

# CHILDREN IN THE WORKPLACE POLICY

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.

QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents

## RELATED POLICIES

Anti-Bias and Inclusion Policy Behaviour Guidance Policy Code of Conduct Policy Child Safe Environment Policy	Enrolment Policy Interaction with Children, Family and Staff Policy Privacy and Confidentiality Policy Respect for Children Policy
--	---

## PURPOSE

Our Service is committed in creating a supportive working environment for all employees and adhere to anti-discrimination practices for all children and families, free from bias. We recognise that family

responsibilities are of the utmost importance and having your child attend the Service where you work is time efficient and provides flexibility and convenience. However, having your child attend the Service may also present its own unique set of challenges and concerns for various stakeholders, including other parents and service staff. It is therefore paramount, that clear communication and collaboration with management and employees is maintained to ensure a positive and successful workplace for educators and their child/ren. In order to balance work and family commitments, we support the enrolment of our employees' children within our Service. This includes all family relationships including biological children, adopted and fostered children, stepchildren, nieces and/or nephews.

We aim to have clear and defined roles for staff and educators to ensure we are maintaining a fair and equitable service for all children, staff and employees.

## SCOPE

This policy applies to children, families, staff, management, the approved provider, nominated supervisor, students and visitors of the Service.

## IMPLEMENTATION

In order to support work and family responsibilities, management will accept employees enrolling their children at the Service under the following conditions.

### THE APPROVED PROVIDER/MANAGEMENT/NOMINATED SUPERVISOR WILL ENSURE:

- a *family-friendly arrangement* is negotiated with the educator/parent to ensure compliance with our Code of Conduct and other service policies
- document the *family-friendly arrangement* to ensure the employee has a clear understanding of the provisions available within the Service and how this will be reviewed to ensure best practice
- a safe work environment is provided to the employee and child, free of bullying and discrimination
- the enrolment continues to allow the Service to meet operational requirements regarding age and ratios (for example, if a service is approved for 29 children, they will not exceed this licensing requirement. If a child is 2 years of age and the service is approved for 3-5-year-olds only, the child will not be enrolled at the service as this will constitute a breach of licensing)
- the educator/parent provides all required documentation for enrolment as per *Enrolment Policy*
- the Service promotes a family-friendly working environment
- all children are treated equally and fairly

- no special provisions are made for the child of an employee that would not be available to other enrolled children
- the educator/parent responds to their own child's behaviour and the behaviour of other children in a fair and consistent way
- that the educator and child are not placed in the same room/group (where possible)
- educators maintain their professionalism towards the educator and child
- the educator/parent does not become a distraction for the child or other children, as this can cause a lack of focus or behaviour problems
- the educator/parent is aware that there could be potential stress from conflicting demands between family, work and other responsibilities and to support the employee and child when possible
- at predetermined dates a review is conducted to assess the effectiveness and suitability of the child and parent being at the Service together
- management will discuss discounts for employees (including educators, coordinators and other employed staff) whose children are enrolled at the Service. The employee must still pay at least 5% of the gap fee.

#### EDUCATORS WILL:

- maintain their professional boundaries
- be open and honest when discussing the child's development with the educator/parent
- be respectful towards the educator and child
- collaborate and seek guidance from the parent as per normal circumstances
- treat the child equally and fairly
- ensure there is no bias shown to the child of an employee at the service
- adhere to all mandatory reporting requirements (child protection, reportable conduct scheme)
- raise any concerns with management
- ensure enrolment and attendance records are kept up to date
- provide enrolment information for their child/ren as required including signing Complying Written Agreement (CWA) for any discount in fees (if applicable).

#### CONTINUOUS IMPROVEMENT/REFLECTION

Our *Children in the Workplace Policy* will be updated and reviewed annually in consultation with families, staff, educators and management.

## SOURCE

Australian Children's Education & Care Quality Authority. (2014).

Australian Government Department of Education. [Belonging, Being and Becoming: The Early Years Learning Framework for Australia.V2.0, 2022](#)

Australian Government Department of Education. (2022). [Child care discount for early childhood workforce.](#)

Early Childhood Australia Code of Ethics. (2016).

Education and Care Services National Law Act 2010. (Amended 2023).

[Education and Care Services National Regulations.](#) (Amended 2023).

Guide to the National Quality Framework. (2017). (Amended 2023).

Revised National Quality Standard. (2018).

[Western Australian Education and Care Services National Regulations](#)

## REVIEW

POLICY REVIEWED BY:	TRACEY DAVEY	GENERAL MANAGER OF OPERATIONS	SEPTEMBER 2023
POLICY REVIEWED	SEPTEMBER 2023	NEXT REVIEW DATE	SEPTEMBER 2024
VERSION NUMBER	V6.9.23		
MODIFICATIONS	<ul style="list-style-type: none"> <li>• annual policy maintenance</li> <li>• updated EYLF V2.0</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS		NEXT REVIEW DATE
JUNE/SEPTEMBER 2022	<ul style="list-style-type: none"> <li>• policy maintenance</li> <li>• minor formatting edits within text</li> <li>• hyperlinks checked and repaired as required- links from DESE changed to Department of Education</li> <li>• link to Western Australian Education and Care Services National Regulations added in 'Sources'</li> </ul>		SEPTEMBER 2023
SEPTEMBER 2021	<ul style="list-style-type: none"> <li>• Policy reviewed and edited</li> <li>• additional related policies included reference to <i>Fair Work Act</i> removed from this policy [not applicable legislation for this policy]</li> </ul>		SEPTEMBER 2022
JUNE 2019	New policy created		JUNE 2020