



Respect for Children Policy

National Quality Standards:

Area 5 - Relationships with Children

Standard 5.1 - Relationships between Educators and children

Elements:

Element 5.1.1: Positive educator to child interactions.

Respectful and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

Element 5.1.2: Dignity and rights of the child.

The dignity and rights of every child are maintained.

Standard 5.2- Relationships between children

Elements:

Element 5.2.1: Collaborative learning.

Children are supported to collaborate, learn from and help each other.

Element 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.

Children (Education and Care Services) National Regulations (2011 SI 653):

Reg. 155	Interactions with Children
Reg. 156	Relationships in groups

Related Policies:

- Providing a Child Safe Environment
- Interactions with Children
- Child Protection

Policy Statement:

Within our OSHC community, many different kinds of relationships are formed between children, Educators, staff members, families and the school. The ways in which these relationships are formed, maintained, sustained and remain visible, impact on how the early childhood community operates, functions and thrives.



Relationships are integral to how children form their own identities, and their connection with the world around them. Relationships impact on whether children feel safe, supported and respected, and affect their sense of belonging within the immediate environment and the wider community and world.

Purpose:

The My Time, Our Place guidelines highlights Educators' relationships with children as integral to supporting their learning. My Time, Our Place, Outcome 1 details that '*children must feel safe, secure and supported*' and '*learn to interact in relation to others with care, empathy and respect.*'

The My Time, Our Place guidelines require Educators to respect and nurture with childrens' unique qualities, abilities and interests. Educators must give children choices and autonomy as they experience the connections between actions and consequences, whether this relates to choosing activities, choosing what to eat and who to play and interact with, and making choices regarding what actions they take during play, learning and interactions with others.

Our philosophy at Adventure OSHC informs and guides our interactions and relationships with the children. We aim to ensure all Educators develop and sustain positive relationships with children based on mutual respect and fostering the childrens' self-esteem and development. As Educators establish respectful and meaningful relationships with children and families, they are able to work together to develop programs that include experiences that are relevant to the children.

Scope:

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

Implementation:

All children have a right to feel respected and to develop their full personality and talents through education, as per **Article 29 of the United Nations Convention on the Rights of the Child (UNCRC)**. The *UNCRC* emphasises the importance of children developing connections to culture and community as a means of fostering a strong sense of personal identity and belonging, as per Articles 20 and 29.

At OSHC, we aim for children to feel safe, secure and respected. Forming strong bonds and connections between Educators, children and families at the Service allows us to achieve this. Educators employed at the Service will utilise techniques and strategies that they have learned and developed through ongoing training (reflecting the National Quality Standards) to establish positive relationships with children and families.



By respecting the autonomy, cultural diversity, self-respect and dignity of children and families, Educators will:

- Provide a comfortable, happy and relaxed environment,
- Respect each child's uniqueness, displaying appreciation and acceptance for each child as an individual,
- Use a positive and non-threatening tone when interacting with children at all times,
- Ensure mealtimes and snack times are relaxed and not rushed,
- Sit with children during mealtimes and snack times, whilst engaging in respectful conversations,
- Never force a child to do something against their requests. This includes rest, eating, and participation in group experiences and activities,
- Role model respectful behaviour to children in everyday dealings with 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 request assistance when taking on new challenges, inspiring children's independence and confidence,
- Regularly reflect of their relationships and interactions with children and how these can be improved to benefit each child,
- Inspire, encourage and accept each child, and prompt children to do the same with their peers by actively:
 - Fostering each child's construction of a knowledgeable and confident self-identity,
 - Fostering each child's comfortable, empathetic interactions with a diverse range of people,
 - Fostering each child's critical thinking regarding bias, to question and inquire,
 - Fostering each child's ability to stand up for herself/himself and others in the face of injustice, bias and disrespect.
- Respond respectfully and appropriately to children's participation in conversations about their interests,
- Implement a predictable routine for children that includes interest-based activities and experiences suggested by children,
- 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 families' diversity and the development of cultural competency within the Service,
- Build secure, trusting, personal and meaningful relationships with families, and partnerships with community organisations,
- Encourage children to develop confidence in their ability to express themselves,

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- Encourage children to work through differences and disagreements appropriately and with guidance where necessary,
- Respect each child’s uniqueness and communicate that respect to the child to ensure that the child feels valued and supported.

Sources:

- My Time, Our Place Framework
- Education and Care Services National Regulations (2011 SI 653)
- National Quality Standards
- United Nations Convention on the Rights of the Child

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