

STATEMENT

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.

PURPOSE

My Time, Our Place (MTOP) 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 approved provider, nominated supervisor, and visitors (including contractors) of the OSHC 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. Kogarah Community Services is committed to ensuring all educators and staff are aware of the UNCROC and to educate children on their rights while encouraging children to participate in decisions which affect them within our Service.

Educators employed at Kogarah Community Services will implement teaching techniques and strategies to establish secure, respectful and reciprocal relationships with children and their families. Educators and staff are respectful of diversity and are culturally responsive, respecting multiple cultural ways of *knowing, doing and being* and celebrate the benefits of diversity. (MTOP, V2.0.)

By respecting diversity, educators value and reflect the practices, values and beliefs of families within the curriculum. Educators value children's unique and diverse capacities and capabilities and respect families' home lives. (MTOP. (2022). p. 15)

THE APPROVED PROVIDER WILL:

- Ensure obligations under the Education and Care Services National Law and Regulations are met
- Provide a child safe environment at all times
- Ensure minimum staff requirements are met including educator to child ratios and staff qualifications
- Ensure all staff, educators and volunteers have completed child protection training including mandatory reporting requirements
- Ensure no child is subjected to any form of corporal punishment or inappropriate discipline

NOMINATED SUPERVISOR, MANAGEMENT & EDUCATORS WILL:

- provide a welcoming, child safe, inclusive and happy environment where children's concerns are always responded to

- Embed Aboriginal and Torres Strait Islander perspectives in all aspects of the curriculum
- Create an environment that is flexible and responsive to the strengths, culture, languages, interests and capabilities of each child
- 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.
- 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
- respect and 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 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.
- 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 family's diversity and the development of cultural responsiveness 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
- 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.
- 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.

CONTINUOUS IMPROVEMENT/REFLECTION

Our Respect for Children Policy will be updated and reviewed annually in consultation with families, staff, educators and management.

COMPLIANCE

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 LAW AND REGULATIONS	
73	Educational program
84	Awareness of child protection law
115	Premises designed to facilitate supervision
117A	Placing a person in day-to-day charge
118	Educational leader
123	Educator to child ratios
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

SOURCE

- Australian Children's Education & Care Quality Authority. (2023). [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. [My Time, Our Place- Framework for School Age Care in Australia.V2.0. 2022](#)
- 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 2023).

- [Education and Care Services National Regulations](#). (Amended 2023)
- 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 2023).
- 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/childfriendlycsrc.pdf>

RELATED DOCUMENTS

- Child Protection Policy
- Child Safe Environment Policy
- Interactions with Children, Family and Staff Policy
- Medical Conditions Policy
- Privacy and Confidentiality Policy

RECORD OF REVISIONS

Unless the Policy specifically states otherwise, the Policy does not form part of your employment agreement with KCS. KCS may unilaterally vary, remove or replace this Policy at any time. To the extent that this Policy imposes any obligations on KCS and/or purports to provide any right or benefit to you, those obligations are not contractual and do not give rise to any contractual rights. The Employee is required to be familiar with the content of the Policy and comply with the terms at all times.

File Reference	CSP056 – Respect For Children Policy				
Date Created	November 2023	Created By	Jordan Ross	Responsible	Children's Services Manager

Version Number	Modified or Reviewed by	Modifications Made/Notes	Date	STATUS (Internal, External, Archived)
V1	TT	New Policy created to ensure respectful relationships are being incorporated into the OSHC Community	September 2019	External
V2	Jordan R	<ul style="list-style-type: none"> • New policy Format • Additional information added to NOMINATED SUPERVISOR, MANAGEMENT & EDUCATORS WILL • Additional sections: CONTINUOUS IMPROVEMENT/REFLECTION & THE APPROVED PROVIDER WILL 	November 2023	External