5.01 Interactions & Relationships with Children Policy

INTRODUCTION

My Time Our Place (MTOP) identifies secure, respectful and reciprocal relationships with children as one of the principles that underpin practice. Within the school aged community many different relationships are negotiated with and between children, educators and families. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

PURPOSE

Cubby OOSH aims to build positive relationships with children, families and educators through collaboration and interactions, which is reflective in our Service philosophy and the Framework. 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

In order to build and maintain positive and respectful relationships with children, families and Educators our Service will adhere to our philosophy and code of ethics to guide:

- Interactions with Children
- Interactions with Families
- Interactions with Educators (Staff)

IMPLEMENTATION

Interactions with Children

Children need positive relationships with Educators that are trusting and responsive to their needs.

Management and Educators will:

- Create a welcoming and relaxed atmosphere in which children experience equitable, friendly and genuine interactions with all Educators
- Use appropriate language and behaviour will be role modelled by Educators
- Support children to be aware of their own feelings as well as the feelings of others
- Encourage children to treat all children with respect as their friend
- Provide children with the opportunity to explore their dispositions for learning by expressing themselves and their opinions
- Assist the children to build resilience and self-assurance through positive interactions
- Guide children's behaviour positively
- Respect the rights of children
- Speak to children in a positive manner at all times, promoting respect, tolerance and empathy; this includes children using non-verbal cues
- Engage in meaningful, open interactions that support the acquisition of skills for life and learning of children
- Respect each child's uniqueness, are attuned to and respond sensitively and appropriately to children's efforts to communicate and will use the child's own language, communication styles and culture to enhance their interactions
- Listen to children and take them seriously; they will 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 in observations, reflections and programming
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- Communicate with children by getting down to their level, showing respect to the child whilst promoting effective communication and eye contact.
- Show empathy to children
- Ensure that the values, beliefs and cultural practices of the child and family are considered and respected
- 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
- Challenge children's individual development

Interactions with Families

Effective communication is the key to developing and maintaining positive interactions and relationships with others. Educators working within or service are required to demonstrate mutual respect towards each other and value the contributions made by each educator. This enables our Service to maintain positive relations and model the type of communication they want children to develop. Educators also need to use positive communication with families and children in order to create a responsive and inclusive environment for all.

Management and Educators will ensure:

- All families are treated equitably without bias or judgement; recognising that each family is unique
- Families and children are greeted upon arrival
- Two-way communication is established through leading by example and asking questions
- Common terminology is used when talking to parents regarding their child's development
- Never to discuss another child or family information with a parent or visitor
- To remain sensitive to cultural differences amongst families and are to encourage families to share cultural aspects with the children and Educators at the Services
- To always endeavour and seek the advice and opinion from experts with family permission, to help with regards to a child with additional needs or support a family through resources available from such support agencies as KU Inclusion Support Agency, Area Health or the private sector
- To endeavour to recognise and implement several different ways to communicate with families in their preferred chosen way
- Verbal communication is always open, respectful and honest
- Families are provided with up to date service information and notices through Daily Reports, Newsletter, communal signs, emails and sign-in sheets
- To regularly reflect on parent input into the program and make changes where necessary that will best benefit the service and children
- Children are treated and programmed for as individuals

Interactions with Educators (Staff)

The Service recognises that the way Educators interact with each other has an effect on the interactions they have with children and families.

To maintain professionalism at all times, Educators will:

- Preserve professional communication in order 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 Service for families. Communication between staff and families ensures that important information is being passed on and that consistency occurs
- 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 individual skills and knowledge
- Refer to the Staff Grievance Policy/Procedure if they feel a situation with another Educator is not being handled with professionalism, respect and quality
- Recognise each other's strengths and valuing the different work each does
- Work collaboratively to reach decisions which will enhance the quality of the Education and care offered at the Service
- Welcome diverse views and perspectives
- Work together as a team and engaging 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 using the experience to learn more effective methods of working together

To enhance communication and teamwork, Educators will:

- Provide new educators with relevant information about the Service and program through an Educator handbook, induction and daily communication
- Maintain confidentiality
- Treat each team member with respect
- Be sensitive to the feelings and needs of other team members
- Provide constructive feedback to each other
- Trust each other
- Value the role and contribution of each educator
- Provide opportunities for all educators to have input and evaluate the program
- Appreciate and utilise educator skills and interests
- 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
- Hold regular educator meetings
- Use appropriate conflict resolution techniques to solve problems
- Ensure policies and procedures are up to date regarding communication, expected behaviour and grievances
- Opportunities for professional development

STATUTORY LEGISLATION & CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2018
  - Regulation 168 Education and care service must have policies and procedures
  - Regulation 155 Interactions with Children
  - Regulation 156 Relationships in Groups
- Workplace Gender Equality Act 2012
- National Quality Standards
  - Standard 1.1 Program
  - Standard 4.2 Professionalism
  - Standard 5.1 Relationships between Educators and Children

- Standard 5.2 Relationships between Children

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework
- Victorian Early Years Learning and Development Framework
- ACECQA
- The Educational Leader Resource
- ACECQA, We Hear You Blog - Responsive, respectful relationships
- Healthy Kids - Munch and Move

5.02 Behaviour Guidance Policy

INTRODUCTION

Children become exposed to social interactions within their community and society that impacts on behaviours adopted and social skills developed. Children begin to explore different emotions, and how to manage these emotions as they arise, which is a multifaceted process for children to understand and manage. Children begin to learn how to deal with these emotions and how to best regulate their behaviour for best outcomes, communication and interactions being delivered. Education plays a big role in guiding children to explore their emotions and educating children on best strategies to handle their emotions, make decisions and communicate positively, effectively and respectfully to one another.

PURPOSE

Cubby OOSH aims to support all children and promote positive approaches to managing different behaviours children may display through providing a secure, loving and stimulating environment. We aim be understanding and be intuitive to each child's needs and desires and look for different strategies to assist children in dealing with their emotions, for best outcomes for all.

SCOPE

Educators will use a positive approach when guiding a child's behaviour. They recognise why they behave in a certain way and will encourage more acceptable forms of behaviour.

At Cubby OOSH we encourage positive, co-operative behaviour through:

- Establishing trust and confidence between adult and child.
- Considering the stage of development of each child.
- Considering the interests, concerns and abilities of the individual child.
- Showing sensitivity to the child's background and current home situations.
- Examining the reason behind the behaviour.
- Getting down to the child's level to establish and maintain eye contact.
- Using language that is positive, clear and developmentally appropriate for the child in question
- Being consistent with behavioural expectations.
- Setting limits and reminding children of them regularly or whenever necessary
- Involving the children in the setting of limits and explaining as to why a certain type of behaviour is unacceptable e.g: other children's and educator's safety.
- Encouraging the children to show sympathy for children experiencing difficulties.
- Guidance and discipline to encourage individuality and confidence of children to enhance their self-esteem.
- Offering the children clear alternatives to help them develop their ability to make decisions and direct themselves.
- Positive modelling by Educators E.g.: "sand stays in the sand pit" rather than "don't throw sand", and by showing the child how to dig in the sand.

- Discussing with parents/guardians the Behaviour Guidance Policy and seek their assistance for solutions should the need arise.

THE USE OF PHYSICAL FORCE, EMBARRASSMENT, SARCASM, PROLONGED PUNISHMENT, IS NEVER PRACTISED.

IMPLEMENTATION

Educators will:

- Set appropriate limits within an environment which enhance the learning of acceptable behaviour;
- Endeavour to actively involve the children in a challenging, age-appropriate programs and eliminate potential conflicts;
- Model appropriate behaviour;
- Reinforce positive behaviour;
- Practise appropriate supervision techniques, be aware of, and alert to children's needs and ensure that children are supervised at all times;
- Have expectations relevant to each child's stage of development;
- Use "do" instead of "don't";
- Teach children to use their words instead of resorting to physical means to solve conflicts.
- Provide sufficient resource to children and have small group activities for better supervision and interaction.

When children display inappropriate behaviour, Educators will:

- Explain to the child why their behaviour is inappropriate;
- Help children recognise another child's feelings;
- Model the desirable words needed to solve this conflict;
- Redirect to alternative activities, distract and change the focus of activity or behaviour.

Educators will not:

- Use any kind of physical force or punishment;
- Use language that is derogatory or demeaning;
- Threaten or frighten a child for any reason;
- Isolate a child in a room or space where that child cannot be seen;
- Withhold food or beverages as a disciplinary device.

When Prevention does not work:

- Try to distract/diffuse a situation
- Use "do" instead of "don't", giving a simple explanation. (If the child persists, use the word "stop" reinforced with the stop hand signal and explain positively what they should be doing).
- Always talk about the behaviour being inappropriate, not the child personally (e.g. Avoid saying, bad, naughty, silly, etc.).
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- Use a firm, calm manner, indicating what you expect from the child, presenting it to the child as a choice wherever possible. Lowering your voice gains attention. Shouting may scare the child.
- Allow time for the child to comply with the request.
- If it becomes necessary, Educators/Staff will gently redirect the child from a group or activity until the child has settled down and able to return to the group or activity. During this time, the Educator will support an activity within the room to allow the child to regulate their behaviour, either with the Educator, or with the Educator supervising the child's solitary play. The circle of security is important in this instance, until the child feels they are ready and equipped to return to the facilitated group time.

Anti-Social/Physical Behaviours:

- Educators should explain to children that biting, hitting, pushing and kicking are not acceptable. If a child wants to hit or punch, then they can use the play dough or punching bag to absorb the strengths and behaviour being expressed. If the child wants to kick, they can kick a ball. It's important to work with the child to be able to attend to their needs, allow the child to express their emotions, and also assist thereafter with regulating this behaviour.
- With older children, encourage them to use problem-solving skills and to verbalise feelings instead.
- If a child becomes aggressive, redirect them from the activity (suitable distance so as not to hurt other children); stay with them until they calm down. Comfort when the child is ready. Ask if they would like a hug. Some good activities if a child is aggressive are play dough, clay, hammering, bowling, or perhaps a calming/quiet area such as book corner or a tent.
- Always look for reasons behind aggressive behaviours and address the issues as a part of further planning (e.g. Biting could be a result of teething or not having the communication skills to tell a peer that they are taking their toy. Kicking could be a part of power play etc.). Make sure you focus attention on the child who has been hurt. Children who have hurt another child can often be encouraged to help comfort or assist the hurt child (get a tissue; hold the ice pack, etc.)

When Management is not working:

- Discuss issues with Educators - where appropriate (confidentiality is key).
- Written methods are implemented.
- Difficulties are discussed with parents/guardians, to discuss appropriate strategies.
- Early Intervention Professionals are consulted with parent/guardian permission.
- Educators/Staff to implement program directives from Early Intervention.
- Other professionals and support groups to be consulted where necessary.

Guidelines for Director Intervention

- If a child's behaviour is continually anti-social or aggressive and is putting other children's or educators/staff's health at risk, then the following procedures will be followed:
- The child's parents/guardian will be informed of any incidents as they arise.
- A time will be made where it is appropriate for the child's carer and parents/guardians to discuss the issues.
- A behaviour management program will be implemented and carried out by Educators/Staff and parents/guardians. External help may be sought if necessary.

- This program will be continually evaluated by Educators/Staff, Director and parents/guardians.
- If the behaviour does not appear to be improving, the Director may refer the parents/guardians to a support network (e.g. Inclusion Support Unit etc.)
- It may be necessary for the parent/guardian/ authorised nominee to collect their child early if other children or educators/staff are put at risk of harm.
- If after a reasonable period of time the child's behaviour is not improving, the Director and educators may consult with parent/guardians about whether the service can accommodate for their child's needs, whether safety of other children is being compromised, and support them to find a more appropriate service.

Safe Physical Intervention (if necessary)

In rare and extreme situations where a child's behaviour poses an immediate risk of harm to themselves, other children, or educators, staff may use the least restrictive physical intervention necessary to ensure safety.

- Any intervention must be reasonable, proportionate, and respectful, ensure the dignity of the child is maintained.
- Physical intervention is used only as a last resort, when all other de-escalation strategies have been exhausted.
    - **Educators will act in accordance with Education and Care Services National Law Act 2010-Section 166** (offence to use inappropriate discipline)
    - **Education and Care Services National Law Act 2010 – Regulation 155** (interactions with children must maintain dignity and rights) and **Regulation 156** (ensuring safe relationships in groups).
    - **Child Protection legislation**, ensuring that children are always protected from abuse, harm, or neglect.
- Following any physical intervention, the incident will be:
    - Documented and reported to the Nominated Supervisor.
    - Communicated to parents/guardians.
    - Reviewed with the team to minimise recurrence and plan proactive strategies.

Exclusion for Unacceptable Behaviour

- When unacceptable behaviour continues after every effort has been made to eliminate it and two "Parent Notification of Behavioural Incident" forms have been sent home without effect, Educators informs Management.
- The Management discusses the issue with Educator.
- In the interests of the child and other children at the centre, the Management may decide that it is necessary to exclude the child for a period of time.

Exclusion will be invoked only after:

- Adequate support and counselling have taken place;
- Parents have been notified and given the opportunity to discuss their child's behaviour;
- Parents have been referred to other agencies, where appropriate;
- Careful consideration has been given to the problem by Educator and management;
- Clear procedures have been established for accepting the child back into the Centre.

Please Note: In extreme cases, Management reserves the right to exclude immediately or refuse further enrolment at the Centre

Biting:

Refer to the Cubby OOSH "Biting" policy.

STATUTORY LEGISLATION & CONSIDERATIONS

- Education and Care Services National Law Act 2010
  - Section 166
- Education and Care Services National Regulations 2011
  - Regulation 155 Interactions with Children
  - Regulation 156 Relationships in groups
- National Quality Standards
  - Standard 5.1 Relationships between Educators and Children
  - Standard 5.2 Relationships between Children

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework

- Victorian Early Years Learning and Development Framework
- ACECQA
- ACECQA, We Hear You Blog - Responsive, respectful relationships
- Raising Children Network
- Early Childhood Australia
- Be You – Leaders Handbook

5.03 Inclusion of Children with Additional Needs Policy

INTRODUCTION

Inclusion is defined as all people: Men, Women, Children, Adults, having the right to be valued and respected within their immediate environment and society, regardless of their capabilities, disabilities, or health requirements. Research indicates that 4 million people within Australia have a form of disability, and 35.9% of Australian households are inclusive of a person or persons with a disability. Education Services have a legal and ethical responsibility to include all children within their community, supporting the varied needs of all individuals, acknowledging their strengths and overcoming any barriers that may exist.

PURPOSE

Cubby OOSH supports all children within our services and endeavours to adapt the curriculum according to the needs of the individual child/ren, focusing on similarities in the developmental abilities of children rather than the differences. Cubby OOSH recognises the overwhelming conclusions in educational literature supporting the education of children with additional needs and abilities with their peers.

SCOPE

- To enable children with additional needs and abilities to participate fully in our daily programmed activities, to maximise their growth and development.
- To enable children with additional needs and abilities to have access to our program specialised equipment and specific resources. In consultation with parents/guardians and specialist support services.

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Links to Policies: Links to Documents:	1.01, 1.02, 1.03,2.20, 3.01 4.01, 5.02, 5.03, 5.04, 5.05, 7.01	

- Educators will remain positive, open minded and honest at all times when working with families and external support professionals to meet needs of each child within the service.

IMPLEMENTATION

- All enrolled children are treated without bias regardless of ability, gender, religion, culture, family structure, or economic status or disability. Upon enrolment, the centre director and lead educator orientate the new family throughout the centre. Discussion takes place regarding the child's caseworker, Doctor's and/or other support workers, which the family may already access to bridge the gap between home and school life.
- Information gathered from the parent/guardian about their child needs, interests, abilities, sense of humour, learning style, likes dislikes, communication preferences. This will also help formulate a history of health, developmental progress, achievements/milestones reached.
- This information is classified as private and confidential and may only be issued to primary caregivers. This aids the team in formulating an individualised program for the child with special needs.
- The nominated supervisor will contact the Inclusion Support Facilitator in regards to funding in collaboration with educators and families to support inclusion within the classroom.
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- If we find that the family has not had access to any support services, the Nominated Supervisor may provide information to the family, which may make such services available.
- With parental permission, appropriate support services may be contacted on their behalf and resources and/or equipment allocated for their child.

- Children with additional needs and abilities have access to all facilities, play areas and play equipment within the bounds of safety.
- All children are encouraged to participate as fully as possible in the daily educational program.
- Educators will ensure children with additional needs and abilities have opportunities to see positive images of themselves in their environment.
- Regarding other children in the service educators will answer honestly to questions about diversity and difference. Offer explanations about behaviours and help children to understand different ways people communicate.

STATUTORY LEGISLATION & CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- National Quality Standards
  - Standard 1.1 Program
  - Standard 4.2 Professionalism
  - Standard 5.1 Relationships between Educators and Children
  - Standard 5.2 Relationships between Children
  - Standard 6.1 Supportive relationships with Families

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework
- Victorian Early Years Learning and Development Framework
- ACECQA
- KU Children's Services Inclusion Support
- Early Years Connect – The Principles of Inclusion
- Australian Government: Child Care Provider Handbook; Inclusion Support Program
- Australian Human Rights Commission
- Cubby OOSH Philosophy

5.04 Anti-Bias, Inclusion & Cultural Diversity Policy

INTRODUCTION

The importance surrounding Anti-Bias, inclusion and culture within Early Education is vital, in the impact services and Early Education Educators have on Children becoming culturally aware and accepting of the society in which we live in. Australia is so enriched in culture, with research indicative of 26% of the Australians being born overseas and almost 20% of the Australian population speaking a second language. Australia is also home to the world's oldest unceasing culture – Aboriginal and Torres Strait Islander culture. With Australia being this rich with such cultural diversity it is important that inclusion of all is foremost and our Education for Life Program, environments, interactions and displays all highlight appreciate and respect for all children, families and our community.

PURPOSE

Cubby OOSH aims to develop, implement and role model positive opinions, beliefs and ideas that are sensitive to and accepting of a diverse society. This includes varying cultures, abilities, gender equity and all other minority groups. At Cubby OOSH our goal is to help children reach their full potential, allow their rights to develop individually, and be treated equally.

SCOPE

- Provide an environment where all children, Families and Educators are treated fair and equal

    - Enable all children to develop respect for, physical, racial, religious, and cultural differences.
- Enable all children to develop autonomy, independence, competency, confidence and pride.
- Provide all children with accurate, developmentally appropriate information about their own, and other people's disability and culture.

IMPLEMENTATION

- Educators will be positive role models, encouraging children to experience active and energetic play in order to develop their physical potential.
- All children will be encouraged to develop friendships with each other based on mutual trust and respect.
- The program is developmentally based and relevant to children's current interests, strengths, emerging skills and culture.
- The physical environment of the Service and its programs, including objectives, focus and direction, incidental learning opportunities and group activities reflect its commitment to a cross-cultural and non-discriminatory perspective.
- Multiculturalism is reflected in our resources and planning on a day-to-day basis. For example, resources and equipment that reflects other cultures such as puzzles, language, dramatic play, music, art/craft, cooking and visitors.
- The service will recognise and support the varied make-up of families, inclusive but not limited to: Traditional parents, Single parents, same sex parents, foster parents, blended families etc.
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- Where Parents/Guardians are from a non-English speaking background, they will be encouraged and invited to contribute knowledge or their own culture to enhance the overall program.
- Where English is families' second language, the service will assist in providing families access to documentation in their first language, and/or work in partnerships with families and Interpretation services to ensure we are supporting cultural differences.
- Families will be provided with a handbook that encompasses inclusion and diversity upon enrolment to the service.
- Regularly reflect upon the services philosophy, Quality Improvement Plan, Policies and Procedures to ensure Cubby OOSH documentation is inclusive and represents diversity, ensuring to obtain buy in/feedback to update frequently to represent past current and future stakeholders within our services.
- Cubby OOSH will provide training to Educators when required. Educators are able to access support and information from KU Children's Services Inclusion Support on a need's basis.
- Cubby OOSH representatives will Intervene if any behaviours between Educators, Children, Families or other stakeholders associated with Cubby OOSH organisation shows insensitive or inappropriate behaviour that goes against the above goals and strategies as listed above.

STATUTORY LEGISLATION & CARE CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Workplace Gender Equality Act 2012
- National Quality Standards
    - Standard 1.1 Program
    - Standard 4.2 Professionalism

- Standard 5.1 Relationships between Educators and Children
- Standard 5.2 Relationships between Children
- Standard 6.1 Supportive relationships with Families

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework
- Victorian Early Years Learning and Development Framework
- ACECQA
- KU Children's Services Inclusion Support
- Early Years Connect – The Principles of Inclusion
- Diversity Australia
- Australian Human Rights Commission
- Interpreting & Translating Services
- Beyond Blue: Cultural diversity and children's wellbeing kids Matter

5.05 Gender Equality Policy

INTRODUCTION

Gender equity denotes to the equivalent of opportunities provided for both Females and Males across all areas of life and work as a Fundamental principal of Human Rights (Universal Declaration of Human Rights by the United Nations 1948). Promoting gender equality from birth, through school years, into adult life and into the workforce (and through all stages of life) is about creating fairness and respect for all, and to eliminate any preconceived ideas that influence how a Male or Female is to play a role within society. It is vital that children are exposed to equal rights in their early ages, and for services to create equitable and enriching environments/programs.

PURPOSE

Cubby OOSH promotes and encourages for all children will be treated equally and fairly regardless of their gender within all aspects of the centre's program. Educators will be effective in the promotion of children's learning and development, and challenging underlying biases so that every child can reach their full potential regardless of gender.

SCOPE

- Accept and value all children regardless of gender and provide them with opportunities for self-expression, self-direction, and opportunities for optimum development.
- Ensure there is equal opportunity to access all materials and equipment for all children regardless of gender.
- Create an environment that supports, reflects, and promotes equitable and inclusive behaviours and practices.

- Ensure educators have an understanding about gender equity, unconscious bias and the importance of positive role models, and avoiding or eliminating negative stereotypes.

IMPLEMENTATION

- Educators are aware of gender equity in relation to expectations, language, assumptions and attitudes when interacting with children.
- Educators are aware of gender equity when relating to parents and other significant adults.
- Experiential and learning programs avoid gender-based stereotypes and will provide positive reinforcement for gender equity.
- The environment will be set up in a way where all children feel a sense of belonging and supported to play within all developmental areas across the service. Educators to think of ways of collaborative both genders and ensuring acceptance of children for shared play with males and females. E.g incorporate dolls/babies into the construction area for dramatic and creative play.
- Educators are actively involved in the full range of programs and activities regardless of any personal preferences which may be based on gender stereotypes.
- Review equipment, resources and displays used within the environment to ensure gender diversity is promoted, as well as non-stereotypical images, and non-traditional family lifestyles such as single or same sex parents is supported.
- To the greatest extent possible, educators and volunteers are employed to represent an equitable balance of males and females.

- Educators to self-reflect as an ongoing cycle for quality improvement, on their interactions between each gender, ensuring that these interactions are equal and shared communication across all.

STATUTORY LEGISLATION & CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- Workplace Gender Equality Act 2012
- National Quality Standards
  - Standard 1.1 Program
  - Standard 4.2 Professionalism
  - Standard 5.1 Relationships between Educators and Children
  - Standard 5.2 Relationships between Children
  - Standard 6.1 Supportive relationships with Families

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework
- Victorian Early Years Learning and Development Framework
- ACECQA
- National Quality Standard – Professional Learning Program – e-Newsletter "Curriculum decision making for inclusive practice'

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Links to Policies: Links to Documents:	1.01, 1.02, 1.03,2.20, 3.01 4.01, 5.02, 5.03, 5.04, 5.05, 7.01	

- National Childcare Accreditation Council (NCAC) - Playing Fair – Gender Equity in Childcare
- Human Rights: Gender Equality 2018
- Aussie Childcare Network: Program to Teach Pre-schooler's about Gender Equality
- Cubby OOSH Philosophy

5.06 Show & Tell Policy

INTRODUCTION

Show and Tell enables children the opportunities to incorporate their interests within the program and draws on their connection to their home environment. This experience allows children to grow with confidence and endure the capabilities to be able to speak in front of their peers, which prepares them for school years and beyond.

PURPOSE

Cubby OOSH will incorporate show and tell into their programs, further enabling a child led program, based on the interests captured from this expressive group time.

SCOPE

Show and tell is valuable in that it promotes the development of a number of spheres including language skills (speaking to a group, using appropriate questioning techniques) cognitive skills, self-esteem and confidence, social skills of turn taking, listening to others, and respect for others, their values and interests. It also strengthens interest and respect for the environment and natural sciences when objects from nature are shared.

IMPLEMENTATION

- Show and Tell will be carried out spontaneously, with children electing on the day to share something with their friends.
- Children are encouraged to share special events that may have happened outside the Service, rather than bring in toys.
- Children are invited to bring photos or reminders from these events (e.g. interesting seed pods found on a walk, photos, postcard or souvenirs from day trips or holidays, etc.).
- Children will be encouraged to show the item and talk about it to their peers.
- Educators will guide the Children using open-ended questions to extend on what is shared and help Children to develop appropriate listening, questioning and turn taking skills. This promotes respect for others and a development of group dynamic skills (how to enter and participate in discussions).

STATUTORY LEGISLATION & CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- National Quality Standards
  - Standard 1.1 Program
  - Standard 1.2 Practise
  - Standard 5.1 Relationships between Educators and Children
  - Standard 6.1 Supportive relationships with Children

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework
- Victorian Early Years Learning and Development Framework

- ACECQA
- Essential Baby: The benefits and Joy of Show and Tell

5.07 Guns & Superhero Policy

INTRODUCTION

It is accepted that children will often be exposed to television coverage of violence and war activities and shows or computer programs involving Superheros. Through this exposure, they may be familiar with guns and warfare activities. Children then may display this through their play. Educators will promote positive, peaceful, caring and inclusive interactions within the child care environment and respect and tolerance for others.

PURPOSE

Cubby OOSH supports child led initiated play, encompassing Gun and Superhero play in that positive interactions are promoted, and children feel safe within their environment and interactions with their peers.

SCOPE

Educators have a duty to ensure the interactions and behaviour displayed amongst the children are positive whilst Gun and Superhero play is in action. Children have the right to creative and dramatic play, and will be supported, unless in the instance that this behaviour becomes inappropriate, violent, and poses risk the other children emotionally or physically.

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Links to Policies: Links to Documents:	1.01, 1.02, 1.03,2.20, 3.01 4.01, 5.02, 5.03, 5.04, 5.05, 7.01	

IMPLEMENTATION

- Children who engage in Superhero play will be reminded of the need to respect and care for other people and their environment, even as a Superhero.
- Educators will help all children to understand how their actions affect others and will ensure children's self -initiated play:
  - Does not make any other child feel frightened or intimidated.
  - Respects the rights and feelings of others.
  - Is not overly boisterous or loud.
  - Is valued and supported.
- Educators will always model behaviour that encourages inclusion, a sense of fairness, empathy and cooperation with others.
- The Service actively discourages Toy guns or other weapons to be brought to the centre or purchased as equipment.
- Educators will discuss any concerns or observations they may have in regard to children's fantasy play, with Parents/Guardians, and decide with the Parents/Guardians how any antisocial or warlike behaviour exhibited during play is managed.

STATUTORY LEGISLATION & CARE CONSIDERATIONS

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations
- National Quality Standards

Standard 1.2 Practise

- Standard 5.1 Relationships between Educators and Children
- Standard 5.2 Relationships between Children

SOURCES

- The Early Years Learning Framework
- My Time Our Place Framework
- Victorian Early Years Learning and Development Framework
- ACECQA
- Early Childhood Australia Code of Ethics
- Teach Early Years: Superhero Play

Developed November 2014	Last Revised June 2025	Next Revision June 2026
Links to Policies: Links to Documents:	1.01, 1.02, 1.03,2.20, 3.01 4.01, 5.02, 5.03, 5.04, 5.05, 7.01	

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