# **INTERACTIONS WITH CHILDREN POLICY**

## POLICY STATEMENT:

Macgregor Primary School Outside School Hours Care is dedicated to creating an environment that aligns with the principles outlined in "My Time, Our Place." We prioritize the establishment of secure, respectful, and reciprocal relationships with children, fostering genuine respect for diversity and a commitment to equity in all our interactions with children.

Through our interactions, we aim to cultivate children's optimism, happiness, and sense of fun. We are committed to identifying and addressing barriers that might hinder children from developing a positive sense of self-identity.

Educators will seize opportunities during their interactions with children to cultivate mutual understanding, leading to deeper insights into one another and the negotiation of well-defined boundaries related to safety, respect for others, and procedures for nurturing a caring environment.

## PROCEDURES:

All children and adults will uphold the principles of Belonging, Respect, Individuality, Cooperation, and Kindness in their interactions by modelling these values and reminding others when their actions do not align with these principles.

Children will be educated on the safety rules of Macgregor Primary School Outside School Hours Care, and Educators will reinforce these rules by pointing out instances when rules are broken, giving children the chance to recognize the consequences of rule breaking.

Addressing Persistent Inappropriate Behaviours:

For children consistently demonstrating unacceptable behaviour, Educators will:

1. Remove the child from the situation and promptly inform the child's parents about the incident and the need to collect their child due to inappropriate behaviour.
2. Ensure the child comprehends the boundaries and what constitutes appropriate behaviour.
3. Ensure that behavioural expectations are appropriate for the child's developmental stage and understanding.
4. Investigate potential underlying causes for the behaviour, including environmental factors.
5. Engage in discussions with the child and their family members to address the issue.
6. Document all incidents related to inappropriate behaviour, including event details, date, time, involved parties, and how the situation was managed.
7. Develop an action plan for managing specific behaviours, involving regular discussions with Educators, children's families, and school professionals to evaluate the plan's effectiveness and progress.

Managing Physically Harmful Behaviours:

For behaviours that are physically harmful, Educators will:

1. Remove the child from the situation and promptly inform the child's parents about the incident and the need to collect their child due to violent behaviour.
2. Verify the safety of any involved individuals and provide necessary first aid.
3. Record incident details, including date, time, individuals involved, injuries sustained, and actions taken.
4. Report information to the Committee and the Children's Education and Care Assurance (CECA) as appropriate.
5. Determine an appropriate suspension period to convey the seriousness of the situation and allow for investigation and action planning before the child's return.
6. Ensure the child understands the impact of their actions and encourages them to make amends if necessary.

Exclusion for Unacceptable Behaviours:

If unacceptable behaviour persists and previous strategies are ineffective, Educators will involve management and discuss the matter. Exclusion, not suspension, might be considered if:

1. Strategies have been in place for a reasonable duration as determined by the nominated supervisor and the committee.
2. Parents/guardians have been informed and engaged in discussions about the child's behaviour and strategies for change.
3. Referrals to external support agencies have been suggested, and efforts to seek support have been made.
4. Educators and management have thoroughly considered the issue.

Should behaviour improve following exclusion, a comprehensive management plan must be established, implemented, and supported by the child's parents/guardians before the child can return to Macgregor Primary School Outside School Hours Care.

**Citations**

* Education and Care Services National Regulations
* National Quality Standard
* Other Service policies/documentation
* r73, r74, r76, r155, r156, r168.
* Quality Areas 1, 5, and 6.
* Parent Handbook
* Staff Handbook
* Programming and Evaluation records
* Grievance policy
* Child Safe Environments
* My Time, Our Place

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