



## Relationships with Children – NQS5

# Interactions with Children

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## Policy Statement

All children attending Liwara Catholic Outside School Hours Care (the Service) are encouraged to demonstrate a capacity for self-regulation and cooperation with others that is appropriate to their stage of development. Children are supported to express their opinions, ideas and feelings in an appropriate manner and to negotiate roles and relationships within the Service and beyond.

Educators encourage children's sense of agency, assisting them, where necessary, to make choices and decisions that take into account the child's own needs and the needs of others.

Educators display encouragement and enthusiasm towards children's participation in the program. When inappropriate behaviour is demonstrated, children are reminded of the impact they are having on people around them and provided with guidance toward demonstrating acceptable behaviour.

The dignity and rights of all children at the Service are maintained at all times. No child is subjected to any form of corporal punishment, punishment by solitary confinement, punishment by physical restraint or any other demeaning, humiliating or frightening punishment.

## Rationale

Educators seek to encourage young people to contribute more broadly to the development of the kind of world envisaged by Christ. A world committed to the love, compassion and justice of the Gospel of Jesus Christ (Mandate, Catholic Education Commission of Western Australia 2009-2015, p.7).

“And learn from me, for I am gentle and humble in heart” (Matthew 11:28-30)

The Service supports children to contribute to a just and compassionate world by establishing an environment where their right to feel safe, secure and cared for is acknowledged and where they have opportunities to be responsible for their own behaviour.

## Procedures

### *The Program and Environment*

Educators and children work together to create environments that encourage participation and positive social interactions. Spaces provided in the learning environment allow for smooth transitions between activities and to limit interruptions for children involved in play or other activities.





Educators provide spaces that:

- Offer children opportunities to withdraw or spend time alone as the need arises.
- Provide for children to participate in a variety of large group, small group and individual activities.
- Challenge children as well as invite mastery and opportunity to practice cooperation, sharing and helping.
- Support a range of self-initiated experiences. Children can act independently and have easy access to equipment, toys and games when choosing activities.

### ***Encouraging Appropriate Behaviour***


- Educators model behaviour that encourages inclusion, a sense of fairness, empathy and co-operation with others. They strive to build relationships with children that are safe, secure, and convey respect.
- Educators listen to children's needs and provide them with opportunities to work through their emotions independently. Children's attempts to deal with their emotions appropriately are acknowledged and supported. Their concerns are carefully listened to and discussed so that diverse perspectives on issues of inclusion and exclusion, fair and unfair behaviour is understood.
- Educators talk with children about emotions, responses to events, emotional regulation and self-control and provide children with strategies to make informed choices about their behaviour. They children to understand how their behaviour affects others and ensure children's self-initiated play respects the rights and feelings of others.
- Educators acknowledge children's complex relationships and intervene as required in ways that promote consideration of alternative perspectives and social inclusion. Children are given the opportunity to handle their disagreements without adult assistance.
- Children are encouraged to express their feelings, ideas and views in acceptable ways, listen to the views of others and to settle their differences in a peaceful manner.
- Cooperation is valued and encouraged. Educators notice when children are cooperating and respond with encouragement
- The School Leadership team encourages educators to continually assess and reflect on their skills for dealing with children's behaviour.

### ***Setting limits***

Clear guidelines about acceptable behaviours are developed and reviewed with input from children, families, educators and management. Families are made aware of expected behaviours at the Service at the enrolment interview and through communication strategies such as the Parent Handbook and the Service newsletters.

Children are involved in establishing play and safety limits in the Service and, where appropriate, in setting the consequences involved when agreed limits are not adhered to.





Limits and consequences vary depending upon the developmental stage and ability of children participating in activities.

Limits for behaviour are clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way.

### ***Self-Regulation***

When a child has difficulty self-regulating their behaviour, time may be offered to assist the child to calm down before discussing what has happened with an educator. This is not a “time out” where children are isolated from others as punishment (however children may choose to spend some time alone). Time out strategies will vary between children but may include:

- Sitting quietly with an educator of their choice
- Listening to quiet music
- Doing something physical like kicking a ball
- Talking with a friend

### ***Inappropriate behaviour***

When inappropriate behaviour does occur, educators remain calm and provide guidance toward acceptable behaviour.

Children demonstrating inappropriate behaviour may be re-directed, either by providing adult assistance in the activity in which they are involved or by moving to a new activity.

Where children demonstrate a continued inability to cooperate in a particular activity, educators may choose to modify the activity or to remove the activity or equipment for a period of time.

Continuing inappropriate and disruptive behaviours will be discussed with parents and where necessary an action plan will be developed.

### ***Termination and Suspension Policy***

Where inappropriate behaviour continues to be demonstrated following consistent implementation of the action plan across home and OSHC, additional support will be sought from outside support agencies with the consent of parents.

Where parents do not agree to support being sought, or where inappropriate behaviour continues despite outside support, the school principal may choose to suspend or terminate the child’s enrolment at the Service.



## References

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