



Preschool interactions with children procedure

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
5.1 5.2	Regulation 155 Regulation 156 Law Section 166	Leading and Operating Department Preschool Guidelines Interactions with children - preschool Values in NSW public schools - policy Student Welfare - policy Student Discipline in Government Schools Policy Bullying of Students- Prevention and Response Policy Anti - Racism Policy Aboriginal Education Policy
Pre-reading and reference documents		
ACECQA Information sheet: Relationships with children ACECQA Information sheet: Supporting children to regulate their own behaviour ACECQA Information sheet: Inappropriate discipline		
Staff roles and responsibilities		
School principal	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> the preschool is compliant with legislative standards related to this procedure at all times all staff involved in the preschool are familiar with and implement this procedure all procedures are current and reviewed as part of a continuous cycle of self-assessment. 	
Preschool	<p>The preschool supervisor supports the principal in their role and is responsible for leading the review of this procedure through a process of self-assessment and critical reflection.</p>	

supervisor	<p>This could include:</p> <ul style="list-style-type: none"> • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool educators	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers • being actively involved in the review of this procedure, as required, or at least annually • ensuring the details of this procedure’s review are documented.

Procedure

In accordance with the Education and Care Services National Law section 166, no preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.

All educators, visitors and volunteers will:

- Maintain the dignity and rights of each child when interacting with them. We aim to ensure that all educators form positive relationships with children that make them feel safe and supported in the Service. Educators encourage positive relationships between children and their peers as well as with educators and volunteers. Ensuring we establish practices that ensures interactions with children are given priority and those interactions are authentic, just and respectful. Our practices are underpinned by the United Nations Convention of the Rights of the Child and our Preschool Philosophy. In order to maintain the dignity and rights of each child we endeavor to create a safe, secure and nurturing learning environment by seeking permission to take photos, working positively through challenging moments, acknowledging children’s feelings and respecting and valuing each child’s cultural values and beliefs.
- Support each child to develop warm, trusting, respectful relationships with other children and with adults. We respond sensitively and appropriately to children’s efforts to communicate and engage them in sustained conversations about their interests in a positive manner. We encourage children to have their own opinions, ideas and comments. Educators support children with this and let them know that their ideas are valued. For example, greeting each child individually; actively listening and responding to children’s ideas and feelings; acknowledging when children have achieved something; being truthful and honest with children; modelling appropriate manners and polite language, as well as encourage children to participate in enjoyable interactions with their peers, respond positively to ideas, negotiate roles and relationships, contribute to shared play, and develop friendships.
- Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. Our educators learn about children’s individual and shared interests and use this information to plan future experiences that provide collaborative learning opportunities. Our routines, as well as planned and spontaneous experiences are organised to maximise opportunity for meaningful conversations between children and educators and ensures that all children

have equal opportunity to engage in one to one and small group conversations with educators. Some examples of this include, listening and encouraging children to contribute their ideas and opinions; responding positively when children share their feelings; engaging in co - learning with children about things that interest them; following up on children's ideas for learning.

- Responding to each child's strengths, abilities, interests and play is paramount and guides and supports programing planning and curriculum decision making. For example, focusing on the strengths that children bring to the preschool; building on abilities over time; promoting home language and ways of being / doing; developing curriculum that is child - centred and child – led. Therefore, educators will participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.

The preschool program will:

- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. Our educators use information from their observations of interactions with children to extend the children's thinking and learning by creating play spaces that provide for social play; ensuring we provide spaces for independent as well as group experiences; support collaboration and cooperative play through the provision of provocations; promote agency and leadership in child - led activities and provide high quality resources. We regularly communicate with families to further assist with our planning.
- Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. This is achieved through providing artefacts and other resources that value cultural heritage; including resources that include people of diverse ability, culture and orientation; promote equality and fairness in the ways children are responded to; celebrate a variety of cultural celebrations. Our Service celebrates a variety of cultural celebrations that are meaningful and relevant to children who attend, some of these include NAIDOC week, Chinese New Year. We encourage children to explore with foods from other cultures (eg. have family members from different home cultures come in and cook or share recipes to have "food tasting" parties). We encourage children to bring in real objects and artifacts used by their families that may be historical or typical of that child's/family's cultural group. Educators are actively involved in the development of appropriate resources, support and implement an anti-bias, cross cultural program throughout the Service environment which is reflective of all families/children and the diversity present in Australian society and network with community agencies involved with cross cultural issues wherever possible; such as our partnership with Roo (Indigenous language program provider). We also encourage children to listen to songs and practice singing songs in different languages. Our educators will access and make available resources and information supporting the delivery of anti bias concepts in the program and attend regular training courses as required. Such resources will be integrated into the daily program and be made available to families.
- Support children to manage their own behaviour and to develop self - regulation. Educators encourage children to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively. For example, supporting children to negotiate; listening and responding when children are experiencing high levels of emotion; providing children with time to reflect and adjust to expectations; explicitly teaching, prompting and praising expected behaviours in a positive and gentle way; providing visual cues; using positive language. We support children to explore different points of view and to communicate effectively when resolving disagreements with others as well as encourage children to listen to other children's ideas, consider alternate behaviour and cooperate in problem solving situations. We discuss emotions, feelings and issues of inclusion and fairness, through our Virtues, Colour Coded Zones of Regulations and WorryWoos. Educators guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem as well as supporting children to develop skills to self-regulate their behaviour.

Record of procedure's review**Date of review and who was involved**

Chelsea Stanton, Claire Callinan, Jen Mitchell September 2021

Key changes made and reason/s why**Record of communication of significant changes to relevant stakeholders****Date of review and who was involved**

, Claire Callinan, Jen Mitchell September 2022

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