



Marton Activity Centre

MAC Policy

RESPECT FOR CHILDREN	Document ID	: POL040
	Amendment No	: 6
	Quality Area	: MACQA5
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Within an Out of School Hours Care 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.

POLICY STATEMENT

My Time Our Place (MTOP) highlights educators' relationships with children as central to supporting their learning. Principle 1 in MTOP is about secure, respectful and reciprocal relationships.

The Framework continues to require Educators to respect and work with children's unique qualities, abilities and interests, giving children choices and control as they experience the connects between actions and consequences.

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.

SCOPE

This policy applies to the children, families, staff, management and visitors of Marton Activity Centre.

PROCEDURE

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.

Marton Activity Centre aims 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 find teaching techniques to establish positive relationships with children and their families, working in conjunction with the National Quality Standard as we build supportive relationships with children.

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 / 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.
- 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 pursue 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 interaction with diversity among people
 - Fostering each child's critical thinking about bias, to question and enquire
 - Fostering each child's ability to stand up for herself/himself and others in the face of bias.
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- Respond respectfully and appropriately to children's determinations as they participate and converse in sustained conversation about their interests.
 - 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 relationships with children
 - Support children's home language when communicating and interacting to build trust and positive relationships
 - Respect children's 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
 - Respect each child's uniqueness and communicate that respect to the child
 - Incorporate an integrated, holistic approach focusing on connection to the social and to the natural world
 - Foster children capacity to value and respect the broader social environment and to be world-wise
 - Display awareness of and respect for children's perspectives

CONSIDERATIONS

NATIONAL QUALITY STANDARDS (NQS)

Quality Area 5: Relationships with Children.		
5.1	Relationships between educators & children.	Respectful & equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive & meaningful interactions build trusting relationships which engage and support each child to feel secure, confident & 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 AND NATIONAL LAW

Education and Care Services National Regulations and National law NSW		
Reg	155	Interactions with Children
Reg	156	Relationships in groups.

SOURCE

My Time, Our Place
Cancer Council Australia
ECA Code of Ethics
Guide to the National Quality Standard
Australian Children's Education & Care Quality Authority
Revised National Quality Standard
Respectful Relationships

SERVICE POLICIES / DOCUMENTATION

Policies	
Additional Needs	Communication with Families
Anti-Bias & Inclusion	Gender Equity
Child Protection	Interactions with Children
Educational Program	Staff Communication
Dealing with Medical Conditions and Medical Administrations.	Technology & Media Use
Privacy & Confidentiality.	