

Quality Area 5: Relationships With Children

Reviewed 30/5/18

“Relationships that are responsive, respectful and promote children’s sense of security and belonging, free them to explore the environment and engage in learning (NQS, 2009)”.

‘The Circle of Security is a way of thinking about children that enables carers and educators to look beyond the children’s immediate behaviour and think about how to meet their relationship needs. This approach fits well with childcare practice, in which the quality of the relationships you make with children, the way you support their relationships with peers and the partnerships you develop with their families, are crucial.’

“Circle Of Security: A Road Map to Building Supportive Relationships” Robyn Dolby. Senior Research Fellow, Benevolent Society Australia.

‘Educators who are attuned to children’s thoughts and feelings, support the development of a strong sense of wellbeing.....Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others’

Being, Belonging, Becoming: The Early Years Learning Framework For Australia

Relationships Between Educators & Children

5.1 Respectful and equitable relationships are maintained with each child.

5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

5.2 Each child is supported to build and maintain sensitive and responsive relationships.

Blue Mountains Occasional Child Care Service (BMOCCS) is committed to the positive guidance of children’s behaviour. We respect the ‘rights of the child’ and promote equitable, secure, and sensitive relationships with each child. We view children as skilled learners and have equal expectations of all children. A sensitive approach to guiding children helps them to begin to develop an understanding of the needs and rights of others as well as themselves.

We are guided by the Learning Outcomes of the Early Years Learning Framework when planning learning experiences, developing routines, and staff practices, so that children will:

- Feel safe, secure and supported.
- Develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- Become strong in their social and emotional wellbeing

- ✿ Educators are role models and use a ‘care-givers approach’ as part of a ‘learning everywhere’ philosophy. (*This means educators value routines and relationships as integral to social learning. Arrival, meal times and nappy change times, for example, are times when warm responsive interactions take place as part of our curriculum and not separate to it).*
- ✿ Every child is able to engage with educators in meaningful, open interactions with respect for age, culture/language and assisted communication needs. (*Engagement is enhanced as we value listening and incorporate children’s thoughts, feelings, ideas and sense of agency and identity into our plans).*
- ✿ Every child is supported by social collaboration. (*This means educators value and enhance opportunities where we promote working together, learning from each other and offering help as a community of learners).*
- ✿ Every child will be guided sensitively, encouraging them to modify their behaviour so safety of themselves and with respect for the rights and safety of others.
- ✿ Every child will be given help to find other ways of behaving in a given situation and will be encouraged to be active in their participation as a social problem-solver with a trusted adult.
- ✿ The use of physical force and restraint: physical, verbal or emotional punishment and practices that demean, humiliate, frighten or threaten a child are prohibited.
- ✿ Positive guidance strategies are used to preserve the dignity and rights of the child at all times.
- ✿ Every child should feel that they belong to a group so that they may undertake activities as part of a group to develop positive relationships.
- ✿ Every child will receive quality care from educators and be supported to develop friendships with others.
- ✿ The Coordinator will work with parents to ensure good communication regarding each child’s development, wellbeing and their behaviour.

Belonging, Being, Becoming

Blue Mountains Occasional Child Care Service (BMOCCS) deeply embeds the Early Years Learning Framework; including all Quality Standards, Principles, and Practices. Our focus is on the children 'Being, Belonging, and Becoming'. Please find below a summary of the ways in which we embed these

Belonging	Being	Becoming
<p>What is Belonging? Belonging is the basis for living a fulfilling life. Children feel they belong because of the relationships they have with their family, community, culture and place.</p>	<p>What is Being? Being is about living here and now. Childhood is a special time in life and children need time to just 'be' time to play, try new things and have fun.</p>	<p>What is Becoming? Becoming is about the learning and development that young children experience. Children start to form their sense of identity from an early age, which shapes the type of adult they will become.</p>
<p>At BMOCCS we incorporate Belonging in our Routines, Practice & Program by:</p> <p>Routines:</p> <ul style="list-style-type: none"> • Chn are encouraged to find their photo on arrival and place it onto their belongings box. • Chn are individually welcomed upon arrival, and staff learn each parents name as a way to make them feel welcome too. • Chn are encouraged to help with routines esp at meal times, as tables are prepared, and bins are placed on the tables. <p>Practice:</p> <ul style="list-style-type: none"> • Staff acknowledge and respect the rights of every child to be a part of this community, their family, and the broader community. • BMOCCS actively promotes cultural competence in their staff and children, and embeds into the philosophy and practices, the goals of their RAP. • Families are encouraged to visit and stay, as they settle their children in. • Staff work hard to develop respectful, reciprocal relationships with children and their families. <p>Program:</p> <ul style="list-style-type: none"> • Every morning we run a slide show of the photos taken of the children and the weekly summary page, for children and parents to share some of the children's learning moments. • Chn interests are documented in our planning, and activities which include these interests are planned into our next tri weekly program. 	<p>At BMOCCS we incorporate Being in our Routines, Practice & Program by:</p> <p>Routines:</p> <ul style="list-style-type: none"> • Allowing time for children to learn through play. • Giving adequate time for children to develop ideas in their play. • Gentle transitions by song giving chn time to finish their play. • Routines are familiar and consistent, but time flexible, allowing children to enjoy particular activities and experiences. <p>Practice:</p> <ul style="list-style-type: none"> • Chns emotions are acknowledged, recognised and respected. Staff become the 'Older, wiser, stronger, kind' support to children as they work through these emotions. • Each child's age, development, and temperament is considered and their behaviour is guided in a sensitive and gentle way, as staff understand and recognise they are still learning. <p>Program:</p> <ul style="list-style-type: none"> • Transfer of information about all children, but particularly about our very young children, is sought through our enrolment forms and other information gathering forms. • Our program is based on developing the whole child, therefore it is divided into 9 learning areas. 	<p>At BMOCCS we incorporate Becoming in our Routines, Practice & Program by:</p> <p>Routines:</p> <ul style="list-style-type: none"> • Regular group and story times, help prepare our chn for preschool/school • Opportunities for the chn to develop a sense of agency within routines, helping the chn develop self help skills. • Chns rights are respected when activities/routines include them. Chn are asked if they need to go to the toilet. Would it be OK if we checked their nappy? • Chn are allowed the right of refusal or guided in a gentle way to a compromise. <p>Practice:</p> <ul style="list-style-type: none"> • Staff actively practise Circle of Security strategies, which are embedded in our philosophy, practices, policies and procedures. • Children are given adequate time to transition from home to us, by gentle orientation sessions, and sensitive beginnings. • Chn are acknowledged as active, and capable in their own learning, and respect is shown in regards to the time it takes them to learn. <p>Program:</p> <ul style="list-style-type: none"> • Each child's learning is digitally documented, which inform our next planning cycle. • Chn are encouraged to be active, involved learners through carefully planned learning experiences, which are based on - Chns Interests, Intentional Teaching, Extension Activities, Family Input.

BMOCCS Specific Guidelines for Guiding Children's Behaviour

1.1 Children feel safe, secure and supported

1.2 Children develop their emerging autonomy, interdependence, resilience, and sense of agency.

2.1 Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.

2.2 Children respond to diversity with respect

2.3 Children become aware of fairness

BMOCCS staff will:

- Welcome each and every child with a warm face, encouraging them to join play with their peers.
- Will not rush goodbyes with parents. Support will be offered to parents when staff see that parting is difficult for the child or parent.
- Comfort will always be given to unsettled and distressed children, no child will be allowed to be alone whilst upset. Children may refuse physical comfort, but staff will remain close by whilst they are feeling strong emotions. Staff will use their understanding that children are not able to regulate their emotions and need the help of an 'older, wiser, stronger, kind, adult' to support them.
- Gentle and sensitive comfort will be given to children, particularly small babies who have not been in care before. Staff will use their knowledge of the Circle of Security Attachment Theory, to develop genuine and respectful relationships with the children. Primary carer attachment is encouraged and may develop with a particular staff member. Other staff will support and respect this relationship.
- Children are entitled to express their emotions whether it be sadness, anger, distress, happiness. Staff will help children to understand their emotions by identifying them and working through them.
- When children are feeling these emotions, staff will talk quietly and calmly, helping them to regulate their emotions.
- Children are entitled to access their comfort toy/blanket, and this will not be taken from them until they are ready to do so.
- Staff will use positive statements and requests when guiding children's behaviour eg. 'Put your bottom on the seat/keep your feet still when at the table/ put the sand into the bucket so that it doesn't go on your friends'. Only when there is an immediate threat to safety will staff use firm instructions to avoid an accident or mishap, eg. No! Stop! That's not safe'
- Staff will provide opportunities for children to be together in small and large groups throughout the day, considering the age, level of development and concentration. Children will be allowed to choose whether they would like to be part of these groups or not. This will include dance time and end of day activities.
- Staff will be receptive to the learning needs of children, and will vary activities when staff feel children need extension, or their interests require alternative resources.
- If a child is displaying negative social behaviour, staff will respond calmly, guiding the child and giving acceptable alternatives for the child to display. Staff may role model this behaviour and talk through what they are doing eg 'John, its not OK to hurt your friends. I can see that you're angry about Suzie taking your toy. Why don't we work together to use words to get it back' Staff might say: 'Suzie, John hadn't finished playing with that, can he please have it back, and when he's finished his turn it will be your turn' Staff will continue to support this positive behaviour, noticing when Suzie returns the toy and John finishes and passes the toy on.
- Staff will model language that children could use to resolve conflict.
- All activities planned and provided will be age appropriate, with sufficient resources to allow a number of children to be involved, and reduce waiting time. Turn taking will be encouraged, and the length of time between turns will depend on a child's age and development. Staff will use strategies to keep time of the length of a turn such as a timer, or counting the jumps on a trampoline, or number of circuits around the bike track.
- Children will be allowed to finish their turn, but encouraged to consider others who may be waiting.
- Staff will be supportive in helping children to play alongside each other, respecting the rights of themselves and others. Children will be encouraged to be inclusive, allowing peers to join them. Staff will role model turn taking, asking for a turn, inviting a friend to play. Staff will model the language the children may need eg. 'Ben, why don't you say, "John, would you like to dig in the sand with me, I'm making a sand castle"'.
• Staff will notice positive behaviour, and describe to the child what they did to reinforce that behaviour eg. 'I really liked the way you found a shovel for your friend to use, that was very thoughtful'

- Staff will be responsive to young children's non verbal cues, respecting their right of agency. Young children may shake their head, gesture 'No' with their hands, or move their body in a way that means they do not want to participate in an activity just yet.
- Transitions will be gentle, either with song, or time warnings eg. 'Ok, 2 more minutes and we will all need to start packing away'
- No child will be forced to help pack away, but encouraged to help their peers or staff to do so. Positive encouragement will be given to children who do help eg 'Thanks Julie for helping, that helps get the packing up done faster and we can get to eat our lunch/go outside sooner.'
- At meal times adults will sit at the tables with the children, engaging children in conversations with peers and adults, and will encourage children to eat their food and drink their water.
- No child will be made to eat, or drink, but encouraged to try. Once a child has indicated they have eaten enough either verbally or non verbally, they will be supported in wiping their hands and face, and to complete their self care tasks.
- Staff will work as quickly as possible to hand out food to the children, attempting to reduce the amount of time that they need to wait, and will endeavour to find the food of the youngest children first. Please see our Supervision Plan regarding more specific details.
- A visual time line is attached to each venues food trolley, helping children to remember the steps to complete after meals
- Children are encouraged to sit in the book corner and read whilst they wait for their peers. Quiet music is played, and cushions provided for those wishing to rest a little after lunch. A staff member will support the children by sitting with them, role modelling quiet behaviour, or reading quietly while they wait together.
- No child is made to sleep, staff will be alert to their verbal and non verbal cues in regards to when a child may be tired. Staff will help them to identify their need for rest or sleep by saying something like 'Your eyes look very tired and you're yawning, I think you might be needing a little sleep in the stroller. What do you think?'
- Children's agency is always respected with regards to rest, sleep, nappy changes, toileting, eating.
- Staff will respond promptly and respectfully to a child's need to use the toilet or need a nappy change. Each child's individual needs will be respected.
- Staff will support toilet training in a sensitive way. Positive encouragement will be used to reinforce a child's progress, and no child will be shamed or given disapproval for toileting 'accidents'.
- Nappy changes will not be rushed, but used as a time of nurturing and building quality relationships. Staff will sing, or take turns in vocalising, being prompted by the cues of the very young child.
- Staff will provide support to young children during story time allowing them choice as to where they might sit. Staff will support children to listen, by role modelling, talking to them quietly about the story, sitting next to small children who may disrupt the group and encouraging them to listen and look.
- Very young children will not be expected to remain with the older children at story time, and staff may provide an age appropriate alternative quiet activity.
- Children may be given a cushion, or small mat to help them define their space at group/story. Children will be encouraged to be thoughtful of others eg. 'Sit down on your bottom, you friends behind you can't see when you stand up'.
- Each day at story time the staff and children say together our 'Acknowledgement of Country' which calls us to be socially and environmentally responsible by ' looking after the land, the animals and the people too'. Children are encouraged to think about how we do this so that we look after each other.
- Visuals are regularly used to help staff to communicate with children and help them understand what is expected of them in a sensitive and age appropriate way.

All staff are expected to read and sign our Supervision Plan, which can be found in the Staff Orientation Folder, and will be guided by it and the above Guiding Children's Behaviour statement.

5.2 Dignity and rights of the child

Links

United Nation's Convention on the Rights of the Child

www.unicef.org

EYLF

www.deewr.gov.au/earlychildhood/policy_agenda/quality/pages/earlyyearslearningframework.aspx

NQS - Quality area 5: Relationships

www.deewr.gov.au/Earlychildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Children's Services Regulation 2004

www.community.nsw.gov.au/for_agencies_that_work_with_us/childrens_services/regulation.html

National Regulation

www.acecqa.gov.au/national-quality-framework/national-regulations

Blue Mountains Occasional Child Care Service (BMOCCS) upholds the dignity and rights of each child to learn and grow in an environment that offers opportunities which reflect the holistic way children learn and grow in the wider world of family and community, experiencing responsive and reciprocal relationships with people, places and things.

Requirements:

The dignity and rights of the child are upheld at BMOCCS by offering each child:

- ✿ Dignity and respect as an individual child.
- ✿ Opportunities to develop personality, talents, self-reliance; as well as intellectual, social and physical abilities to their fullest potential.
- ✿ Affirmation of their own culture, religion and language.
- ✿ Equitable opportunities for full and active participation.
- ✿ Opportunities for play as a vehicle for learning and for recreation.
- ✿ Opportunities for rest and leisure.
- ✿ Protection from physical and mental abuse or injury.
- ✿ Access to a clean and protected natural environment.

5.3 Diversity and inclusion

Links

United Nation's Convention on the Rights of the Child

www.unicef.org

EYLF

www.deewr.gov.au/earlychildhood/policy_agenda/quality/pages/earlyyearslearningframework.aspx

NQS - Quality area 5: Relationships

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Blue Mountains Occasional Child Care Service (BMOCCS) recognises that in Australian society there is a need to protect and promote an environment that is considerate to human differences and that people have the right to make choices about their lifestyle. BMOCCS will appreciate and respect the uniqueness of each child and family. BMOCCS aims to promote an equitable learning and caring environment for every child regardless of sex, race, ethnicity, status, creed and ability. BMOCCS will value difference and diversity and will promote families to actively share their experiences with staff, carers and other families within a framework of equity.

Background:

Each child comes to BMOCCS with a different set of experiences, knowledge and interest and the Service seeks to build on the child's home experiences, and acknowledge the range of cultural back-grounds of families. We have a genuine regard for all children and their language, culture and achievements. Their family is valued and their culturally diverse backgrounds are accepted and reflected in our programs. Inclusion allows children to learn about the world around them and to learn from each other. We support families in reassuring them that we are here to assist and help their children to participate in all experiences and develop relationships, friendships and to further develop their skills. We have ongoing communication with all families on a day-to-day basis about each child's day, and we embrace together all the learning that occurs. The construction of identity and attitudes is achieved by influencing the child's self-concept and attitude towards others through the daily routine; developmental program; staff interactions (towards each other, children and parents) and integration for those who have special needs.

Requirements:

- * Where practicable MOCS will recruit staff from diverse cultural and linguistic backgrounds.
- * Staff will actively seek information from children, families and the community, about their:
 - Social backgrounds
 - Cultures and beliefs
 - Sense of respect and fairness
- * Educators will work in partnership with families to provide care that meets the child's needs and is consistent with the family's culture, beliefs and child care practices. Specific requests will be honoured where practical to demonstrate respect and ensure continuity of care of the child.
- * Educators will obtain and use resources that reflect the diversity of children, families and the community.
- * Educators will be sensitive and attentive to all children, respect their backgrounds and abilities, and ensure that their individual needs are accommodated at the Service. Children with special needs will be provided with support so they can be included as equals within the service. This may require the assistance of social, ethnic or special needs services which the Service will access in collaboration with the child's family.
- * Educators will model appropriate ways to challenge discrimination and prejudice, and actively promote inclusive behaviours in children.
- * Children will never be stereotyped, singled out, or made to feel inferior to or better than others. Educators and children will discuss incidents of bias or prejudice in children's play or relationships with each other, to help children to understand and find strategies to counteract these behaviours.

- ✿ Educators will create opportunities as an integral part of their daily programs for children to learn about, develop respect for, and celebrate the diversity that exists in the service and in the broader community.

Examples are:

- Encouraging all families, children and other educators to share their experiences, skills, cultures and beliefs.
- Inviting community members to the centre to share their stories, songs, experiences, skills, cultures and beliefs.
- Accessing and using a range of resources (including multi-cultural and multi-lingual resources).
- All educators are encouraged to attend in-service training on multicultural programming.

Procedures:

A diverse and inclusive environment may be created through programming with consideration for the following:

- ✿ **The visual/aesthetic environment:**

Toys and materials e.g. books that reflect social values, diverse gender roles, racial and cultural backgrounds, special needs and abilities, range of occupations and a range of ages.

Posters and or books that depict a variety of children and families, their lifestyles and languages.

Dramatic play, e.g. diversity of gender play, (female police officers, male nurses)

Accessibility and exploration of the tools used by people with special needs, i.e. wheelchairs, crutches, canes and hearing aids.

- ✿ **Language:**

To hear and see various languages.

To experience sign language and braille.

Puzzles, posters, songs, finger-rhymes etc.

- ✿ **Music:**

Various cultural styles

Singing, background music, lullabies

Movement and dancing.

- ✿ **Art Materials:**

Skin-tone paints, textas, pencils and crayons.

Artwork (paintings, drawings, sculpture) by artists of diverse backgrounds depicting women and men from various racial ethnic backgrounds.

Mirrors for children to explore their own physical features.

- ✿ **Dolls should:**

Reflecting a wide range of skin tones

Be a balance of male and female dolls with a variety of clothes.

Be anatomically correct.

Persona dolls e.g. (disabilities and illness).

- ✿ **Encouraging boys and girls to be:**

Assertive and gentle

Caring and physically strong

Active and contemplative

Creative and logical

- ✿ **Boys and girls should be encouraged to develop and express a full range of emotions and behaviours by:**

Reading books that show males and females are numerically represented fairly.

Displaying non-stereotyped posters

Inviting males (dads/granddads/community members) to come into the Service and participate in the programs when possible.

Making block corner and home corner accessible and interesting to all.

Encourage girls in dramatic play to be ugly trolls and boys to be "Little Mr.

Muffet" etc.