

2.1 Respect for Children

Policy Statement

We recognise and acknowledge that our children, their wellbeing, health and safety are priority and main focus. Children are to be treated at all times with respect and dignity and as unique and valued individuals by Educators and other members.

Procedures

The children are to be considered and, as far as reasonably possible, actively involved in the ongoing development of:

- Program and activities (Policy 3.1 – Educational Program Design and Implementation);
- Behavioral expectations of the service (Policy 2.6 – Behaviour Support and Management); and
- The aesthetics of the physical environment of the service (NQS Area 3 – Physical Environment).

Educators will:

- Foster all children's self-esteem and confidence, empowering them to make choices and initiate their own play
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive, genuinely warm and nurturing manner
- Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child
- Treat all children equitably and respond positively to all children who require their attention; and
- Communicate with children respectfully, taking the time to listen and value what they say.

References

Education and Care Services National Law Act, 2010 and Regulations 2011

My Time, Our Place' Framework for School Age Care in Australia

Relevant Policies: Arrivals and Departures of Children, Reporting of Child Abuse, Behaviour Management and Support, Anti-bullying, Inclusion and Anti-bias, Including Children with Special/Additional Needs, Use of Photographic and Video Images of Children, Children's Property and Belonging, Educators Practice, Children's Toileting.

Date of Development	Reason for Modification	Date Ratified	Date of Review