



## Respect for Children Policy

Within an early childhood 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 the early childhood community functions as a whole. Relationships directly affect how children form their own identity, whether or not they feel safe and supported, and ultimately, their sense of belonging.

### National Quality Standard (NQS)

Quality Area 5: Relationships with Children		
5.1	<b>Relationships between educators and children</b>	Respectful and equitable relationships are maintained with each child
5.1.1	<b>Positive educator to child interactions</b>	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	<b>Dignity and rights of the child</b>	The dignity and rights of every child are maintained
5.2	<b>Relationships between children</b>	Each child is supported to build and maintain sensitive and responsive relationships
5.2.1	<b>Collaborative learning</b>	Children are supported to collaborate, learn from and help each other
5.2.2	<b>Self-Regulation</b>	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts

### Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
<b>73</b>	Educational program
<b>84</b>	Awareness of child protection law
<b>115</b>	Premises designed to facilitate supervision
<b>118</b>	Educational leader
<b>126</b>	Centre-based services – general educator qualifications
<b>145</b>	Staff record
<b>155</b>	Interactions with children
<b>156</b>	Relationships in groups
<b>157</b>	Access for parents
<b>168</b>	Education and care services must have policies and procedures
<b>170</b>	Policies and procedures to be followed



## Related Policies

Additional Needs Policy

Child Protection Policy

Child Safe Environment Policy

Dealing with Complaints Policy

Educational Program Policy

Family Communication Policy

Interaction with Children, Family and Staff Policy

Medical Conditions Policy

Nappy Change & Toileting Policy

Privacy and Confidentiality Policy

## PURPOSE

The Early Years Learning Framework (EYLF) (DEEWR, 2009) highlights educators' relationships with children as central to supporting their learning. Principle 1 in the EYLF is about secure, respectful and reciprocal relationships. Our philosophy guides our interactions and relationships with children. We aim to ensure all educators develop positive relationships with children based on respect and fostering children's self-esteem and development.

## SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

## IMPLEMENTATION

All children have a right to feel accepted and respected. This is a principle set out in the United Nations Convention on the Rights of the Child. The Convention emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging.

Our Service is dedicated to protecting children from abuse and neglect and promotes a child safe environment, maintaining children's wellbeing. We promote cultural safety for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for children with a disability. We aim for children to feel safe and secure and we believe in forming strong attachments and connections with educators, children and families at the Service. Educators employed at the Service will use teaching techniques and strategies to establish positive relationships with children and their families, working in conjunction with the National Quality Standard as we build supportive relationships.



By teaching respect for cultural diversity, educators will assist children to:

- learn about their cultural background and develop a strong sense of self identity
- learn about and appreciate cultures and traditions other than their own
- learn greetings and common phrases in their languages to help children assimilate
- learn to enjoy and respect differences and recognise universal characteristics we all share
- learn about racial prejudice and understand why it should be challenged

Management/Nominated Supervisor/Responsible Person/Educators will:

- Provide a child safe, comfortable and happy environment where children's concerns are always responded to
- Promote children's bodily integrity (respecting their physical space and only using touch when necessary and appropriate).
- Support children's consent by acknowledging and respecting a child's right to refuse and say no
- Respect each child's uniqueness, displaying inclusion, appreciation and respect for children as individuals
- Use a positive and non-threatening tone when interacting with children in all situations
- Ensure mealtimes are relaxed and unhurried
- Sit with children during mealtimes, engaging in respectful conversations
- Never force a child to do something against their requests: This includes rest, eat, participation in group, experiences and activities.
- Role model respect to children in every day dealings with both adults and children
- Endeavour to be aware of each individual child's values, culture and feelings and respond appropriately.
- Value diversity and not tolerate any discriminatory practices
- Encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings.
- Encourage children to request assistance when taking on new challenges, inspiring children's independence and confidence.
- Regularly reflect on their relationships and interactions with children and how these can be improved to benefit each child.
- Inspire, encourage and accept each child and encourage them to do the same with their peers by actively:
  - Fostering each child's construction of a knowledgeable, confident self-identity
  - Fostering each child's comfortable, empathetic interactions with a diverse range of people
  - Fostering each child's critical thinking about bias, to question and enquire
  - Fostering each child's ability to stand up for herself/himself and others in the face of bias.
- Respond respectfully and appropriately to children's attempts as they participate and converse in sustained conversation about their interests.
- Implement a predictable routine for children with interest based activities and experiences.



- Provide a range of planned and spontaneous experiences for children to challenge and maximise learning opportunities.
- Use a variety of communication strategies inclusive of verbal and non-verbal cues to support the development of relationships with children
- Empower children to speak up and raise any concerns
- Support children's home language when communicating and interacting to build trust and positive relationships.
- Respect children and families' diversity and the development of cultural competency within the Service.
- Support children and build secure attachments through a collaborative partnership with families.
- Encourage children to develop confidence in their ability to express themselves.
- Encourage children to work through differences appropriately and with guidance where necessary.
- Respect each child's uniqueness and communicate that respect to the child.
- Ensure children are aware of how to raise concerns or provide feedback.
- Respond or report to children about how their feedback has been acted upon.

#### Source

- Australian Children's Education & Care Quality Authority. (2021). Policy and Procedure Guidelines – *Interaction with Children*
- Australian Human Rights Commission. Child Safe Organisations. <https://humanrights.gov.au/our-work/childrens-rights/projects/child-safe-organisations>
- Australian Government. Department of Education, Skills and Employment. (2009). *Belonging, being and becoming: The early years learning framework for Australia*
- Dau, E. (Ed.) (2016). *The multi-bias approach in early childhood (2<sup>nd</sup> Ed.)*. Frenchs Forest, Australia: Pearson Education.
- Education and Care Services National Law Act 2010. (Amended 2018).
- Education and Care National Regulations. (2011).
- Kearns, K. (2017). *The Business of Childcare (4<sup>th</sup> Ed.)*. Australia: Cengage learning Australia
- NSW Department of Education. (2021). Implementing the Child Safe Standards: A guide for early childhood education and outside school hours care services.
- Revised National Quality Framework. (2017). (Amended 2020).
- Stonehouse, A. (2012). Relationships with children: <https://www.ecrh.edu.au/docs/default-source/resources/nqs-plp-e-nesletters/nqs-plp-e-newsletter-no-36-2012-relationships-with-children.pdf?sfvrsn=4>



- UN General Assembly. (1989). Convention on the Rights of the Child. Simplified version available at <https://www.unicef.org.au/Upload/UNICEF/Medica/Our%20work/childfriendlycrc.pdf>

## Review

Date Reviewed	Modifications	Next Policy Review Date
August 2017	Minor changes made to policy	September 2018
October 2017	Updated the references to comply with the revised National Quality Standard	September 2018
September 2018	Minor changes made to policy	September 2019
September 2019	Sources checked for currency & corrected. Some sentences reworded/refined. Reference/source added (United Nations)	September 2020
September 2020	Minor editing Sources checked for currency	October 2021
October 2021	Inclusion of additional regulations – reflecting ACECQA guidelines to policies and procedures Inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service	October 2022

Signature of Director: \_\_\_\_\_

Busy Kids Child Care