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. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

National Quality Standards (NQS)

Quality Area 5: Relationships with children	
5.1	Respectful and equitable relationships are developed and maintained with each child.
5.1.1	Interactions with each child are warm, responsive and build trusting relationships.
5.2	Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.
5.2.3	The dignity and rights of every child are always maintained.

Education and Care Services National Regulations

Children (Education and Care Services) National Law NSW	
155	Interactions with children
156	Relationships in groups

Early Years Learning Framework

Learning Outcome 1	
1.4	Children learn to interact in relation to others with care, empathy, and respect

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

For children to feel safe and secure, we believe in forming strong attachments and connections with educators at the Service. Educators employed at the Service will find techniques to establish relationships with children and their families.

Management/Nominated Supervisor/Certified Supervisor/Educators will:

- Provide a comfortable and happy environment
- Respect each child's uniqueness, displaying 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 everyday dealings with both adults and children
- Endeavour to be aware of each individual child's values, culture and feelings and respond appropriately
- Encourage children to initiate conversations about their experiences at home encouraging them to express their ideas and feelings
- Encourage children to pursue 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 interaction with diversity among 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 determinations 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 relationships with children
- Support children's home language when communicating and interacting to build trust and positive relationships
- Support children and build secure attachments through a collaborative partnership with families.

Source

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standards
- Early Childhood Australia
- My Time our Place
- Respectful Relationships
  http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf

Review

Policy Review Date
December 2021