

INTERACTIONS WITH FAMILIES

Within our Happy Haven 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. Interactions with families help to inform educators' knowledge of each child's distinctive interests, skills, cultures, and abilities.

Family participation is an important part of making Happy Haven OSHC services a true part of the community. We believe in creating an environment that is welcoming, inclusive, and supports a sense of belonging.

'Partnerships are based on effective communication which builds the foundations of understanding about each other's expectations and attitudes and build on the strength of each other's knowledge.'

(My Time, Our Place p.11)

NATIONAL QUALITY STANDARD (NQS)

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.
6.1.1	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.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.1	Transitions	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

6.2.3	Community and engagement	The service builds relationships and engages with its community.
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EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
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

Arrival and Departure Policy Behaviour Guidance Policy Child Protection Policy Child Safe Environment Policy Code of Conduct Policy Dealing with Complaints Policy Educational Program Policy Enrolment Policy Family Communication Policy Management Committee Policy	Open Door Policy Privacy and Confidentiality Policy Relief Staff Policy Respect for Children Policy Social Media Policy Student and Volunteer Policy Supervision Policy
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PURPOSE

Effective communication is the key to developing and maintaining positive interactions and relationships with others and helps build trusting and respectful partnerships with families. Educators and staff use positive and open communication with families and siblings to create a responsive and

inclusive environment for children, staff, and families. This helps to build a positive experience and a safe learning environment that encourages children to expand their knowledge and understandings.

SCOPE

This policy applies to families, staff, educators, Responsible Persons, and Nominated Supervisors of Happy Haven OSHC services

IMPLEMENTATION

THE APPROVED PROVIDER, NOMINATED SUPERVISOR, EDUCATORS, AND STAFF WILL ENSURE:

- All families are treated equally without bias or judgement, recognising that each family is unique
- 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/care givers 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/care giver
- 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 (Gowrie, Intervac, etc.), with permission from the family, 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 Gowrie SA, local family support organisations, and other specific health professional networks
- Verbal communication is always open, honest, and respectful
- Families are provided with up-to-date service information (via email, service information displays, etc.)

- They regularly reflect on family 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, and Happy Haven OSHC (company wide events)
- Families are aware and understand Happy Haven OSHC grievance procedures and how to submit feedback

ADDITIONALLY, THE FAMILIES RELATIONS TEAM, REGIONAL DIRECTORS AND SENIOR LEADERSHIP WILL ENSURE:

- Family complaints, concerns and feedback are taken seriously, and responded to in a timely fashion
- Families are spoken to with respect, understanding and compassion during phone calls and email correspondence
- Family grievance procedures are followed
- Privacy and confidentiality are maintained at all times
- Family feedback is welcomed and used to further reflect on current policies and procedures
- Emails are filed and notes maintained in family accounts to ensure accurate record keeping
- All phone calls are recorded for quality assurance and training purposes

FAMILIES WILL ENSURE:

- All information communicated through to staff is accurate and up to date
- Communication is conducted through an approved communication method (phone call, email, directly to educators at the service)
- Communication is respectful and appropriate
- Complaints are submitted using the correct procedures (see *Family Grievance Procedure*)
- Behaviour while at a service is appropriate, and respectful towards educators and children
- Privacy and confidentiality are maintained at all times

SOURCE

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

Australian Government. Department of Education, Skills and Employment. *Belonging, Being and Becoming: The Early Years Learning Framework for Australia*. (2009).

Australian Government. Department of Education, Skills and Employment. *My Time Out Place Framework for School Age Care in Australia* (2011).

Early Childhood Australia Code of Ethics. (2016).

[Education and Care Services National Regulations](#). (2011).

Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).

Guide to the National Quality Framework (2017). (Amended 2020).

Raising Children Network Australia. (2006-2019). *Effective communication with parents: professionals*
<https://raisingchildren.net.au/for-professionals/working-with-parents/communicating-with-parents/communication-with-parents>

Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED	MARCH 2022	NEXT REVIEW DATE	MARCH 2023
MODIFICATIONS	New policy taken from childcare desktop formatting to new HH formatting. Information pulled from archived policy		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	REVIEW DATE
Month YYYY	•	Month YYYY	
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