

## C-12 Communication (staff/child, staff/staff, staff/mgmt, staff/family)

### National Quality Standards (NQS)

4.1	Staffing arrangements enhance children's learning and development.
4.1.1	The organisation of educators across the service supports children's learning and development.
4.2	Management, educators and staff are collaborative, respectful and ethical.
4.2.1	Management, educators and staff work with mutual respect and collaboratively, and challenge and learn from each other, recognising each other's strengths and skills.
4.2.2	Professional standards guide practice, interactions and relationships.
5.1	Respectful and equitable relationships are maintained with each child.
5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	The dignity and rights of every child are maintained.
5.2	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	Children are supported to collaborate, learn from and help each other.
5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.
6.1	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.1.1	Families are supported from enrolment to be involved in the service and contribute to service decisions.
6.1.2	The expertise, culture, values and beliefs of families are respected and families share in decision-making about their child's learning and wellbeing.
6.1.3	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 enhance children's inclusion, learning and wellbeing.
6.2.1	Continuity of learning and transitions for each child are supported by sharing information and clarifying responsibilities.
6.2.2	Effective partnerships support children's access, inclusion and participation in the program.
7.1.2	Systems are in place to manage risk and enable the effective management and operation of a quality service.
7.1.3	Roles and responsibilities are clearly defined, and understood, and support effective decision making and operation of the service.
7.2	Effective leadership builds and promotes a positive organisational culture and professional learning community.
7.2.1	There is an effective self-assessment and quality improvement process in place.

### Education and Care Services National Regulations

Reg. 155	Interactions with children
Reg. 156	Relationships in groups
Reg. 168	Education and care service must have policies and procedures
Reg. 173	Prescribed information to be displayed

## My Time, Our Place

1.1	Children feel safe, secure, and supported
1.4	Children learn to interact in relation to others with care, empathy, and respect
2.1	Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation
2.2	Children respond to diversity with respect
2.3	Children become aware of fairness
3	Children have a strong sense of wellbeing
3.1	Children become strong in their social and emotional wellbeing
5	Children are effective communicators
5.1	Children interact verbally and non-verbally with others for a range of purposes

## Policy Statement

At WRBASC we aim to encourage and maintain positive and open communication between all parties involved in the Centre. Staff, parents, and Committee Members will be made aware of appropriate communication avenues and procedures.

## Related Policies

- Child Management/ Behaviour Guidance Policy
- Child Protection Policy
- Code of Conduct Parents, Guardians, Authorised Collectors and Visitors Policy
- Complaints and Feedback Policy
- Cultural Relevance, Anti Bias & Diversity Policy
- Disciplinary Action Policy
- Exclusion for Unacceptable Behaviour Policy
- Gender Equity and Inclusion Policy
- Grievance Procedures Policy
- Interactions with Children Policy
- Privacy and Confidentiality Policy
- Relief Staff Policy
- Role of Management Committee Policy
- Staff Professionalism and Code of Conduct
- Volunteers/students/visitors Policy

## Procedure

### Staff / Management

Staff and members of Management are to treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

The Director is the main line of communication between the staff and the Management.

Staff can raise any issues with Management through the Director. The Director will ensure that this is drawn to the Management's attention through regular Management Committee meeting.

Where necessary, staff will be invited to management meetings to discuss their concerns.

Where the matter is seen as urgent, the Director may raise the issue with Management prior to the meeting via email and discuss if there is a need for immediate action to be taken at that time.

If any staff members have an issue they do not wish to address with the Director, they may personally write to the Management Committee via their nominated email address (see staff handbook) identifying the problem and asking for the assistance of the Committee.

Where there is a distinct conflict between an educator and the Management Committee, the staff member or Management can act on this as per the Grievance Procedures Policy. A mediator or union representative can be brought in to discuss any concerns that have not been able to be resolved by the normal procedures.

### **Staff / Family**

Staff will create a comfortable and supportive environment for parents and strive for open communication and good relations with families.

Staff and parents will treat each other with respect, courtesy and understanding.

Appropriate language will be maintained at all times.

Staff will not be judgmental towards parents and will respect their need to use childcare.

Staff will accept parent's individual differences in raising their children and in all cultural issues.

Staff will ensure parents are greeted and farewelled in all sessions.

Staff will maintain regular, open communication with parents. Staff should inform parents personally about anything relating to their children as an ongoing process. This could be praise about the child's day or activities, any problems the child might have had in the day, issues of behaviour that may have been a concern, medical conditions and so on.

Staff will regularly speak to parents about the child's interests or activities and respond to suggestions from the parents.

Staff will regularly speak to parents about the child's cultural needs and celebrations and respond to these.

When parents contact the Centre to see how a child is settling in, the educators will provide the parent with information regarding the child's participation and wellbeing. Conversations will be maintained at a positive level.

Communication with parents will be maintained in a variety of ways such as:

- Greeting and farewelling
- Emails
- Personal conversations
- Notice boards
- Parent Information Booklet
- Newsletters
- Information from Management

Staff will ensure that parents are fully aware of all lines of communication in the orientation process and ensure these are followed. Staff will be aware of their limitations in relation to parent's problems and ensure they are referred to the appropriate people when required.

Parents and staff must maintain confidentiality at all times.

In the event that a parent/guardian continuously acts inappropriately or disrespectfully towards a staff member, the Management Committee will provide a written warning that the child's place at the Centre may be in jeopardy. The Management Committee then reserves the right to terminate the child's enrolment within the service if the parent/guardian displays continued disrespect or inappropriate behaviour towards a staff member, where a written warning has already been received.

### **Staff / Child**

Staff and children are to treat each other with respect, courtesy and understanding. Appropriate language will be maintained at all times.

Staff will respect children's opinions and encourage their participation in the planning of the program and in establishing a code of behaviour for the centre.

Appropriate language is to be maintained at all times.

Staff will use appropriate voice tone and level when talking to children. Shouting will be avoided.

Staff will be supportive and encouraging and communicate to children in a friendly, positive, and courteous manner.

Staff will greet and farewell children each session.

Staff will initiate conversations with all children and develop an understanding of the child and their interests.

Staff will give praise and positive feedback to the children as often as possible. Staff will form friendly and warm relationships with the children in their care.

When communicating with children, staff will ensure that they are understood and to communicate at the child's level.

Children will never be singled out or made to feel inadequate at any time.

Staff will not threaten or verbally abuse the children in any way.

Staff will not use the refusal of food as means of discipline

### **Staff / Staff**

Staff are to treat each other with respect, courtesy and empathy. Appropriate language will be used between staff at all times.

Staff will be expected to work together as a team and be supportive of each other in the workplace.

Staff meetings are appropriate times to raise matters of interest or concern to other staff. The Director will arrange for staff member contributions to be placed on the meeting Agenda.

Staff will be expected to read minutes of staff meetings and to take notice of changes to Centre policy and procedures.

Staff will familiarise themselves with the content of all notices displayed around the Centre. This includes reading the communication book prior to the commencement of each shift.

A staff member with concerns about the work practices or standards of another staff member will firstly approach that staff member to discuss the matter. If the matter remains unresolved, then the grievance procedures will be followed.

Staff should not unnecessarily involve parents or other educators in their matters of grievance or complaint.

### **Sources**

- Education and Care Services National Regulations 2011
- National Quality Standard
- My Time, Our Place Framework for School Age Care in Australia
- Privacy Act 1988
- Network of Community Activities Factsheet – 'Complaints/Grievance Procedures'
- Community Services (Complaints, Reviews and Monitoring) Act (1993) No. 2

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<b>Version Control</b>
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Version	Changes Made	Initiated By	Director Sign-off
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