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|  | | EHPS OOSH POLICY | |
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|  | | EASTWOOD HEIGHTS OOSH POLICY | | |
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| Written By Educators, EL,NS | Reviewed By EHOOSH Management committee | Approved By EHOOSH Management committee | Supersedes Version 1 | Effective Date February 2020 |

Eastwood Heights OOSH

Educator Professionalism and Code of Conduct Policy

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| 1.1 | 24/10/2018 | Endorsed by OOSH executive committee |
| 1.2 | 12/1/2020 | Review and evaluation |
| 2.0 | | Edited and reviewed |

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1. POLICY STATEMENT

Eastwood Heights OOSH (the Service) has an agreed Code of Conduct that applies to all educators and staff members. The Code clearly explains the responsibilities of all parties in relation to one another as well as to children and families using the Service. Important professional standards guide practice, interactions and relationships and underpin the quality of care we provide to children.

2. PROCEDURES

Professional standards, the Code of Conduct, an educator's duty of care and managerial expectations will be discussed in the initial orientation process of new staff. All educators will be made aware of their duty of care and responsibility in relation to the supervision, health and safety of the children.

The Parent Management Committee in conjunction with the Nominated Supervisor will immediately address any alleged serious breach of professional expectations. If the alleged breach involves the Nominated Supervisor, two representatives from the Parent Management Committee will conduct the discussion. All discussions will be recorded and the standard of behaviour and expectations will be clearly explained. Any further problems will be addressed as per the Disciplinary Action Policy.

Educators will be made aware of the Service's philosophy and policies and will be expected to follow them. Should educators have any concerns with the Service's policies they should raise them with the Nominated Supervisor or Staff Liaison Officer.

All staff will be expected to know, understand and perform their duties as per their job description.

The maintenance of good teamwork will be an expectation outlined in all job descriptions. Professional behaviour in all areas will be reviewed as part of the ongoing employment of educators.

Review of the Service's Code of Conduct will be a collaborative process conducted at staff meetings.

2.1 Code of Conduct

CODE OF CONDUCT

In relation to children, all educators will:

- Seek to know every child to the best of their ability.
- Recognise children's needs and perspectives and centre them in all that they do.
- Work to foster strong, trusting relationships with all children.
- Actively seek out opportunities to positively interact with children.
- Treat all children with respect and act in a way that does not show unfair differential treatment or favour particular children to the exclusion of others.
- Model environmentally sustainable behaviour and encourage and assist children to act sustainably at the service.
- Communicate openly and transparently with children.
- Use appropriate language for the age and understanding of the child and avoid confusing or age-inappropriate discussions with sexual, discriminatory or violent themes.
- Avoid any actions or words intended or that have the potential to, threaten, intimidate, shame, humiliate, belittle, embarrass or degrade children.
- Actively listen to children and respect their perspectives, opinions, interests and beliefs

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- Ensure children are not discriminated against on the basis of gender, sexual orientation, age, ability, class, family structure, lifestyle, ethnicity, religion, language, culture, national origin or migrant status.
- Ensure that they do not encourage a child to communicate with them in a private setting.
- Ensure that all gifts given to children are from the service. Avoid individual gifts.
- Be vigilant when supervising or participating in games involving children that have the potential to cause harm or injury.
- Be mindful of the child's age and development as well as any illness, injury or special needs that could place them at heightened risk.
- Take steps to learn about and be able to explain to others how play and leisure enhance children's learning, development, and wellbeing.
- Be aware of, and act on, any specific health issues with children in their care, particularly any medical and dietary specifications.
- Provide equitable, individualized opportunities for children's involvement by recognising each child's unique experience of learning and development.

In relation to families and the local community, educators will:

- Develop positive relationships based on mutual trust and open communication.
- Learn about, respect, and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems.
- When discussing families of the service with colleagues, speak non-judgmentally and respectfully.
- Recognise that families are children's first and most influential teachers and value their knowledge and experience when planning experiences and making decisions.
- Respect the special relationship between children and their families and incorporate this perspective in all interactions with children.
- Engage in shared decision making, planning and assessment practices.
- Assist, where appropriate, children and families with special needs with daily routines, access to the facilities and incorporate their perspectives into decision making, planning and critical reflection.
- Work to reduce barriers to inclusion by modelling inclusive words and actions and collaborating with inclusion support professionals.
- Communicate respectfully with members of the community who speak a language other than their own. Staff will seek support from a translator or communicate nonverbally if necessary.
- Assist each family to develop a sense of belonging.
- Build strong and healthy relationships with the school and wider community by being respectful and courteous in any and all interactions and foster an environment of collaboration.
- Communicate in a sensitive and timely manner.
- Actively listen to and respond to concerns by reassuring families that the issue will be communicated to the RPIC/ nominated supervisor in a timely and sensitive manner.

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In relation to colleagues, all educators will:

- Help foster an environment of creative collaboration by sharing and encouraging others to share their skills, experiences, knowledge, and perspectives.
- Demonstrate correct practice through their example
- Assist and support their colleagues
- Converse in a professional manner. This includes being polite, encouraging, using appropriate body language and tone of voice, listening actively to others, and being fair and equitable when managing differences of opinion
- Maintain confidential, secure, ethical relationships at work, outside the workplace and on social media.
- Respect colleagues feelings and privacy by dealing with grievances and complaints according to the established grievance procedures
- Continually strive to create a culture of critical reflection and continual improvement.

In relation to the profession, educators will:

- Seek professional development opportunities of a wide variety.
- Base their work on research, theories, content, knowledge, practice, evidence and their understanding of the children and families with whom they work.
- Advocate for the profession and the deeply important impact we have on families and children.
- Build strong and healthy relationships with the school and wider community.

3. REFERENCES

3.1 Statutory authority

- Education and Care Services National Law Act 2010 (Regulation 82-83, 168)
- National Quality Standard (Standard 4)
- Early Childhood Australia Code of Ethics (2016)
- The United Nations Convention on the Rights of the Child (1989)

3.2 Service policies

- Conditions of Employment Policy
- Educator and Staff Induction Policy
- Social Media Policy

3.3 National frameworks

- Framework for School Age Care in Australia, "My Time, Our Place" (2.1, 4.2, 4.3)
http://files.acecqa.gov.au/files/National-Quality-Framework-Resources-Kit/my_time_our_place_framework_for_school_age_care_in_australia.pdf