

RESPECT FOR CHILDREN POLICY

Within an Out of School Hours Care (OSHC) 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 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

Children (Education and Care Services) National Law NSW

155	Interactions with children
156	Relationships in groups

PURPOSE

My Time, Our Place (MTOPE) Framework recognises the United Nations Convention on the Rights of the Child, highlighting children’s rights to be active participants in all matters affecting their lives and respects their family, cultural and other identities and languages. The Framework continues to require Educators to respect and work with children’s unique qualities, abilities and interests, giving children choice and control as they experience the connections between actions and consequences.

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. As Educators establish respectful relationships with children and families, they are able to work together to develop programs and experiences which are relevant to children.

SCOPE

This policy applies to children, families, staff, management and visitors of the Service.

IMPLEMENTATION

All children have the 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 find teaching techniques to establish positive relationships with children and their families, working in conjunction with the NQS as we build supportive relationships with children.

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/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.
- Sit with children during mealtimes, engaging in respectful conversations.
- Never force a child to do something against their will, this includes: rest; eat, participation in group experiences and any other activities.
- Role model respect 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 defend him/her self 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.
- 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 family's 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 address this uniqueness in the child's learning process.
- Incorporate an integrated, holistic approach focusing on connection to the social and natural world.
- Foster children's capacity to value and respect the broader social environment and to be world-wise.
- Display awareness of and respect for children's perspectives.

Source

- The Business of Childcare, Karen Kearns 2004
- Education and Care Services National Regulation 2015
- National Quality Standard
- Respectful Relationships
<http://www.cscentral.org.au/Resources/Publications/respectful-relationships.pdf>
- Relationships with children
http://www.earlychildhoodaustralia.org.au/nqsplp/wp-content/uploads/2012/06/NQS_PLP_E-Newsletter_No36.pdf
- Revised National Quality Standard
- My Time Our Place

REVIEW

POLICY REVIEWED	SEPTEMBER 2018	NEXT REVIEW DATE	SEPTEMBER 2019
MODIFICATIONS	New Policy created to ensure respectful relationships are being incorporated into the OSHC Community		