

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	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.
5.2	Relationships between children	Each child is supported to build and maintain sensitive and responsive relationships.
5.2.1	Collaborative learning	Children are supported to collaborate, learn from and help each other.
5.2.2	Self-Regulation	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	
155	Interactions with children
156	Relationships in groups

RELATED POLICIES

Additional Needs Policy Celebrations Policy Educational Program Policy	Interactions with Children, Family and Staff Policy Medical Conditions Policy Privacy and Confidentiality Policy
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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.

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 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 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 every day 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 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, and 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.
- 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.

SOURCE

Dau, E. (Ed.) (2016). *The multi-bias approach in early childhood* (2nd Ed.). Frenchs Forest, Australia: Pearson Education.

Department of Education, Employment and Workplace Relations (DEEWR). (2009). *Belonging, being and becoming: The early years learning framework for Australia*.

Education and Care National Regulations. (2011).

Kearns, K. (2017). *The Business of Childcare* (4th Ed.). Australia: Cengage learning Australia.

Revised National Quality Standard. (2018).

Stonehouse, A. (2012). Relationships with children: <https://www.echr.edu.au/docs/default-source/resources/nqs-plp-e-newsletters/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/Media/Our%20work/childfriendlycrc.pdf>

REVIEW

POLICY REVIEWED	SEPTEMBER 2019	NEXT REVIEW DATE	SEPTEMBER 2020
MODIFICATIONS	<ul style="list-style-type: none"> • Grammar, punctuation and spelling edited. • Some sentences reworded/refined. • Sources checked for currency and correct URLs. • Sources/references corrected, updated, and alphabetised. • Related policies alphabetised. • Reference/source added (United Nations) 		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	

SEPTEMBER 2018	<ul style="list-style-type: none">• Added the section displaying related policies on page 1.• Minor adjustments made to further support the formation of respectful relationships.	SEPTEMBER 2019
OCTOBER 2017	<ul style="list-style-type: none">• Updated the references to comply with the revised National Quality Standard	SEPTEMBER 2018
AUGUST 2017	<ul style="list-style-type: none">• Minor changes made to policy	SEPTEMBER 2018