

POLICY STATEMENT

TWOOSH will provide an environment that reflects the principles in 'My Time, Our Place' where the development of secure, respectful and reciprocal relationships with children are fostered and encouraged, and genuine respect for diversity and a commitment to equity is reflected in all our interactions with children.

Through our interactions with the children, we will endeavour to nurture their optimism, happiness and sense of fun and we aim to recognise and respond to barriers which may impact their positive sense of self-identity.

Educators will use opportunities in their interactions with children to develop an understanding of each other's expectations and the negotiation of clear boundaries regarding safety, respect for others and procedures for creating a caring environment.

REFERENCES AND CONSIDERATIONS

- Education and Care Services National Regulation 2011 (73, 74, 76, 155, 156, 168, 274A)
- National Quality Standard 2011: Quality areas 1, 5 & 6.
- 'My time, our place' Learning framework for school age children

Related TWOOSH documents

- Educator Handbook
- Family Information Booklet
- Policy D-5 – Diversity, inclusion and anti-bias
- Policy D-9 – Providing a child safe environment
- Policy D-12 – Behaviour management

PROCEDURES

Educator and children interactions

Supporting children's needs and abilities

Educators will:

- ◆ maintain a positive attitude in all interactions with children and treat children with respect, courtesy and understanding.
- ◆ listen carefully to children's experiences and perspectives and show interest in their ideas and perspectives.

- ◆ respect children as individuals and encourage each child to voice their opinions, concerns and ideas in a supportive forum that is free from stigma and bias.
- ◆ treat children equally regardless of race, cultural background, religion, sex or ability and ensure interactions between children and Educators exhibit this.
- ◆ support children in feeling confident in the environment by never using strategies such as shouting, threats of corporal punishment or the refusal of food or other basic needs.

Communicating with children

Educators will:

- ◆ provide children with opportunities to interact and develop respectful and positive relationships with each other, Educators and visitors to TWOOSH.
- ◆ ensure that appropriate physical contact is maintained when comforting children, applying first aid, or ensuring safety such as holding hands, while maintaining respectful bodily space.
- ◆ identify when interactions with a child are not appropriate and refer to TWOOSH Policy D-9 to address these concerns.
- ◆ maintain defined boundaries in regards to appropriate behaviour with children and engagement with their families.
- ◆ sensitively manage children who are having difficulty conveying their message or managing their emotions and strive towards the goal of inclusivity for such children.
- ◆ ensure children understand what is being communicated to them during interactions and allow them time to question or respond.
- ◆ speak to children at their level and use voice intonations, facial expressions and body language to assist in conveying messages.
- ◆ engage in one-on-one conversations with all children and develop an understanding of their likes, dislikes and interests.
- ◆ collaborate with children regarding the daily routines and practices within TWOOSH, including programming of experiences in order to meet their individual needs, interests and abilities.

Providing a positive environment

Educators will:

- ◆ organise environments and spaces that promote small and large group interactions and meaningful play and leisure.
- ◆ collaborate with children to develop a set of rules or boundaries to guide their behaviour within TWOOSH and discuss clear expectations and consequences of inappropriate behaviours.
- ◆ keep rules simple and only have a small number of concise rules that children understand, focusing on appreciating and caring for each other and the environment. All Educators, families and children will be made aware of the rules and the expected consequences. The rules will be clearly displayed and available in the Family Information Booklet.
- ◆ ensure that all Educators enforce the rules and consequences consistently at all times. Consequences will be relevant to the situation and never demeaning.
- ◆ follow up all issues that arise by discussing the situation with the child and strategising for better solutions for future issues.
- ◆ act as a positive role model for appropriate and expected behaviours in TWOOSH, being mindful of respectful language and tone.
- ◆ encourage and reward acceptable behaviour by giving praise and positive feedback to children as often as possible.
- ◆ assist children in developing self-discipline skills and regulating their own behaviours by using simple conflict resolution skills, building self-reliance and self-esteem, role modelling and positive reinforcement.

- ◆ collaborate with family members and the school regarding appropriate behaviour management practices to ensure there is a consistent approach.
- ◆ access professional development and resources related to positive behaviour management and include this in professional development planning.

Children's engagement

The children will:

- ◆ be encouraged to respond to others with respect, courtesy and understanding regardless of race, cultural background, religion, sex or ability.
- ◆ be encouraged to share humour and express themselves in a variety of ways.
- ◆ practice strategies for problem solving, debating, negotiating and interacting with others in an appropriate way with the guidance of educators.
- ◆ have opportunities to use and share languages spoken at home with other children and Educators.
- ◆ collaborate with Educators in developing TWOOSH routines and procedures including rules and boundaries and the consequences they should expect if these are not followed.
- ◆ encourage their peers to adhere to the rules and expectations.
- ◆ participate in experiences that will build relationships and promote interactions between each other, Educators and visitors to TWOOSH.
- ◆ assist Educators in developing programs and routines for TWOOSH that reflect their individual needs, interests and abilities.
- ◆ have their need for solitude or quiet time supported and respected by Educators and other children.
- ◆ develop an understanding of the choices they make and the responsibility they have to manage their own behaviours with support from the Educators.

Dealing with inappropriate behaviours

Refer to Policy D-12.

Revisions

Date of next review: June 2024

Date	Reviewer	Approved by
4.12.17		Approved in Committee meeting
17.09.18		Approved in Committee meeting
29.07.19		Approved in Committee meeting
16.11.20	AB, MK	Approved in Committee meeting
30.07.21	SR	TWOOSH Management Committee
		TWOOSH Management Committee