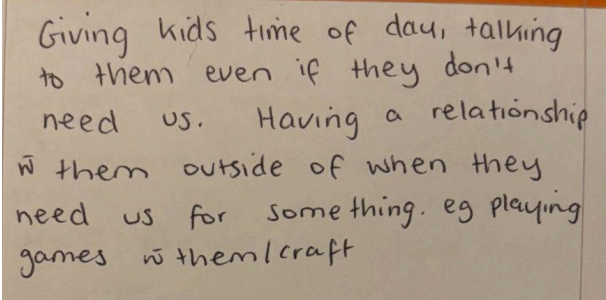
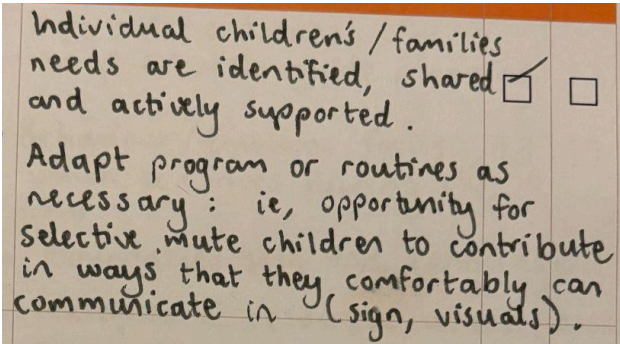
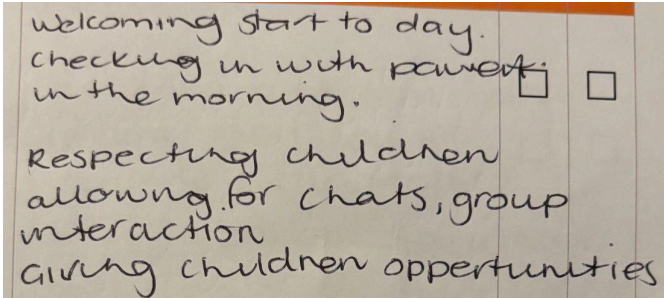


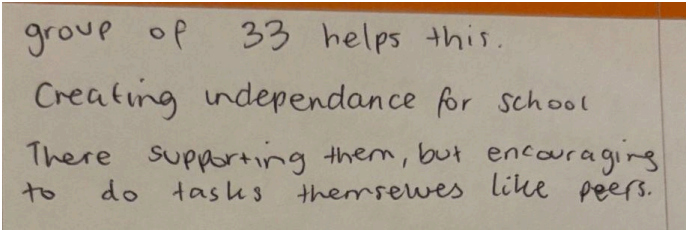
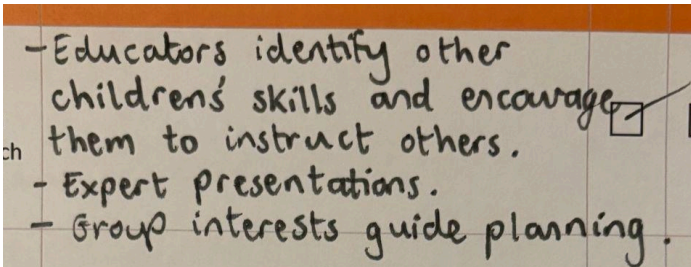
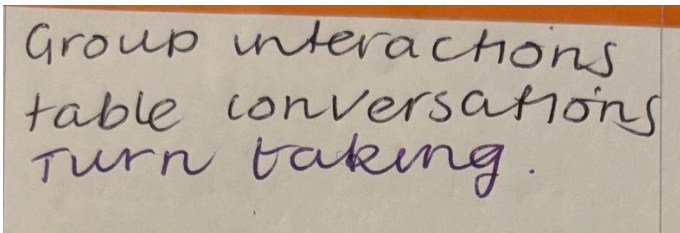
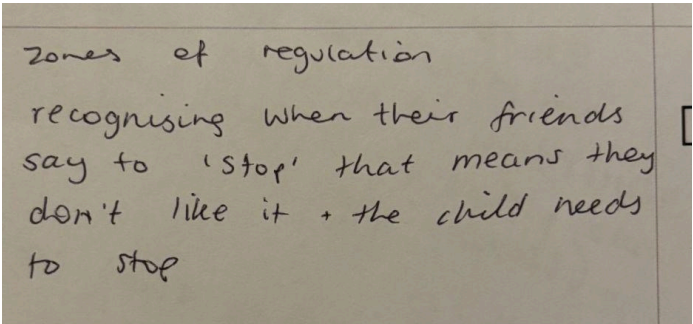
Identify if the service meets the requirements of Quality Area 5: Relationships with children. Relationships that are responsive, respectful and promote children’s sense of security and belonging free them to explore the environment and engage in learning.

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

Concept	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.	<div></div> <div></div> <div></div> <p>Educators spend time getting to know children and their families and check in on 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.</p>

<p>Dignity and rights of the child</p>	<p>5.1.2</p>	<p>The dignity and rights of every child are maintained.</p>	<div data-bbox="767 129 1388 409"><p>not singling any child out treating everyone the same, having same rules for everyone.</p></div> <div data-bbox="759 443 1430 1189"><p>child Choices.</p><p>Interactions with children. <input checked="" type="checkbox"/> <input type="checkbox"/></p><p>Toileting (privacy + support. Focus on <u>Tries</u> and success).</p><ul style="list-style-type: none"><li>- whole group shared potty/toilet training stories → not targeting particular children.</li></ul><p>Focus on 'We all learn to use the toilet at different times'; some are younger and learning currently.</p><ul style="list-style-type: none"><li>- mistakes / accidents happen while we are learning.</li><li>- All children's responses to questions or contributions are recorded or answered respectfully.</li></ul><p>Self-assessment Tool   56</p></div> <div data-bbox="759 1223 1430 1442"><p>Respectfulness towards children <input type="checkbox"/> <input type="checkbox"/></p><p><del>encouraging toilet training</del></p><p>Dignity in the bathroom</p></div> <p>We consider these to be absolute non-negotiables really.</p>
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**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.	   <p>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".</p>
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.	



- Behaviour / 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 ☐ ☐  
turn taking.

children are reminded  
of how they could ☐ ☐  
handle situations/  
tools given on how what  
they might be able/better  
to say.

Seeking support from families and professionals when we recognise it is needed.