



Relationships with children

Policy | NQS5

Policy Statement

At Goodstart Early Learning (Goodstart) children's learning, development, and wellbeing is firmly anchored in reciprocal, responsive, and respectful relationships that are attuned to the context of Children's lives within their families and community.

"Children thrive when they, their families and their educators work together in partnership to support their learning, development and wellbeing. "(EYLF: 2022, p 9)

Goodstart Early Learning recognises that all young children have the opportunity to thrive in early childhood education settings when they have positive and secure relationships with educators who know how to nurture and stimulate their learning, development, and wellbeing.

Goodstart educators are attuned to individual children and create warm, trusting, and secure relationships with them and between groups of children. "Children's experience of positive, caring relationships and interactions with others plays a crucial role in healthy brain development." (EYLF, 2022, p.14). Goodstart educators ensure every child feels safe, is heard, and has access to and can participate meaningfully in early childhood education.

Goodstart provides inclusive early learning enabling environments that reflect diversity, support participation and uphold the dignity and rights of all children. Goodstart educators create educational programs based on place-based and relational pedagogies, so learning is relevant to the children in their local content.

Our policies and procedures have been developed to safeguard children from abuse and harm or discrimination based on disability, race, ethnicity, religion, sex, intersex status, gender identity or sexual orientation.

All Goodstart employees within centres and those who work directly with centres (CSO personnel) will maintain an up to date Working with Children check. (WWCC)

What does this policy apply to?

- ▶ **Ensuring respectful and equitable relationships are developed and maintained with each child.**
- ▶ **Ensuring each child is supported to build and maintain sensitive and responsive relationships with other children and adults.**
- ▶ **Ensuring that all Goodstarters uphold and respect children's wellbeing and rights.**
- ▶ **Ensuring children feel empowered to learn about their rights and how to exercise these.**
- ▶ **Ensuring each child is provided a culturally safe environment to thrive, make connections with others to promote learning.**

Educators develop and maintain respectful and equitable relationships with each child:

Positive relationships between children and educators occur when educators are attuned to individual children and take the time to get to know them. At Goodstart we deliver this through key educator relationships. Educators use the knowledge they have of children during interactions or planned experiences to connect with each child, which in turn promotes the child's sense of belonging. Strong educator relationships with children are fundamental to children's learning, development, and well-being. These relationships will continue to grow through responsive one-to-one interactions and conversations.

| DOCUMENT NUMBER & TITLE | | NQS5 Relationships with Children Policy | | | |
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“Educator practices and the relationships they form with children and their families have a significant effect on children’s participation in early childhood education, engagement in learning opportunities and success as learners.” (EYLF: 2022, p9)

Educator’s interactions with children are meaningful and respect individual children’s rights, dignity and wellbeing. Through planned and spontaneous social interactions educators can promote children’s learning, development and well-being. It’s these social interactions that support the development of children’s self-regulation, as well as speech and language so that they can accommodate new knowledge and ideas.

Through these interactions, educators acknowledge that each child has their own individual abilities and needs. Educators are respectful of this knowledge and ensure every child feels included and secure. Educators make sure their environments are set up in a way that reflects every child, their family and community. (NQS: 2018)

Each child is supported to build and maintain sensitive and responsive relationships with other children and adults:

As children engage and play together in a positive, relationship-oriented environment educators are responsive to all children. Educators and children learn together in an intentional way so that children build upon and extend their knowledge through collaborative relationships.

Educators take a positive and intentional approach to guiding children’s behaviour, in a way that promotes each child’s rights, dignity and agency at all times. Educators use guidance strategies and practices that support the needs of individual children, acknowledge possible reasons for behaviour and invite children to contribute to their own pro-social solutions. These strategies and practices will support children to acquire new skills and understandings to engage in positive (pro-social) behaviour. (NQS: 2018)

Responsibilities

This procedure is to be implemented by: All Goodstart Staff

Safeguarding Children Responsibilities

All Goodstarters have a responsibility to champion and model a culture that promotes and protects the safety and wellbeing of children in everything we do. Together we “look, do, tell” and prevent, identify and respond to child abuse, neglect and harm

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