RESPECT FOR CHILDREN POLICY

Rationale and Policy Considerations

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.

Philosophy

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.

Legislation and Government Requirements

- Education and Care Services National Law Act 2010 (SA)
- Education and Care Services National Regulations
- Privacy Act (1988) Commonwealth

National Quality Framework

Education and Care Services National Regulations 155, 156
National Quality Standard for Early Childhood Education and Care Elements: 5.1, 5.1.1, 5.1.2, 5.2, 5.2.1, 5.2.2

Policy Statement

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.

Strategies for Policy 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.
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 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 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
- 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
- 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 and with guidance where necessary
respect each child's uniqueness and communicate that respect to the child

Links to other Policies

Additional Needs Policy
Anti-Bias & Inclusion Policy
Celebrations Policy
Child Protection Policy
Children's Belongings Policy
Clothing 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

Sourced from

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