviews and newsletters
- a partnership is developed with other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. This information will be kept confidential and in the individual child's file.

- excessive or challenging behaviour is managed and communicated with families
- strategies are implemented to re-direct a child who may be causing or about to cause harm to himself or herself, another child, or adult. Incidents may include a child who is kicking, spitting, biting, throwing furniture or toys, punching or hitting, or being disruptive. Redirection may also include an incident where a child places him/herself in a dangerous situation, for example, climbing a fence or hiding in a potentially dangerous position. Safety is a priority, and this may mean using physical re-direction in which an educator will actually remove the child from the harmful situation if required. It may be necessary to remove other children from the area while the child calms down.
- families are notified and the incident/behaviour is addressed sensitively. In an instance where a child or children's safety has been jeopardised, parents are required to sign the *Behaviour Incident Report*.
- should the behaviour continue, the child's behaviour is observed and carefully documented. Additional information is collated related to the context and behaviour guidance strategies implemented.
- a meeting with the child's parents/carers and educator may be arranged to discuss any behaviours or concerns that have been observed. A *Behaviour Guidance Plan* may be developed in consultation with families and other health professionals as required
- *Behaviour Guidance Plans* are to be reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan in consultation with the child's family
- the child's primary school is contacted to gain information about behaviour guidance strategies implemented within the school context to ensure consistency between environments
- families, the child's primary school and professional agencies are consulted to ensure that a consistent approach is used to support the child with diagnosed behavioural or social difficulties
- application for additional support for educators to build their capacity and capabilities to include children with additional needs will be made through the Inclusion Support Program.
- a Strategic Inclusion Plan (SIP) is developed and guided by local support agencies as required for individual groups of children
- the SIP is reviewed on a periodic basis reflecting changes that have been applied through the implementation of the plan
- professional development is provided for educators to be informed, trained and supervised to implement the SIP created, ensuring that information is composed and recorded for reflection on its effectiveness for the individual child
- notification is made to the regulatory authority within the legislated time frames of any circumstance that poses a risk to the health, safety and wellbeing of a child or children, or of any complaint alleging that a serious incident has occurred at the OSHC Service

- notification is made to the regulatory authority and to the children’s commissioner, child protection agencies or the police of any incident of inappropriate discipline.

EDUCATORS WILL:

- encourage and support each child’s social and emotional development, striving to develop children’s self-regulation and an understanding of the feelings of others
- actively work with younger children to promote and role-model positive ways to interact with others
- teach behavioural expectations
- support appropriate behaviour- visual cues, prompting, positive verbal feedback and quality learning environments
- children are provided with positive guidance and encouragement toward acceptable behaviour
- promote children’s initiative and agency
- actively work with all children to support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviour of others
- at all times provide positive role-modelling in their dealings with children, other educators and families
- discuss guidelines, rules, limits, and what is fair with children, and use their contributions in setting limits and guidelines
- talk calmly with children about the consequence of their actions, and the reason for rules
- use corrective consequences- prompt, redirect, re-teach, provide choice, logical consequence, conference with child and educator
- guide children’s behaviour, teaching them how to be considerate of others – to think about the effects of their actions on others. It is important that children understand what acceptable and unacceptable behaviour is and how to manage their emotions.
- provide positive feedback and focus on children’s strengths and achievements and build on their abilities
- take into consideration the child’s past experiences as their behaviour could be a result of past trauma such as changes in routine, changes or losses within the family, placement in care, or more serious circumstances involving abuse, neglect, or family violence
- be responsive to these former experiences, designing and implementing behaviour plans with the individual child that include strategies which will assist alternative and positive behaviour
- provide age appropriate, challenging, and interesting activities, experiences, and equipment for children to use and become engaged with
- ensure there are sufficient materials and equipment for individual, small and large group activities

- set up the environment (indoor and outdoor) for children to engage in activities and experiences in accordance with their abilities and interests
- adapt a positive approach, excluding cruel, harsh, humiliating or demeaning actions
- commit to professional development and keep up to date with industry information regarding behaviour guidance strategies
- support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others
- participate in planned and spontaneous conversations with children about emotions, feelings and issues of inclusion and fairness, bias and prejudice, and the consequences of their actions, as well as the appropriate rules and the reasons for the rules
- provide children with the language and vocabulary needed to express their emotions and feelings and verbalise their concerns
- encourage children to listen to other people's ideas, consider pro-social and altruistic behaviour and collaborate and negotiate in problem solving situations
- listen empathetically to children when they communicate their emotions, provide encouragement as they reassure the child it is normal to experience positive and negative emotions
- guide children to remove themselves from situations where they are experiencing frustration, anger, or fear
- support children to negotiate their rights and rights of others and mediate perceptively when children experience difficulty in resolving dissimilarity
- learn about children's relationships with others and their relationship preferences they have and use this knowledge to encourage children to manage their own behaviour and expand on their empathy skills
- use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them
- remain calm, respectful and tolerant as they encourage children who are strongly expressing distress, frustration or anger
- guide children's behaviour with a focus on preserving and promoting children's self-esteem as they learn to self-regulate their behaviour
- implement '*time with*' or '*cool down time*' with an educator, which will be used when all other strategies (above) have been exhausted. '*Time with*' or '*cool down time*' allows educators to offer reassurance and support so the child can settle and regain self-control, develop some self-calming behaviours and gain composure. Once calm, educators can assist the child to identify what

happened, reflect on their actions and consider how they may have done something differently.

'Time with' or 'cool down time' will always occur under the supervision of other educators.

- contribute to and ensure Individual Support Plans are followed in consultation with the Services' SIP

FAMILIES WILL:

- provide consent for the OSHC Service to consult with their child's primary school and other professional agencies to assist with implementing a Strategic Inclusion Plan (SIP)
- work collaboratively with educators and professional agencies when required in order to develop a broader understanding of the child's developmental level and share any recent events which may be influencing the child's behaviour
- consult with educators and provide consent when the Service is applying for Inclusion Support Funding
- work in partnership with educators and health professionals in the development of a behaviour guidance plan or Individual Support Plan to assist with the identification of challenging behaviour, the development of supportive strategies and the review of strategies implemented within a behaviour guidance plan where required
- create consistency in behaviour guidance strategies used at the Service and at home

If a child continues to display inappropriate behaviour after the Behaviour Contract has been implemented or in extreme cases, the following action will be taken.

- Parent/guardian called to collect child from Program.
- Continued unacceptable behaviour will result in suspension of care.
- Initial suspension will be for 1 week with a 1 week probation period when attendance recommences and a Behaviour Contract will be put in place.
- If the parent/guardians are contacted during this period, care will be terminated for a period of one Term.

CONTINUOUS IMPROVEMENT

The *Behaviour Guidance Policy* will be evaluated and reviewed on an annual basis in conjunction with children, families, educators and staff.

CHILDCARE CENTRE DESKTOP - RELATED RESOURCES

Behaviour Guidance Procedure	Behaviour Guidance Review Form
Behaviour Guidance Guide	Behaviour Guidance Plan A
Behaviour Guidance Incident Report	Behaviour Guidance Plan B

Behaviour Guidance Observation Record	
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SOURCES

Australian Children’s Education & Care Quality Authority. (2014).
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REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V9.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • additional section added ‘inappropriate discipline’ • sources checked for currency and repaired as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> • annual policy maintenance • additional regulations added • restraint information added • hyperlinks checked and repaired as required • link to Western Australian Education and 	MAY 2024	

	Care Services National Regulations added in 'Sources' <ul style="list-style-type: none"> • additional section added for Continuous Improvement • additional section added for Related Resources 	
MAY 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	MAY 2023

BEHAVIOUR GUIDANCE: BULLYING POLICY

Bullying can occur among children of any ages, sex or background. In most instances, children need adult assistance to deal with bullying. This includes adults taking responsibility to develop strategies for the prevention of bullying, and for dealing fairly and effectively with allegations of bullying.

My Time, Our Place identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within the Out of School Hours community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how the community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program

123	Educator to child ratios- centre based services
155	Interactions with children
156	Relationships in groups
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed
171	Policies and procedures to be kept available

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Child Safe Environment Policy Code of Conduct	Interactions with Children, Family and Staff Policy Privacy and Confidentiality Policy Termination of Enrolment Policy Respect for Children Policy
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PURPOSE

To create a safe and healthy environment for children where bullying behaviours are not tolerated. As reflected in our Service philosophy and the *My Time, Our Place Framework (MTOF)*, educators will encourage positive and respectful relationships between children and their peers.

SCOPE

This policy applies to children, families, staff, educators, approved provider, nominated supervisor, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

The *Education and Care Services National Regulations* require approved providers to ensure policies and procedures are in place in relation to interactions with children.

Our OSHC service does not tolerate bullying of any kind. Bullying is never OK!

The priority of our service is to provide a safe and inclusive environment to prevent bullying. We aim to ensure the safety and wellbeing of the child being bullied and take any allegation of bullying seriously. It is important that the needs of the child who bullies does not overshadow the needs of the child being bullied. The relevant school the child attends may be contacted to ensure consistency between strategies used by the school and whilst in attendance at our service.

TYPES OF BULLYING

The most common types of bullying in the OSHC setting are physical and verbal. Some children may also bully others by social isolation/exclusion.

Physical includes:

hitting, punching, kicking, pinching- directed at the same child/ren over an extended period of time.

Verbal includes:

calling children names, taunting them, making sexist/racist statements, making cruel statement about personal attributes, clothing etc.

Social isolation:

Excluding individual children or groups of children from play or social situations

Cyber:

Using technologies such as texting or e-mailing to taunt, insult, intimidate or harass another child.

[source: Startingblocks.gov.au]

SIGNS OF BULLYING

In many cases, bullying occurs without adults being aware of it. Bullying can include physical violence (hitting, shoving), teasing or name-calling, social exclusion, or intimidation. It often occurs over a period of time. Possible signs a child is being bullied might include:

- unexplained cuts, bruises, scratches
- changes in behaviour, such as becoming moody, teary, depressed
- complaints of physical ailments such as headaches or stomach aches
- having few friends, or a breakdown in a previous friendship
- bedwetting
- does not want to attend school/after school care/vacation care
- does not want to attend parties, visit other children

Children may also disclose to a trusted adult that they are being bullied.

EFFECTS OF BULLYING

Children who are bullied are more likely to be depressed, lonely, and anxious and have low self-esteem. They may frequently feel sick and avoid interactions with others.

PREVENTATIVE STRATEGIES

Bullying thrives where there is not enough supervision. If required, and where possible, OSHC Services should improve upon the educator:child ratios set by the National Standards and National Regulations. The program of activities should be designed to meet the needs and interests of all children in attendance to prevent periods of boredom.

Staff/educators model appropriate behaviours towards other staff and children, including refraining from teasing, humiliating, or talking 'behind another's back'. This should also include using appropriate language when supporting children to recognise, manage and learn about their behaviour and develop an understanding of how their behaviour affects others. Children and young people should be encouraged to verbalise their emotions and to develop empathy and compassion.

TALKING ABOUT BULLYING

Educators play an important role in helping children understand and guide their own behaviour as they learn about positive and healthy relationships with others.

Behaviours in the early years (K-3) may be *precursors* to bullying rather than true bullying. This could include making faces, refusing to play together, telling lies or stories about another child, grabbing objects, pushing, pinching or shoving another child. Without intervention, these behaviours could turn into a pattern of bullying.

Educators can assist children recognise bullying behaviour and assist children in developing strategies to develop positive relationships and prevent bullying. Skills to develop to assist in preventing bullying include:

- empathy- understanding and responding to the what others feel
- problem solving- how to resolve problems constructively without using aggression
- language- understanding what to say when the child is feeling targeted by another child- ‘stop it!’

EDUCATORS WILL:

- teach social skills through role-plays, stories and games.
- avoid using terminology such as ‘bully’ or ‘victim’ when describing behaviour being displayed
- focus and guide children to practice more appropriate ways to interact with others positively and respectfully when talking about bullying
- maintain and respect the dignity and rights of children.

PROCEDURE WHEN A CHILD DISCLOSES ALLEGED BULLYING OR AN EDUCATOR SUSPECTS BULLYING IS OCCURRING

EDUCATORS WILL:

- refer to the *Behaviour Guidance- Bullying Response Procedure* for steps to undertake when approaching a bullying situation
- listen when a child attempts to tell you about behaviours that might indicate bullying
- learn as much as possible about the children involved and the tactics used
- summarise the problem they are discussing
- ensure the child knows that the educators at the service are there to help them
- provide support and empathy
- empathise with the child and reassure them that it is not their fault
- ask the child what they think could be done to help, what will make them feel safe
- encourage and support the child who is being bullied to contribute to discussions on actions to challenge or stop bullying behaviours
- notify the nominated supervisor of the allegation

- document the incident and record strategies used to guide and support the child (see *Bullying Incident Report form*)
- inform and communicate with families regarding instances of bullying involving their child (See Involving Families section below)

EDUCATORS WILL NOT:

- exhibit negative behaviour, sarcasm, or any form of corporal punishment, or any discipline that is unreasonable or inappropriate
- humiliate a child
- negatively label a child or family
- verbally or physically threaten a child
- exclude a child from events

STRATEGIES FOR DEALING WITH BULLYING

- adopt this policy to ensure zero tolerance for bullying
- model respectful ways of interacting with colleagues, children and families
- ensure children are adequately supervised at all times and be aware of any indicators of bullying if it occurs
- teach children strategies to challenge bullying-type behaviours- e.g., “*I don’t like it when you call me names*”.
- critically reflect on environmental factors within the service to support children and foster positive, respectful relationships
- take action when they suspect a child is being bullied
- try to talk with the alleged bully about their behaviour and the outcomes of their behaviour on others
- let them know that this type of behaviour is not acceptable and provide guidance and encouragement toward acceptable behaviour
- don’t force a meeting between the bully and the victim. Forced apologies are not constructive.
- ask the child who is suspected of bullying for possible reasons for the bullying
- consider the age, cultural values, and physical and intellectual development and abilities of each child
- support children’s agency by assisting the child to move toward more considerate actions
- develop a *Behaviour Guidance Plan* in collaboration with the child, family and support agencies if required.

INVOLVING FAMILIES

Our OSHC Service will seek the cooperation and support from families for bullying prevention initiatives and reinforcement of positive interactions with other children.

We will:

- ensure families are aware of our *Service Philosophy, Behaviour Guidance- Bullying Policy* and *Child Safe Environment Policy*
- provide information to families about the nature and harmful consequences of bullying- e.g., newsletters, parent information sessions
- openly communicate with families of children who bully or are bullied and work in partnership with them to implement appropriate strategies to support the children involved (*refer to Privacy and Confidentiality Policy and Code of Conduct Policy*)
- if required, seek further strategies from relevant inclusion Support Services (implementation of Behaviour Guidance Plan)
- support families to guide their child’s behaviour with effective strategies and provide support – such as Kids Helpline

POTENTIAL FURTHER ACTIONS

Possible actions may be required to ensure our service provides a child safe environment for all children. Any action taken by management will be dependent on each individual case following regular communication with families, professional support and intervention. Should the bullying behaviour continue and children’s wellbeing and safety is at risk, management may request a:

- temporary exclusion the child from the Service, or
- permanent exclusion of the child from the Service (*Termination of Enrolment Policy*)

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Behaviour Guidance- Bullying Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

CHILDCARE CENTRE DESKTOP- RELATED RESOURCES

Behaviour Guidance ABC Observation Record	Behaviour Guidance Plan
Behaviour Guidance- Bullying Incident Report	Behaviour Guidance Review Form
Behaviour Guidance - Bullying Response Procedure	

RESOURCES

Bullying- NO WAY! www.bullyingnoway.gov.au

[Eyes on Bullying in Early Childhood](#)

Kids Help line <https://kidshelpline.com.au/kids>

Raising Children <https://raisingchildren.net.au/preschoolers/behaviour/bullying/bullying-signs>

Starting Blocks [Managing children’s challenging behaviour in child care- bullying](#)

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<http://preventingbullying.promoteprevent.org/preventing-bullying-in-early-childhood>
[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
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POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
DECEMBER 2022	<ul style="list-style-type: none"> policy maintenance - no major changes to policy hyperlinks checked and repaired as required minor formatting edits within text continuous improvement/reflection section added link to Western Australian Education and Care Services National Regulations added in ‘Sources’ 	DECEMBER 2023	
DECEMBER 2021	<ul style="list-style-type: none"> minor edits reviewed to align to regular Policy Review calendar sources checked 	DECEMBER 2022	

CHILDREN IN THE WORKPLACE POLICY

Our Out of School Hours Care (OSHC) Service is committed to supporting employees who have school-age children requiring care and offers flexible opportunities for children to be enrolled in the education and care service.

QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS		
155	Interactions with children	
156	Relationships in groups	
157	Access for parents	

RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Code of Conduct Policy Child Safe Environment Policy	Interaction with Children, Family and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy
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Enrolment Policy	
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PURPOSE

We recognise that family responsibilities are of the utmost importance and having your child attend the OSHC Service where you work is time efficient and provides flexibility and convenience. However, having your child attend the OSHC Service may also present its own unique set of challenges and concerns for various stakeholders, including other parents and service staff. It is therefore paramount, that clear communication and collaboration with management and employees is maintained to ensure a positive and successful workplace for educators and their child/ren. In order to balance work and family commitments, we support the enrolment of our employees' children within our OSHC Service. This includes all family relationships including biological children, adopted and fostered children, stepchildren, nieces and/or nephews.

We aim to have clear and defined roles for staff and educators to ensure we are maintaining a fair and equitable service for all children, staff and employees.

SCOPE

This policy applies to children, families, staff, Approved Provider, Nominated Supervisor, students, management and visitors (including contractors) of the Out of School Hours Care Service.

IMPLEMENTATION

In order to support work and family responsibilities, management will accept employees enrolling their children at the OSHC Service under the following conditions.

THE APPROVED PROVIDER/NOMINATED SUPERVISOR/RESPONSIBLE PERSON WILL ENSURE:

- a *family-friendly arrangement* is negotiated with the educator/parent to ensure compliance with our Code of Conduct and other service policies
- document the *family-friendly arrangement* to ensure the employee has a clear understanding of the provisions available within the OSHC Service and how this will be reviewed to ensure best practice
- a safe work environment is provided to the employee and child, free of bullying and discrimination
- the enrolment continues to allow the OSHC Service to meet operational requirements regarding age and ratios (for example, if a service is approved for 80 children, they will not exceed this licensing requirement)
- the educator/parent provides all required documentation for enrolment as per *Enrolment Policy*

- the OSHC Service promotes a family-friendly working environment
- all children are treated equally and fairly
- no special provisions are made for the child of an employee that would not be available to other enrolled children
- the educator/parent responds to their own child's behaviour and the behaviour of other children in a fair and consistent way
- educators maintain their professionalism towards the educator and child
- the educator/parent does not become a distraction for the child or other children, as this can cause a lack of focus or behaviour problems
- the educator/parent is aware that there could be potential stress from conflicting demands between family, work and other responsibilities and to support the employee and child when possible
- at predetermined date a review is conducted to assess the effectiveness and suitability of the child and parent being at the OSHC Service together

Educators will:

- maintain their professional boundaries
- be open and honest when discussing the child's development with the educator/parent
- be respectful towards the educator and child
- collaborate and seek guidance from the parent as per normal circumstances
- treat the child equally and fairly
- ensure there is no bias shown to the child of an employee at the service
- adhere to all mandatory reporting requirements (child protection, reportable conduct scheme, Child Information Sharing Scheme)
- raise any concerns with management
- ensure enrolment and attendance records are kept up to date
- provide enrolment information for their child/ren as required including signing Complying Written Agreement (CWA) for any discount in fees

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Children in the Workplace Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education. [My Time, Our Place- Framework for School Age Care in Australia.V2.0, 2022](#)

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REVIEW

POLICY REVIEWED BY:	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V3.9.23		
MODIFICATIONS	<ul style="list-style-type: none"> annual policy maintenance updated MTOP V2.0 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	<ul style="list-style-type: none"> regular policy maintenance hyperlinks checked and repaired as required- links from DESE changed to Department of Education link to Western Australian Education and Care Services National Regulations added in 'Sources' 	SEPTEMBER 2023	
JUNE 2022	<ul style="list-style-type: none"> New Policy developed for OSHC Services 	SEPTEMBER 2022	

GENDER EQUITY POLICY

In order to create an environment that supports, reflects and promotes gender equitable and inclusive behaviours and practices, it is crucial for our Out of School Hours (OSHC) Service and educators, to examine our values and belief systems. We are committed to promoting confidence and self-esteem in all children, young people, staff and visitors and acknowledge the uniqueness and potential of all people.

NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.

5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS
Interactions with children
Relationships in groups
Education and care service must have policies and procedures
Policies and procedures are to be followed
LEGISLATION AND FRAMEWORKS
Australian Human Rights Commission (2013) Disability Discrimination Act 1992 Early Childhood Australia Code of Ethics 2006 My Time Our Place- Framework for School Age Care in Australia. V2.0 2022 Equal Opportunity Act 2010 Privacy Act 1988 Sex Discrimination Act 1984 United Nations Convention on the Rights of the Child (1989)

RELATED POLICIES

Anti-Bias and Inclusion Policy Additional Needs Policy Child Safe Environment Policy Code of Conduct Policy Educational Program Policy	Interaction with Children, Family and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy
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PURPOSE

To ensure children are treated with respect and equality, our OSHC Service affirms the right for all children to have access to and participation in, the same experiences and activities irrespective of gender. To ensure that positive attitudes towards gender equity are encouraged and supported within our Service and community. Children will be encouraged to develop a sense of pride and self-worth, as they develop respect for each other’s rights and responsibilities.

SCOPE

This policy applies to children, families, educators, staff, management, approved provider, nominated supervisor, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

Educators who work with school aged children are in a unique position to influence their development and create environments that encourage equal and respectful relationships. Gender plays a significant role in the lives of children as it defines masculinity and femininity. These are socially constructed roles, behaviours, activities and attributes that society considers 'appropriate' for a person based on their sex. Breaking down gender stereotypes from a young age, helps stop the negative consequences of inequality and discrimination. Educators working with children need to observe the implication of gender in children's choice of friends, activities, language, interactions, group dynamics and behaviour. These observations can lead to valuable insight into children's understandings about gender and assist educators to promote challenges to gender stereotypes and embrace diversity.

The *Anti-Bias Approach in Early Childhood* suggests the following principles as a basis to challenge sexism and promote anti-bias behaviour:

- be prepared to challenge sexist attitudes and behaviours
- ensure that you protect the child or adult who has been treated unfairly
- explain what you think is unfair about their attitudes and behaviours and model anti-sexist attitudes and behaviours
- correct any incorrect and sexist assumptions a child has about gender
- plan a strategy for how to deal with a similar situation in the future.

THE APPROVED PROVIDER/MANAGEMENT/ NOMINATED SUPERVISOR WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and associated procedure
- ensure all new employees are provided with a copy of this policy as part of their induction process
- provide families with information about the importance of a gender equity approach in achieving positive outcomes for all children
- provide information about the OSHC Service's gender equity work
- provide a positive, inclusive, respectful and safe environment for LGBTIQ+ parented families

- ensure all staff have access to professional development activities which promote inclusivity and represent all families in the community including LGBTIQ+ families
- ensure all staff have access to professional development activities
- engage staff in reflective practice about their own biases about gender
- foster an inclusive and gender equitable environment that focuses on acceptance and celebrates diversity
- promote a positive understanding of gender equity
- ensure educators and staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families
- ensure that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner

EDUCATORS WILL:

- be mindful and respectful of how activities and experiences provided may impact on the expectations, interests, and behaviours of all genders
- be mindful of the language used when addressing children
- be inclusive and respectful when referring to LGBTIQ+ families
- provide a stimulating learning environment in which boys and girls are equally encouraged to explore a full range of experiences and emotions that aren't constricted by gender
- encourage children to express emotions and display affection and empathy
- act as advocates of children in dealing with other adults who act in a bias manner against a child due to their gender
- discourage the identification of particular skills, behaviours, and/or feelings as 'boys' and 'girls'
- encourage children to look upon both sexes as equal
- support the gender equity policy review by focusing on how children construct gender, and the effects of gender in curriculum, teaching and learning
- be responsive and ensure their actions are relevant to the specific and changing gender dynamics that emerge from the different ways in which different children interpret gender
- monitor language, attitudes, and assumptions with regard to gender and anti-bias of themselves, other educators, and children
- give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional gender roles and gender bias
- critically reflect on their practices and environment and model a positive attitude towards gender equality

- encourage and support all children to participate in the full range of experiences and activities
- regularly review resources, equipment, materials, and images used with children to make sure they include gender diversity, non-stereotypical images, and non-traditional family lifestyles such as single or same sex parents
- encourage children to explore their own gender identities and the impact of gender relations in their play
- regularly review the book collection to ensure a range of different stories and experiences are depicted beyond stereotypical narratives.

DEFINITIONS

Gender refers to the socially learnt roles, behaviours, activities and attributes that any given society considers appropriate for men and women. Gender defines masculinity and femininity. Gender equity is the process of being fair to women and men.

Gender equity acknowledges that women and men have different access to resources, power, responsibilities and life experiences and different strategies are often necessary to address disadvantages and achieve equal outcomes of women and men, boys and girls.

Gender equality is the outcome reached through gender equity. It is the equal valuing by the society of the similarities and differences between women and men, and the varying roles that they play.

Gender inequality is the unequal distribution of power, resources, opportunity, and value afforded to men and women in society due to prevailing gendered norms and structures. Gender roles are the functions and responsibilities expected to be fulfilled by women and men, girls and boys in a given society.

Gendered norms consist of a set of dominant beliefs and rules of conduct, which are determined by a society or social group in relation to the types of roles, interests, behaviours and contributions expected from boys and girls, men and women.

Inclusion involves taking into account all children and young people's social, cultural and linguistic diversity (including learning styles, capabilities, disabilities, gender, family circumstances and geographic location) in program decision-making processes. The intent is to ensure that all children and young people's experiences are recognised and valued. The intent is also to ensure that all children and young people have equitable access to resources and participation, and opportunities to demonstrate their learning and to value difference.

Sex refers to biological and physiological differences between females and males.

Stereotype refers to a widely held but fixed and oversimplified image or idea of a particular type of person or thing.

Sexism refers to gender discrimination. It is prejudice or discrimination based on a person's sex or gender.

Violence against women is defined as 'any act of gender-based violence that causes or could cause physical, sexual or psychological harm or suffering to women, including threats of harm or coercion, in public or in private life' (Council of Australian Governments, 2011; United Nations General Assembly, 1993).

Sourced from Our Watch (2015) in Creating Gender Equity in the Early Years: A Resource for Local Government and MTOP (V2.02) (2022).

CONTINUOUS IMPROVEMENT/REFLECTION

The *Gender Equity Policy* will be reviewed on an annual basis in conjunction with children, families, educators, staff and management.

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REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
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POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
APRIL 2023	<ul style="list-style-type: none"> • annual policy maintenance • Disability Discrimination Act added to legislation • Inclusion definition added from MTOP • additional references related to inclusion and respect for LGBTIQ+ families • MTOP references amended to V2.0 • continuous improvement/reflection section added • link Western Australian Education and Care Services National Regulations added in 'Sources' 	APRIL 2024	
APRIL 2022	<ul style="list-style-type: none"> • policy maintenance - no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	APRIL 2023	

INTERACTIONS WITH CHILDREN, FAMILIES & STAFF POLICY

My Time, Our Place (MTOP) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. Within our Out of School Hours Care (OSHC) community many different relationships are negotiated with and between children, educators, and families. The way in which these relationships are established and maintained, and the way in which they remain visible impacts on how our community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN

5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other

QUALITY AREA 6: COLLABORATIVE PARTNERSHIPS WITH FAMILIES & COMMUNITIES

6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role
6.1.1	Engagement with the service	Families are supported from enrolment to be involved in the service and contribute to service decisions
6.1.2	Parents views are respected	The expertise, culture, values and beliefs of families are respected and families share decision-making about their child's learning and wellbeing
6.1.3	Families are supported	Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing

EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

S.166	Offence to use inappropriate discipline
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios-centre-based services
126	Centre-based services- general educator qualifications

145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Delivery of Children to, and Collection from and Education and Care Service Premises Educational Program Policy Enrolment Policy Family Communication Policy	Governance Policy Management Committee Policy Orientation of Families Policy Open Door Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Staffing Arrangement Policy Student and Volunteer Policy Supervision Policy
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PURPOSE

We aim to build positive relationships with children, families, and educators through collaboration and interactions, which is reflective of our Out of School Hours Care (OSHC) Service philosophy and the *My Time, Our Place Framework* (V2.0). Educators will encourage positive relationships between children and their peers as well as with educators and families at the Service, ensuring children feel safe and supported.

SCOPE

This policy applies to children, families, staff, the approved provider, nominated supervisor, management, students, volunteers and visitors of the OSHC Service.

IMPLEMENTATION

Under the Education and Care Services National Regulations, the approved provider must ensure that policies and procedures are in place for interactions with children (regulation 168) and take reasonable steps to ensure those policies and procedures are followed.

To build and maintain positive and respectful relationships with children, families, and educators our OSHC Service will adhere to our statement of philosophy and the ACA Code of Ethics. We aim to provide a child safe culture where our values and practices that guide the attitudes and behaviour of all staff are guided by the National Principles for Child Safe Organisations and the implementation of the Child Safe Standards.

INTERACTIONS WITH CHILDREN

Children need positive relationships with educators that are trusting and responsive to their individual needs. Through these experiences and interactions children will develop a positive understanding of themselves and feel a sense of belonging. We promote a respectful, child safe culture where children concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff.

THE APPROVED PROVIDER/ NOMINATED SUPERVISOR/MANAGEMENT AND EDUCATORS WILL:

- ensure obligations under the *Education and Care Services National Law and National Regulations* are met
- ensure educators, staff, students, visitors and volunteers have knowledge of and adhere to this policy and procedure
- ensure all new employees, students and volunteers are provided with a copy of this policy as part of their induction process
- create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all educators
- meet educator to child ratio and qualification requirements
- ensure all educators and staff have undertaken current child protection legislation training including mandatory reporting requirements and obligations
- ensure that no child is subjected to any form of corporal punishment or any discipline that is unreasonable or inappropriate in the circumstances (S. 166 National Law)

EDUCATORS WILL:

- role-model appropriate language and behaviour
- support children to be aware of their own feelings as well as the feelings of others
- encourage children to treat all other children with respect
- provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions

- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon
- assist the children to build resilience and self-assurance through positive interactions
- guide children's behaviour positively
- respect the rights, dignity and agency of children (United Nations Convention on the Rights of the Child)
- support children within the OSHC learning environment
- provide appropriate supervision so children feel safe in their interactions with other children
- speak to children in a positive manner at all times, promoting respect, tolerance and empathy, including the use of non-verbal cues and communication
- engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- respect each child's uniqueness, be attuned to, and respond sensitively and appropriately to children's efforts to communicate and use the child's own language, communication styles, and culture to enhance interactions
- listen to children and take them seriously; support and encourage children to use appropriate language in their interactions with adults and peers. Educators will extend upon children's interests and ideas through questions and discussions, supported and made visible in observations, reflections, and programming.
- understand their reporting requirements and respond to any incident, disclosure or suspicion of child abuse or harm
- communicate with children by getting down to their level, using eye contact, and showing respect to the child whilst engaging in and promoting effective communication
- show empathy to children
- ensure that the values, beliefs, and cultural practices of the child and family are considered and respected (Reg. 155)
- ensure that no child is ever isolated for any reason other than illness, accident or pre-arranged appointment with parental consent. During this time, they will be under adult supervision.
- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- facilitate children's individual development extending upon their strengths, interests and abilities

INTERACTIONS WITH FAMILIES

Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps to build trusting and respectful partnerships with families. Educators use positive and open communication with families and siblings in order to create a responsive and inclusive environment for children, staff and families. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills cultures and abilities. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

MANAGEMENT AND EDUCATORS WILL ENSURE:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language
- families are asked to identify a preferred method of regular communication with the Service (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner
- they learn the names of family members and use these names when they greet them
- two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
- common terminology (not jargon) is used when talking to parents regarding their child's development
- privacy and confidentiality are respected at all times
- information about another child or family information is never discussed with a parent or visitor
- they remain sensitive to cultural differences amongst families and encourage families to share cultural aspects with the children and educators at the service
- the advice and opinion from other professional experts is requested, with parental permission, to assist educators develop and implement strategies to support the inclusion of children with additional needs
- they seek additional resources and professional support for families through a range of organisations such as KU Inclusion Support, Area Health and other specific health professional networks
- verbal communication is always open, respectful and honest
- families are provided with up to date service information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children

- connections between families is promoted and enhanced through inviting families to participate in routines and events at the service.
- families are aware of our complaint handling process- (*Dealing with Complaints Policy*)
- any gift (including cash money) received by a family valued over \$50 is to be declared to management
- any bribe or gift received by a family that may influence or appear to influence a decision or action is to be declined and reported to management.

INTERACTIONS WITH STAFF AND EDUCATORS

The OSHC Service recognises that the way educators interact with each other has an effect on the interactions they have with children and families. Educators working within our OSHC Service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our OSHC Service to maintain positive relations and model the type of communication we want children to develop.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, EDUCATORS WILL:

- all families are treated equitably without bias or judgement, recognising that each family is unique
- families are provided with information and resources in their first language
- families are asked to identify a preferred method of regular communication with the Service (this may include utilising a translator service)
- families and children are greeted upon arrival in a respectful manner
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- two-way communication is established through leading by example and asking questions and a willingness to offer information about ourselves
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- families are provided with up-to-date service information and notices through Daily Reports, newsletters, communal notice boards, emails and sign-in sheets.
- they regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- connections between families is promoted and enhanced through inviting families to participate in routines and events at the OSHC Service
- families are aware of our complaint handling process- (*Dealing with Complaints Policy*)

INTERACTIONS WITH STAFF AND EDUCATORS

The OSHC Service recognises that the way educators interact with each other has an effect on the interactions they have with children and families. Educators working within our OSHC Service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our OSHC Service to maintain positive relations and model the type of communication they want children to develop.

- engage in professional communication in order to create an effective work environment and to build a positive relationship with educators, children and families. Communication amongst colleagues creates a positive atmosphere and a professional image for families. Communication between staff and families ensures that important information is being passed on consistently.
- champion a child safe culture through their attitudes, behaviours and actions
- collaborate together as a team sharing room roles and responsibilities through the use of a roster where necessary
- be respectful when listening to each other's point of view and ideas
- maintain effective communication to ensure that teamwork occurs
- use staff meetings to communicate their professional reflections and ideas for continuous improvement as a team
- attend in-service training to update and refresh and add to individual skills and knowledge
- keep up to date with current legislation to child protection including mandatory reporting requirements – (*Child Protection, Reportable Conduct Scheme*)
- refer to the *Dealing with Complaints Policy (Staff) /Procedure* if they feel a situation with another educator is not being handled with professionalism, respect, and fairness

- recognise each other's strengths and value the contribution each person makes to different work roles
- work collaboratively to reach decisions which will enhance the quality of the education and care offered at the OSHC Service
- welcome diverse views and perspectives
- work together as a team and engage in open and honest communication at all times
- respect each other's positions and opinions
- develop and share networks and links with other agencies
- resolve differences promptly and positively and use the experience to develop more effective methods of working together.

TO MAINTAIN PROFESSIONALISM AT ALL TIMES, MANAGEMENT WILL:

- provide new educators with relevant information about the OSHC Service and program through an Staff Handbook, induction, and daily communication
- treat educators with respect
- be sensitive to the feelings and needs of educators
- provide constructive feedback to educators as part of their professional learning plan support
- value the role and contribution of each educator
- demonstrate commitment to ongoing collaboration and engagement to support staff wellness
- provide opportunities for all educators to have input into the program development and evaluation
- appreciate and utilise educator skills and interests
- provide support, assistance and mentoring to educators
- hold regular educator meetings to encourage and support professional growth and reflective practice
- use appropriate conflict resolution techniques to solve problems
- ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- provide opportunities for professional development.

TO ENHANCE COMMUNICATION AND TEAMWORK, EDUCATORS WILL:

- maintain privacy and confidentiality
- be respectful, caring and inclusive of all colleagues
- be sensitive to the feelings and needs of other team members
- support colleagues during difficult situations
- provide constructive feedback to each other

- trust each other
- value the role and contribution of colleagues
- appreciate and utilise colleague skills, strengths and interests regardless of qualification and experience
- provide support and assistance to each other
- share responsibilities
- have a flexible attitude towards team roles and responsibilities
- greet each other by name
- show genuine interest in the other person by using active and reflective listening
- communicate ideas and opinions clearly and professionally
- use a communication book or daily diary to pass on messages and record relevant information
- use appropriate conflict resolution techniques to solve problems
- engage in opportunities for professional development.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Interaction with Children, Families and Staff Policy* will be reviewed on an annual basis in consultation with children, families, staff, educators and management.

SOURCES

- Australian Children's Education & Care Quality Authority. (2014).
- Australian Children's Education & Care Quality Authority. (2023). [Guide to the National Quality Framework](#).
- Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines- *Interactions with Children*
- Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>
- Child Australia *Cultural Connections Booklet*. (2017).
- Early Childhood Australia Code of Ethics. (2016).
- Australian Government Department of Education (2022). [My Time, Our Place- Framework for School Age Care in Australia.V2.0](#)
- Education and Care Services National Law Act 2010. (Amended 2023).
- [Education and Care Services National Regulations](#). (Amended 2023).
- NSW Department of Education. (2021). [Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services](#).
- Privacy and Personal Information Protection Act 1998* (Cth).
- Victorian Early Years Learning and Development Framework (2011) Melbourne Graduate School of Education *Evidence Paper Practice Principle 5: Respectful relationships and responsive engagement* <https://www.education.vic.gov.au/Documents/childhood/providers/edcare/respectrelns.pdf>
- [Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V9.05.24		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • added information about receiving gifts from families • minor edits • sources checked for currency and updated as required 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
MAY 2023	<ul style="list-style-type: none"> • annual policy maintenance • hyperlinks checked and repaired as required • continuous improvement/reflection section added • link to Western Australian Education and Care Services National Regulations added in 'Sources' 	MAY 2024	
MAY 2022	<ul style="list-style-type: none"> • policy maintenance – change of name of related policy • no major changes to policy • minor formatting edits within text • hyperlinks checked and repaired as required 	MAY 2023	

RESPECT FOR CHILDREN POLICY

Within an Out of School Hours Care community many different relationships are negotiated with and between children, educators and families. The way in which these relationships are established and maintained, and the way in which they remain visible, impacts on how the early childhood community functions. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios
126	Centre-based services- general educator qualifications
145	Staff record
155	Interactions with children
156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

RELATED POLICIES

<p>Additional Needs Policy Anti-Bias & Inclusion Policy Celebrations Policy Child Protection Policy Child Safe Environment Policy Children’s Belongings Policy Clothing Policy Dealing with Complaints Policy</p>	<p>Educational Program Policy Family Communication Policy Gender Equity Policy Interactions with Children, Family and Staff Policy Medical Conditions Policy Photograph Policy Privacy and Confidentiality Policy</p>
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PURPOSE

The Eight Principles that underpin practice within the My Time Our Place Framework (MTOF) (V2.0). are focussed on assisting children to make progress in relation to Learning Outcomes. One key principle is secure, respectful and reciprocal relationships. Our Service Philosophy guides our interactions and relationships with children. We aim to ensure all educators develop positive relationships with children based on respect and fostering children's self-esteem, self-reliance, self-expression and development.

SCOPE

This policy applies to children, families, staff, management Approved Provider, Nominated Supervisor, and visitors (including contractors) of the OSHC Service.

IMPLEMENTATION

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child. The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging. Our OSHC Service is committed to ensuring all educators and staff are aware of the UNROC and to educate children on their rights while encouraging children to participate in decisions which affect them within our service.

Our OSHC Service is dedicated to protecting children from abuse and neglect and promotes a child safe environment, maintaining children and young people's safety and wellbeing. We promote [cultural safety](#) for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We aim for children to feel safe and secure and we believe in forming strong attachments and connections with educators, children and families at the OSHC Service.

Educators employed at the OSHC Service will implement teaching techniques and strategies to establish secure, respectful and reciprocal relationships with children and their families. Educators and staff are respectful of diversity and are culturally responsive, respecting multiple cultural ways of *knowing, doing and being* and celebrate the benefits of diversity. (MTOF, V2.0.)

By respecting diversity, educators value and reflect the practices, values and beliefs of families within the curriculum. Educators value children's unique and diverse capacities and capabilities and respect families'

home lives. (MTO. (2022). p. 15)

THE APPROVED PROVIDER WILL:

- ensure obligations under the Education and Care Services National Law and Regulations are met
- provide a child safe environment at all times
- ensure minimum staff requirements are met including educator to child ratios and staff qualifications
- ensure all staff, educators and volunteers have completed child protection training including mandatory reporting requirements
- ensure no child is subjected to any form of corporal punishment or inappropriate discipline

NOMINATED SUPERVISOR, MANAGEMENT AND EDUCATORS WILL:

- provide a welcoming, child safe, inclusive and happy environment where children's concerns are always responded to
- embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- create an environment that is flexible and responsive to the strengths, culture, languages, interests and capabilities of each child
- promote children's bodily integrity (respecting their physical space and only using touch when necessary and appropriate)
- support children's consent by acknowledging and respecting a child's right to refuse or say no
- respect each child's uniqueness, displaying appreciation and respect for children as individuals
- use a positive and non-threatening tone when interacting with children in all situations
- ensure mealtimes / snack times are relaxed and unhurried
- sit with children during mealtimes / snack times, engaging in respectful conversations
- never force a child to do something against their requests: This includes rest, eat, participation in group experiences and activities.
- role model respect to children in everyday dealings with both adults and children
- endeavour to be aware of each individual child's values, culture and feelings, and respond appropriately
- respect and value diversity and not tolerate any discriminatory practices
- encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings
- encourage children to request assistance when taking on new challenges, inspiring children's independence and confidence

- regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child
- inspire, encourage and accept each child and encourage them to do the same with their peers by actively:
 - fostering each child’s construction of a knowledgeable, confident self-identity.
 - fostering each child’s comfortable, empathetic interactions with a diverse range of people.
 - fostering each child’s critical thinking about bias, and to question and enquire.
 - fostering each child’s ability to stand up for herself/himself and others in the face of bias
- respond respectfully and appropriately to children’s attempts as they participate and converse in sustained conversation about their interests
- implement a predictable routine for children with interest-based activities and experiences
- provide a range of planned and spontaneous experiences for children to challenge and maximise learning opportunities.
- use a variety of communication strategies inclusive of verbal and non-verbal cues to support the development of relationships with children
- empower children to speak up and raise any concerns
- support children’s home language when communicating and interacting to build trust and positive relationships
- respect children and families’ diversity and the development of cultural responsiveness within the OSHC Service including LGBTIQ+ and gender diverse young people
- support children and build secure attachments through a collaborative partnership with families
- encourage children to develop confidence in their ability to express themselves
- encourage children to work through differences appropriately and with guidance where necessary
- respect each child’s uniqueness and communicate that respect to the child
- ensure children are aware of how to raise concerns or provide feedback
- respond or report to children about how their feedback has been acted upon.

CONTINUOUS IMPROVEMENT/REFLECTION

Our *Respect for Children Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

SOURCE

Australian Children’s Education & Care Quality Authority. (2023). [Policy and Procedure Guidelines- Interactions with Children](#)

Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>

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Dau, E. (Ed.) (2016). *The multi-bias approach in early childhood* (2nd Ed.). Frenchs Forest, Australia: Pearson Education.

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Stonehouse, A. (2012). *Relationships with children*:

UN General Assembly. (1989). *Convention on the Rights of the Child*. Simplified version available at

<https://www.unicef.org.au/Upload/UNICEF/Media/Our%20work/childfriendlycrc.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

POLICY REVIEWED BY:	SARAH DUFFY	DIRECTOR	AUG 24
POLICY REVIEWED	AUGUST 2024	NEXT REVIEW DATE	AUGUST 2025
VERSION NUMBER	V6.923		
MODIFICATIONS	<ul style="list-style-type: none"> • annual policy maintenance • separated responsibilities for AP • updated Purpose and Implementation sections to reflect change in terminology within MTOP (V2.0) • continuous improvement/reflection added 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2022	<ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • Inclusion of commitment of awareness regarding UNCROC 	SEPTEMBER 2023	