

RESPECT FOR CHILDREN POLICY



Related Quality Area	QA5: Relationships with Children QA6: Collaborative Partnerships with families and communities QA1: Educational Programming and Practice
Related Policies	Interactions with Children, Family and Staff Policy Educational Program Policy Anti-Bias and Inclusion Policy Centre Philosophy

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. 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 Centre Philosophy aims to:

“Promote a respectful, child-safe culture where children’s concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff”.

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

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 Centre will find teaching techniques 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.

RESPONSIBILITIES

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 participate in group activities, eat or sleep. Children may still be required to rest to ensure limited disruption to other children
- 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 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
- 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
- Respect each child's uniqueness and communicate that respect to the child

Date Reviewed: February 2020

Next Review Date: February 2023

POLICY REVIEWED BY	Judy Rondon	Director	February 2023
POLICY REVIEWED	February 2023	NEXT REVIEW DATE	February 2026
MODIFICATIONS	<ul style="list-style-type: none"> Philosophy statement added: <p>“Promote a respectful, child-safe culture where children’s concerns are always responded to, and children feel empowered to participate in decisions and provide feedback to educators and staff”.</p>		