

Relationships with Children

# Respectful Relationships with Children Policy.

## Our Vision.

To give every child **the best start in life.**

## Our Mission.

To deliver high quality childcare and exciting learning opportunities for every child, giving them a head start as they prepare for school.

## Our Values.

### Care

We take care of the children entrusted to us and our dedicated staff. All are appreciated and diversity is valued.

### Quality

We maintain the highest standards in care and safety and provide exceptional early years education.

### Service

We provide exceptional service and are integral to supporting parents bringing up children.

### Value

We provide outstanding value for our families.



The Early Years Learning Framework (EYLF) identifies secure, respectful, and reciprocal relationships with children as one of the principles that underpin practice. 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. Relationships directly affect how children form their own identity, whether they feel safe and supported, and ultimately, their sense of belonging.

### NATIONAL QUALITY STANDARDS (NQS)

QUALITY AREA 1 – Educational Program and practice	
1.1 – Program	1.1.1 – Approved Learning Framework
	1.1.2 – Child-Centred
	1.1.3 – Program Learning opportunities
1.2 – Practice	1.2.2 – Responsive Teaching and Scaffolding
QUALITY AREA 2 – Children’s Health and Safety	
2.2 – Safety	2.2.1 – Supervision
	2.2.3 – Child Protection
QUALITY AREA 4 – Staffing Arrangements	
4.1 – Staffing Arrangements	4.1.1 – Organisation of Educators
QUALITY AREA 5 – Relationships with Children	
5.1 – Relationships Between Educators and Children	5.1.1 – Positive Educator to Child Interactions
	5.1.2 – Dignity and the Rights of the Child
5.2 – Relationships Between Children	5.2.1 – Collaborative Learning
	5.2.2 – Self-Regulation
QUALITY AREA 7 – Governance and Leadership	
7.1 – Governance	7.1.1 – Service Philosophy and Purpose
	7.1.3 – Roles and Responsibilities
7.2 – Leadership	7.2.2 – Educational Leadership

### EDUCATION AND CARE SERVICES NATIONAL LAW AND REGULATIONS

Part 6	Operating an Education and Care Service (Law - 167, 168, 169)
Part 3.1	Quality Improvement Plans (Reg - 56)
Part 4.1	Educational Program and Practice (Reg - 73)
Part 4.2	Children’s Health and Safety (Reg - 84)
Part 4.3	Physical Environment (Reg - 115, 117A)
Part 4.4	Staffing Arrangements (Reg - 118, 123, 126, 145)
Part 4.5	Relationships with Children (Reg - 155, 156)
Part 4.7	Governance and Leadership (Reg - 168, 170, 171, 172)

### RELATED POLICIES

Child Enrolment and Orientation Policy Child Protection and Safeguarding Policy Child Safe Environment Policy Code of Conduct Policy	Complaints Policy Educational Program Policy Supervision Policy
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## PURPOSE

Busy Bees Early Learning Australia takes all reasonable steps to ensure we provide education and care to children in a way that:

- Encourages the children to express themselves and their opinions
- Allows the children to undertake experiences that develop self-reliance and self-esteem
- Maintains at all times the dignity and rights of each child
- Gives each child positive guidance and encouragement toward acceptable behaviour
- Has regard to the Family and cultural values, age, and physical and intellectual development and abilities of each child at the Service
- Ensures children have opportunities to interact and develop respectful and positive relationships with each other and with educators, employees, and volunteers. In providing these opportunities, Busy Bees consider the size and composition of groups of children.

Busy Bees believes in honouring diversity and strive to engage in respectful interactions with children and Families which will be reflected in our strong relationships, the experiences offered and resources we provide. Children will be treated equitably with respect and consistency, and provided with opportunities that promote growth and the development of their individual potential.

Busy Bees promote positive guidance strategies that aim to maintain each child's dignity, promote children's agency and engagement, and provide education and support to children in managing their own behaviours. Children will be empowered to use language to communicate their emotions and will be guided on developing independence and self-regulation.

## SCOPE

Children, Families, Employees, Management, Students and Visitors.

## POLICY

Busy Bees Early Learning Australia recognises the importance of respectful and positive relationships that children have with each other and with educators, and we encourage a child-centered approach that promotes self-expression, self-reliance, and self-esteem, and maintains each child's dignity and rights.

The Education and Care Services National Regulations require approved providers to ensure their Services have policies and producers in place in relations to interactions with children and we are committed to meeting our regulatory requirement in relation to interactions with children.

Busy Bees is committed to protecting the rights of children and will ensure all children feel accepted and respected by forming strong attachments and connections between employees, children, and Families. Employees will role model respectful relationships with all their interactions, implementing teaching techniques and strategies that will establish positive and supportive relationships where each child's values, culture, and feelings are responded to appropriately.

Busy Bees will provide inclusive programs and environments where culturally based experiences and celebrations are incorporated which address different learning opportunities, including:

- Fostering a sense of belonging and inclusion for each child, Family, and employee
- Increasing children's understanding of, and respect for diversity
- Raising children's self-awareness and confidence, providing for children's holistic development, and supporting a positive identity for every child and Family

Employees will work with one another, Families, and children to continue to extend their individual and communities' cultural competence. Families will be encouraged to provide input about their culture and experiences, and to participate in our Service programs on a level that they are comfortable with sharing.

Busy Bees employees will provide an inclusive educational environment where all children can succeed and will promote acceptance, respect, and appreciation for individuals of all abilities. Consultations with Families and other professionals will enable full participation in the program for all children with varying abilities. Regular evaluations will ensure that environments are altered to enable children to develop autonomy, independence, competency, confidence, and a strong sense of belonging.

### **Embedding Aboriginal and Torres Strait Islander Culture and Practice**

Busy Bees employees will build and strengthen their knowledge and understanding of Indigenous and Torres Strait Islander culture, histories, and contributions through professional development, researching current information and regularly reflecting together as a team to embed Aboriginal and Torres Strait Islander perspectives and culture into the program.

Employees will reflect on the current level of cultural competence and promote the inclusion of children's voices in all decisions that affect them, show sensitivity and respect to Aboriginal and Torres Strait Islander languages by incorporating verbal and visual languages into the Service environment, and identify and challenge their own cultural assumptions, beliefs, and commitments to cultural competency.

The Services will develop an Acknowledgement of Country in collaboration with Elders, community members, children and Families which will be displayed and given during special events and incorporated into the program on a regular basis. There will be engagement with local Aboriginal Families and communities, and we will invite Elders and Traditional Owners to speak to children, employees and Families about the histories and cultures of the local area.

Busy Bees encourages Aboriginal and Torres Strait Islander communities to access children Services.

### **Continuity**

We believe children should be given blocks of uninterrupted play by trusted educators who support continuity for each child. There is an expectation that children will be active participants in their learning and be provided stable and consistent routines.

Employees will provide empathetic and emotionally supportive environments where children have opportunities to create, construct, explore, problem solve, build on existing competences, and engage in critical thinking that is developmentally appropriate.

### **Cultural Celebrations**

Cultural celebrations that are significant to our Families and relevant to our broader community will be implemented within our Services. Celebrations such as Christmas, Easter, Mother's/Father's Day, and birthdays etc. are recognised within our Services and will be reflected in our programs.

Respect will be given to Family beliefs and Family compositions.

Where a Family would prefer their child not participate in such celebrations, alternate experiences that respect the rights and feelings of the child will be provided for them to participate in that ensure they do not feel that they are being left out.

### **Supporting Self-Regulation and Positive Wellbeing**

To allow children and adults to undertake experiences that develop self-reliance and self-esteem, Busy Bees is guided by 'Be You' - a national initiative that supports early childhood services to promote and protect positive mental health and wellbeing in children.

Our employees will ensure the 'Be You' vision to provide a positive, inclusive, resilient environment where every child and their family can achieve their best possible mental health through promotion, prevention, and early intervention, is observed in everyday practices.

Busy Bees employees promote techniques set out in the 'Resources for Infant Educators' (RIE) basic principles, where their relationships with children become more about belonging and inclusiveness, which are essential elements in creating a positive sense of individual and community wellbeing.

Children will be encouraged to engage in meaningful and positive interactions that build resilience, self-assurance, positive behaviour and independent life skills. Each child's uniqueness is respected, and appropriate expectations will be developed based on their individual strengths, developmental needs, and interests.

Busy Bees employees will encourage and support each child's social and emotional development, strive to develop children's self-regulation and understanding of others, actively work with all children to promote and role-model positive ways to interact with peers, and support them in constructing and conveying ways of expressing needs, resolving conflict, and responding to the behaviours of others.

Children will be guided to remove themselves from situations where they are experiencing frustration, anger, or fear, and are supported to negotiate their rights and the rights of others when they are experiencing difficulty in resolving differences.

Employees will remain calm, respectful, and tolerant of children who are strongly expressing distress, frustration, or anger, while guiding the child with a focus on preserving and promoting their agency, dignity, rights and self-esteem as they learn to self-regulate their behaviour.

Positive behaviour strategies will be implemented across Busy Bees Services and employees will seek specific professional intervention and training to meet the child's individual needs.

Any concerns or behaviours observed will be documented and communicated to Families daily, ensuring that positive aspects of the child's day are also communicated.

Employees must ensure that no child being educated and cared for by the Service is subject to any form of corporal punishment, or any discipline that is unreasonable or inappropriate.

### **Supporting Behaviours**

Using appropriate discipline, or behaviour guidance, aims to support each child to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts. An important aspect of children's 'belonging, being and becoming' involves them learning how their behaviours and actions affect themselves and others. A positive, strengths-based approach to guiding children's behaviour will empower children to regulate their own behaviour and develop the skills needed to interact and negotiate complex social situations and relationships.

Where any child concerns are noted, employees will collaborate with Families to develop a broader understanding of the child's development level, home circumstances and approaches the Family use, which may be influencing the child's emotional state and behaviours being displayed. Individual plans that identify triggers and strategies to manage challenging behaviours will be implemented where appropriate.

Families of children with identified additional needs will be encouraged to meet regularly with the employees who will be working with their child to establish appropriate methods of communication, and to ascertain that suitable resources and the level of support required to care for the child is able to be sustained by the Service.



Busy Bees will engage with professional agencies to ensure the Service and employees are adequately equipped to meet the needs of each child where required and will seek assistance from inclusive support agencies to promote the development of skills in children with identified additional needs. The privacy and confidentiality of all children and Families will be maintained. In the unfortunate circumstance where additional care requirements are not able to be met by the Service, discussions will be held between management and the Family to identify the most positive outcome for the child.

Just as is true in adult lives, children's relationships build and grow stronger over time through everyday encounters. Relationships between employees, children and Families have significant impacts on the learning that occurs and on children's future interactions with other people in different settings.

In the interest of the wellbeing of children, Families, employees and the Service, Busy Bees Senior Management reserves the right to terminate an enrolment at its discretion in reference to the Respectful Relationships with Children Policy, Behaviour Support Meetings and implemented Behaviour Strategy Plans.

### **Inappropriate Discipline**

The following are some examples of inappropriate discipline which may constitute a serious breach of the National Law and/or National Regulations and could potentially be considered criminal matters, and should never occur in a Busy Bees Service:

- Hitting, pushing, slapping, pinching, or biting a child
- Force-feeding a child or depriving them of food or drink
- Yelling at, belittling, or humiliating a child
- Physically dragging a child
- Locking children away (or isolating them)
- Unreasonable restraining of a child (this may include restraint in a high chair)
- Excluding children from events or participating in activities
- Consistently moving children to the office or other space away from the play areas
- Moving children to another room as punishment
- Verbally or physically threatening a child

**Other examples of inappropriate practice are:**

- Negative labelling of child or family
- Criticising a child's actions or behaviours
- Discouraging a child from taking part in activities
- Blaming or shaming a child
- Making fun of or laughing at or about a child
- Using sarcastic or cruel humour with or to a child
- Excessive use of negative language to a child, such as, "no" "stop that!" "don't..." "you never..."

### **SOURCES**

[ACECQA](#)

[National Quality Standard](#)

[Education and Care services National Regulations](#)

[Education and Care Service National Law Act 2010](#)

[Early Childhood Australia](#)

[Be You](#)

[Human Rights - Rights of the Child](#)

## Respectful Relationships with Children Policy.



[Community Early Learning Australia](#)

[Raising Children Network](#)

[RIE - Resources for Infant Educators](#)

[Magda Gerber - Approach to Professional Infant Toddler Care Video](#)

### VERSION CONTROL

This policy will be reviewed every 2 years and/or in line with legislation and organisation requirements.

Version	Date	Owner	Responsibility	Change Description
1	01/10/2023	Chief Pedagogy & Compliance Officer	Policy Development Officer	Replace all previous versions

This document is uncontrolled when printed and may be varied, replaced, or terminated without notice.