



Respectful Relationships With Children Policy.

OBJECTIVE

Busy Bees Early Learning aims to create positive relationships with children making them feel safe and secure in supportive and inclusive environments. Children will be treated equitably with respect and consistency, and provided with opportunities that promote growth and the development of their individual potential. We believe 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.

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 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 Early Learning Services 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.

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 Service 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.



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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 of 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.

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 Service 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.

Busy Bees Early Learning 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 experience 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 in order to meet the child's individual needs.



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Any concerns or behaviours observed will be documented and communicated to Families on a daily basis, 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.

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..."

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 together with Families in order 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.



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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.

RELATED DOCUMENTS

Child Enrolment Form, Family and Employee Handbooks, Medical Conditions Risk Minimisation and Communication Plans, Educational Program Policy, Behaviour Support Meeting, Behaviour Support Plan A and Behaviour Support Plan B.

GOVERNANCE

National Law and National Regulations
Regulation 56 155
National Quality Standards
Quality Area 5

REFERENCES

[Be You](#)
[Early Childhood Australia](#)
[Community Early Learning Australia](#)
[Raising Children Network](#)
[RIE - Resources for Infant Educators](#)
[Magda Gerber - Approach to Professional Infant Toddler Care Video](#)

VERSION CONTROL

Version	Date	Owner	Responsibility	Change Description
1	01/01/2020	Chief Operating Officer	Policy Development Officer	Replaces all previous Respectful Relationships with Children policies
2	01/06/2021	Chief Operating Officer	Policy Development Officer	Policy Reviewed and updated



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