



YMCA WA RELATIONSHIPS WITH CHILDREN PROCEDURE

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DOCUMENT CONTROL

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1.0 PURPOSE

To establish and maintain relationships with children which are responsive, respectful and promote a sense of security and belonging.

2.0 SCOPE

Educators, regular visitors, service staff, educator’s family members, students, parents, children (including visiting children) and volunteers.

3.0 ROLES AND RESPONSIBILITIES

Role Title	Responsibilities

4.0 RELATED LEGISLATION AND STANDARDS

Legislation/Standard
Education and Care Services National Law (WA) Act 2012
Education and Care Services National Regulations, 2012
National Quality Standards

5.0 SUPPORTING PROCEDURES, POLICIES AND OTHER DOCUMENTS

Refer to the YConnect page for the current link to related documents listed below.

Document ID	Document Title
	Positive Guidance
	Educator and family Information booklet
	Code of ethics

6.0 STEPS

The YMCA WA will take reasonable steps to ensure that the educator provides education and care to children with opportunities to interact and develop respectful relationships.

Best endeavours are made to build positive, respectful and equitable relationships with children that are maintained in a way that;

- encourages children to express themselves and their opinions;
- allows children to undertake experiences that develop self-reliance and self-esteem;
- maintains at all times the dignity and rights of all children;
- gives each child positive guidance; and
- has regard to the family and cultural values, age and physical, intellectual development and abilities of each child being educated and cared for by the service.

1. The family day care educator will use best endeavours to ensure the atmosphere of the family day care service is relaxed and happy.
2. Throughout the day each child is engaged with the educator in meaningful interactions that support the acquisition of skills for life and learning.
3. The educator will ensure routines such as meal times, toileting, nappy change and rest times are relaxed, unhurried and are used for positive interactions with individual children.
4. The educator will participate in and treat respectfully children's play and their projects.
5. Interactions with each child are warm, and responsive, developing acceptance, self-esteem, and higher functioning thinking that all contribute to and build trusting relationships.
6. Children's efforts to communicate are responded to sensitively and appropriately supporting the child to feel safe, secure and confident.
7. The educator will support each child to work with, learn from, and help others through collaborative learning opportunities.
8. The educator will support each child to manage their own behaviour, respond appropriately to the behaviour of others and to communicate effectively to resolve conflict.
9. The family day care educator will respond positively and respectfully to children's comments, questions and requests for assistance.
10. The family day care educator will respect a child's culture unique to their family home and customs.
11. The dignity and rights of every child will be maintained at all times.
12. Children are included and involved in the program and display confidence and security.
13. Collaborative learning opportunities consistently support children to work with and learn from others.

7.0 FEEDBACK

Feedback on this procedure must be directed to the Document Owner outlined in the cover of this procedure.

The Document Owner is responsible for maintaining the currency of this document.

8.0 DEFINITION OF TERMS

Term	Definition
Educator	A registered family day care educator, relief educator and assistant.
Meaningful Interaction	For relationships to be meaningful they need to be warm, caring and responsive. When attention is given to building connections and maintaining them over time, children are more likely to feel a sense of security, well-being and belonging