



CHILDREN IN THE WORKPLACE POLICY

QUALITY AREA 5 RELATIONSHIPS WITH CHILDREN		
5.1	Relationships between educators and children	Respectful and equitable relationships are maintained with each child.
5.1.1	Positive educator to child interactions	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.
5.1.2	Dignity and rights of the child	The dignity and rights of every child are maintained.

QUALITY AREA 6 COLLABORATIVE PARTNERSHIPS WITH FAMILIES AND COMMUNITIES		
6.1	Supportive relationships with families	Respectful relationships with families are developed and maintained and families are supported in their parenting role.
6.2	Collaborative partnerships	Collaborative partnerships enhance children's inclusion, learning and wellbeing.
6.2.2	Access and participation	Effective partnerships support children's access, inclusion and participation in the program.

EDUCATION AND CARE SERVICES NATIONAL REGULATIONS	
155	Interactions with children
156	Relationships in groups
157	Access for parents

RELATED POLICIES

Anti-Bias & Inclusion Policy Code of Conduct Policy Interaction with Children, Family and Staff Policy	Privacy and Confidentiality Policy Respect for Children Policy
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PURPOSE

Our Service is committed in creating a supportive working environment for all employees and adhere to anti-discrimination practices for all children and families, free from bias. We recognise that family responsibilities are of the utmost importance and having your child attend the Service where you work is time efficient and provides flexibility and convenience. However, having your child attend the Service may also present its own unique set of challenges and concerns for various stakeholders, including other parents and service staff. It is therefore paramount, that clear communication and collaboration with management and employees is maintained to ensure a positive and successful workplace for Educators and their child/ren.

In order to balance work and family commitments, we support the enrolment of our employees' children within our Service. This includes all family relationships including biological children, adopted and fostered children, stepchildren, nieces and/or nephews.

We aim to have clear and defined roles for staff and Educators to ensure we are maintaining a fair and equitable service for all children, staff and employees.

SCOPE

This policy applies to children, families, educators and Board of Directors of the Service.

IMPLEMENTATION

In order to support work and family responsibilities, the Board of Directors will accept employees enrolling their children at the Service under the following conditions:

Board of Directors/Nominated Supervisor will ensure:

- A safe work environment is provided to the employee and child, free of bullying and discrimination
- The employee completes a flexible Working Arrangement Agreement which complies with the Fair Work Act 2009
- The enrolment continues to allow the Service to meet operational requirements regarding age and ratios (for example, if a service is approved for 29 children, they will not exceed this licensing



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requirement. If a child is 2 years of age and the service is approved for 3-5-year-old's only, the child will not be enrolled at the service as this will constitute a breach of licensing)

- The Service promotes a family-friendly working environment
- Children are treated equally and fairly
- Educators maintain their professionalism towards the educator and child
- The educator/parent does not become a distraction for the child or other children, as this can cause a lack of focus or behaviour problems.
- The educator/parent is aware that there could be potential stress from conflicting demands between family, work and other responsibilities and to support the employee and child when possible.
- At predetermined dates a review is conducted to assess the effectiveness and suitability of the child and parent being at the Service together

Educators' will:

- Maintain their professional boundaries
- Be open and honest when discussing the child's development with the Educator/parent
- Be respectful towards the Educator and child
- Collaborate and seek guidance from the parent as per normal circumstances
- Treat the child equally and fairly
- Ensure there is no bias shown
- Raise any concerns with the Director/Nominated Supervisor or Board of Directors

Source

Australian Children's Education & Care Quality Authority. (2014).
 Belonging, Being and Becoming: The Early Years Learning Framework for Australia. (2009).
 Childhood Australia Code of Ethics. (2016).
 Fair Work Ombudsman – Best Practice Guide Work & Family (2013)
 Guide to the Education and Care Services National Law and the Education and Care Services National Regulations. (2017).
 Guide to the National Quality Standard. (2017).
 HR Advance (2019).
 Revised National Quality Standard. (2018).

REVIEW

POLICY REVIEWED	June 2019	NEXT REVIEW DATE	June 2020
MODIFICATIONS	<ul style="list-style-type: none"> • New policy created 		