

# 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	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
118	Educational leader
126	Centre-based services- general educator qualifications
145	Staff record
155	Interactions with children

156	Relationships in groups
157	Access for parents
168	Education and care services must have policies and procedures
170	Policies and procedures to be followed

## RELATED POLICIES

Additional Needs Policy Anti-Bias & Inclusion Policy Celebrations Policy Child Protection Policy Child Safe Environment Policy Children’s Belongings Policy Clothing Policy Dealing with Complaints Policy	Educational Program Policy Family Communication Policy Gender Equity Policy Interactions with Children, Family and Staff Policy Medical Conditions Policy Nappy Change & Toileting Policy Photograph Policy Privacy and Confidentiality Policy
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## PURPOSE

The Early Years Learning Framework (EYLF) (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 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 or say no
- 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
- 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, 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
- 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 including LGBTIQ+ and gender diverse young people
- 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- *Interactions 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* (2nd Ed.). Frenchs Forest, Australia: Pearson Education.

Education and Care Services National Law Act 2010. (Amended 2018).

[Education and Care Services 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:

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 BY:	TRACEY DAVEY	OPERATIONS MANAGER	SEPTEMBER 2021
POLICY REVIEWED	SEPTEMBER 2021	NEXT REVIEW DATE	SEPTEMBER 2022
MODIFICATIONS	<ul style="list-style-type: none"> <li>inclusion of additional regulations- reflecting ACECQA guidelines to policies and procedures</li> <li>inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service</li> </ul>		
POLICY REVIEWED	PREVIOUS MODIFICATIONS	NEXT REVIEW DATE	
SEPTEMBER 2020	<ul style="list-style-type: none"> <li>minor editing (lower case letters following bullets)</li> <li>sources checked for currency</li> <li>addition of page numbers</li> </ul>	SEPTEMBER 2021	
SEPTEMBER 2019	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)	SEPTEMBER 2020	
SEPTEMBER 2018	Added the section displaying related policies on page 1. Minor adjustments made to further support the formation of respectful relationships.	SEPTEMBER 2019	
OCTOBER 2017	Updated the references to comply with the revised National Quality Standard	SEPTEMBER 2018	
AUGUST 2017	Minor changes made to policy	SEPTEMBER 2018	