



RESPECT FOR CHILDREN POLICY

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.

NATIONAL QUALITY STANDARD (NQS)

| QUALITY AREA 5: RELATIONSHIPS WITH CHILDREN | | |
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| 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 | |
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| 73 | Educational program |
| 84 | Awareness of child protection law |
| 115 | Premises designed to facilitate supervision |

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| 118 | Educational leader |
| 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 |

RELATED POLICIES

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| Additional Needs Policy Anti-Bias & Inclusion Policy Celebrations Policy Child Protection Policy Child Safe Environment Policy Children’s Belongings Policy Clothing Policy Dealing with Complaints 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 |
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PURPOSE

The Eight Principles that underpin practice within the Early Years Learning Framework (EYLF) (V2.0) are focussed on assisting children to make progress in relation to Learning Outcomes. One key principle is secure, respectful and reciprocal relationships. Our Service 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, self-reliance, self-expression and development.

SCOPE

This policy applies to children, families, staff, management, approved provider, nominated supervisor, and visitors (including contractors) of the Service.

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. Our Service 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.

Our Service is dedicated to protecting children from abuse and neglect and promotes a child safe environment, maintaining children's safety and wellbeing by implementing the National Principles for Child Safe Organisations.

We promote [cultural safety](#) for Aboriginal children, cultural safety for children from culturally and/or linguistically diverse backgrounds, and to provide a safe environment for children with a disability. 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 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 (EYLF, 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. EYLF (2022) p. 16.

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/RESPONSIBLE PERSON/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
- ensure mealtimes are relaxed and unhurried
- sit with children during mealtimes, engaging in respectful conversations
- allow children to be involved in the decisions which affect them. This includes when they rest, eat and participate 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
- 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 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
- 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’s and families’ diversity within the Service including LGBTQIA+ and gender diverse young people
- 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
- 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.

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. [Belonging, Being and Becoming: The Early Years Learning Framework for 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)

Guide to the National Quality Framework. (2017). (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 2020).

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/childfriendlycrc.pdf>

[Western Australian Education and Care Services National Regulations](#)

REVIEW

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| POLICY REVIEWED BY: | Megan Hipkiss | Centre Support | April 2024 |
| POLICY REVIEWED | SEPTEMBER 2023 | NEXT REVIEW DATE | SEPTEMBER 2024 |
| VERSION NUMBER | V9.9.23 | | |

| MODIFICATIONS | <ul style="list-style-type: none"> • annual policy maintenance • new section for AP responsibilities • updated Purpose and Implementation sections to reflect change in terminology within EYLF (V2.0) • continuous improvement/reflection added | |
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| POLICY REVIEWED | PREVIOUS MODIFICATIONS | NEXT REVIEW DATE |
| SEPTEMBER 2022 | <ul style="list-style-type: none"> • regular policy maintenance • link to Western Australian Education and Care Services National Regulations added in 'Sources' • minor formatting edits within text • hyperlinks checked and repaired as required • Inclusion of commitment of awareness regarding UNCROC | SEPTEMBER 2023 |
| SEPTEMBER 2021 | <ul style="list-style-type: none"> • inclusion of additional regulations- reflecting ACECQA guidelines to policies and procedures • inclusion of commitment to Child Safe Standards to ensure a child safe culture within the service | SEPTEMBER 2022 |
| SEPTEMBER 2020 | <ul style="list-style-type: none"> • minor editing (lower case letters following bullets) • sources checked for currency • addition of page numbers | SEPTEMBER 2021 |
| SEPTEMBER 2019 | Grammar, punctuation and spelling edited. Some sentences reworded/refined. Sources checked for currency and correct URLs. Sources/references corrected, updated, and alphabetised. Related policies alphabetised. Reference/source added (United Nations) | SEPTEMBER 2020 |
| SEPTEMBER 2018 | Added the section displaying related policies on page 1. Minor adjustments made to further support the formation of respectful relationships. | SEPTEMBER 2019 |
| OCTOBER 2017 | Updated the references to comply with the revised National Quality Standard | SEPTEMBER 2018 |
| AUGUST 2017 | Minor changes made to policy | SEPTEMBER 2018 |