Identify if the service meets the requirements of Quality Area 5: Relationships with children. Relationships that are responsive, respectful and promote children's sense of security and belonging free them to explore the environment and engage in learning.

Standard 5.1: Respectful and equitable relationships are maintained with each child

Concept	ı	Element	Evidence of practice from self-assessment
Positive educator to child interactions	5.1.1	Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.	Giving hids time of day, talking to them even if they don't need us. Having a relationship withern outside of when they need us for something eg playing games withen craft Individual children's families needs are identified, shared and actively supported. Adapt program or routines as necessary: ie, opportunity for selective mute children to contribute in ways that they comfortably can communicate in sign, visuals). Welcoming start to day checking in with powerful in the morning. Respecting children about different things, remembering the things that are important to them. Educators begin to know children's preferences which helps us to help support children to feel secure, confident and included in the ways they prefer.

Dignity and rights of the child	5.1.2	The dignity and rights of every child are maintained.	not singling any Child out treating everyone the same, having same rules for everyone.
			Interactions with children. Toileting (privacy + support. Focus on Tries and success) Whole group shared potty/toilet training stories -> not targeting particular children. Focus on We all learn to use the toilet at different times; some are younger and learning currently. - mistakes/accidents happen while we are learning. - All children's responses to questions or contributions are recorded or Soft-assessment Tool 56 answered respectfully.
			Respectfulness towards children Dignity in the bothnom We consider these to be absolute non-negotiables really.

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

Concept		Element	Evidence of practice from self-assessment
Collaborative learning	5.2.1	Children are supported to collaborate, learn from and help each other.	Group interests guide planning. Creating undependance for school There supporting them, but encouraging to do tasks themsewes like peers. - Educators identify other children's skills and encouraged them to instruct others. - Expert presentations. - Group interests guide planning. Croup interests guide planning. Videos of group at play help children see what everyone else in the group has been doing as well. When they say things they are interested in we often point out "so and so can teach you that, let's go and ask them".
Self-regulation	5.2.2	Each child is supported to regulate their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts.	zones et regulation recognising when their friends say to 1stop' that means they don't like it + the child needs to stop

Behaviow/Emotions focus which continues during the year. - Boundaries song and language. - multiples of resources where possible - First and Then concepts practised to aid patience, trust, self-reg.
Group interactions table conversations I with tooking. I children are reminded of how they could interact tools given on how what they might be able better to say. Seeking support from families and professionals when we recognise it is needed.