



RELATIONSHIPS CODE - PRESCHOOL

National Quality Standards

QA2	5.1	Respectful and equitable relationships are maintained with each child
	5.2	Each child is supported to build and maintain sensitive and responsive relationships

National Regulations

Regs	155	<p>Educators interact with children in a way that:</p> <ul style="list-style-type: none"> • Encourages children to express themselves • Supports children to develop self-reliance and self-esteem • Maintains the dignity and rights of each child • Provides positive guidance and encourages acceptable behaviour • Reflects each child's family and cultural values • Is appropriate for the physical and intellectual development and abilities of each child
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As a preschool team we believe:

- All children have the right to feel protected and develop in a psychological and physically safe, environment.
- Children have the right to express their feelings and emotions and be supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development.
- Consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours.
- Family partnerships are essential and their individual perspectives are valued and respected.
- Children have a right to be supported by educators who model positive interactions
- No person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

As a preschool team we promote positive relationships by:

- Planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- Ensuring that guidance measures are reasonable and understood by all children and adults
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and all forms of play
- Using positive verbal and non-verbal guidance
- Demonstrating empathy and sensitivity to each child and being mindful and accepting of the variety of factors that influence behaviour
- Communicating positively, using positive language and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context



- Planning opportunities for enabling the development of skills including resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Involving children in goal setting, developing group norms and the development of expectations
- Intentional teaching of positive play skills, building on each child's strengths and achievements and providing choices where possible
- Engaging in open and two-way communication with families to ensure that each child's rights are met.

We will respond to situations that pose challenges or safety risks by:

- Reminding children of expectations and guidance measures and the reasons for these
- Supporting children to problem solve, negotiate, find resolutions and support their feelings, emotions and behaviours appropriately
- Using Restorative Justice practices that support children to empathise with others and restore relationships
- Communicating with and involving families at the earliest opportunity to work together positively to assist children's wellbeing and learning
- Assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive interactions
- Planning, implementing, monitoring, critically reflecting and reviewing individual plans in partnership with families and support services
- Seeking assistance where required from Student Support Services.
- Accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.

Monitoring, Evaluation and Review

This code has been developed by Hendon Preschool. It will be reviewed and evaluated regularly by the educators and modified as required to ensure continued relevance for Hendon Preschool.

This code will be reviewed by all permanent/contract educators upon commencement at Hendon Preschool and when changes are made. It will be available for all Relief Educators.

Updated May 2023