

# **QUALITY AREA 5**

## **RELATIONSHIPS WITH CHILDREN**

**THIS QUALITY AREA OF THE NATIONAL QUALITY STANDARD FOCUSES ON RELATIONSHIPS WITH CHILDREN BEING RESPONSIVE, RESPECTFUL AND PROMOTING CHILDREN'S SENSE OF SECURITY AND BELONGING. RELATIONSHIPS OF THIS KIND FREE CHILDREN TO EXPLORE THE ENVIRONMENT AND ENGAGE IN PLAY AND LEARNING.**

- **ST MARY'S SCHOOL STRENGTHS:**
- **TRUSTING RELATIONSHIPS ARE NURTURED AND DEVELOPED TO ENSURE EACH CHILD FEELS SECURE, CONFIDENT AND INCLUDED.**
- **EARLY YEARS LEARNING FRAMEWORK PRACTICES ARE EMBEDDED IN OUR SCHOOL THROUGH VALUES AND PROGRAMMING.**
- **POSITIVE BEHAVIOUR IS PROMOTED THROUGH CLASS CHARTS, REWARD SYSTEMS AND CLASS RULES ESTABLISHED WITH THE CHILDREN.**
- **THE RELIGIOUS EDUCATION AND HEALTH PROGRAMMES SUPPORT THE IDEALS OF COLLABORATION, VALUES, SHARING, MANNERS AND RESILIENCE.**
- **SMALL NUMBERS ALLOW FOR RELATIONSHIPS TO BE ESTABLISHED QUICKLY.**
- **POSITIVE PRACTICES AND MODELLING BY THE PRINCIPAL AND TEACHERS, DAILY, ENFORCE DESIRED MANNERS.**
- **OUR SCHOOL ACKNOWLEDGES THE RIGHTS OF EVERY CHILD BE UPHELD THROUGH THE CHILD PROTECTION POLICY, RELIGIOUS EDUCATION AND HEALTH PROGRAMMES, MANDATORY REPORTING, SMALL GROUP WORK, BUDDY SYSTEM AND TOILET ETIQUETTE.**
- **COLLABORATIVE LEARNING IS AN INTRICATE PART OF OUR SCHOOL AND DAILY ACTIVITIES.**
- **RELIGIOUS EDUCATION AND HEALTH PROGRAMMES TEACH CHILDREN TO REGULATE BEHAVIOUR, RESPOND AND COMMUNICATE APPROPRIATELY AND LEARN TO RESOLVE CONFLICTS INDEPENDENTLY.**
- **CALM DOWN AREAS ARE PROVIDED IN CLASSROOMS AND IN THE PLAYGROUND.**
- **THE PRINCIPAL'S USES RESTORATIVE PRACTICE TO RESOLVE CONFLICTS.**