

Interactions with children – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p>NQS: 51, 5.2</p> <p>Law Section: 166</p> <p>Regulations: 155, 156</p>	<p>Leading and operating department preschool guidelines</p> <p>Code of Conduct policy</p> <p>Student Welfare policy</p> <p>Student Behaviour policy</p> <p>Anti-Racism policy</p>	<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> • Relationships with children [PDF 2.3 MB] • Supporting children to regulate their own behaviour [PDF 1,018 KB] • Inappropriate discipline [PDF 573 KB] <p>ACECQA's policy and procedures guidelines – Interactions with children [PDF 201 KB]</p>

Responsibilities

<p>School principal</p>	<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.
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	<p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p>Preschool supervisor</p>	<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. This could include:</p> <ul style="list-style-type: none"> • analysing complaints, incidents or issues and the implications for updates to this procedure • reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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.
<p>Preschool teacher(s) and educator(s)</p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers • they are actively involved in the review of this procedure, as required, or at least annually • details of this procedure’s review are documented.

Procedure

<p>Introduction</p>	<p>No preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.</p> <p>All teachers, educators, visitors and volunteers will:</p> <ul style="list-style-type: none"> • maintain the dignity and rights of each child when interacting with them
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- *(Describe how this is done, for example, asking permission before taking their photo, working positively through challenging moments, acknowledging children's feelings, respecting and valuing children's culture.)*

This is demonstrated by asking permission to take their photo; speaking positively and being supportive through challenging moments; acknowledging children's feelings and validating their emotions and by ensuring that all staff are respectful and value children's culture.

- support each child to develop warm, trusting, respectful relationships with other children and with adults
- *(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.)*

Our staff recognise that relationships with children that are responsive and respectful will promote children's sense of security and wellbeing. This is demonstrated by greeting each child and family member individually; actively listening and responding to children's ideas and feelings; acknowledging when children have achieved something and celebrating this with families; modelling appropriate manners and polite language and being truthful and honest with children.

- encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- *(For example, 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.)*

Our staff ensure that each child is supported to work with, learn from and help others through collaborative learning opportunities. This is demonstrated by 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; and following up on children's ideas for learning in real time and in the programming via our planning cycle.

- respond to each child's strengths, abilities, interests and play, to support

	<p>curriculum decision making</p> <ul style="list-style-type: none"> <i>(For example, focusing on the strengths that children bring to the preschool, building on abilities over time, promoting home language and ways of being and doing, developing curriculum that is child-centred and child-led.)</i> <p>Our staff demonstrate this by focusing on the strengths that children bring to the preschool; building on abilities over time; promoting home language and ways of being/doing; and by ensuring that our class program is child centred, and interest driven.</p>
<p>The preschool program</p>	<ul style="list-style-type: none"> provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. <i>(Describe how this is done, for example, creating play spaces that provide for social play, ensuring the preschool provides spaces for independent as well as group experiences, supporting cooperative play through the provision of provocations, promoting leadership in child-led activities.)</i> <p>Our staff provide these experiences by creating play spaces that provide for social play; ensuring the preschool provides spaces for independent as well as group experiences both indoors and outdoors; supporting cooperative play through the provision of provocations; and by promoting leadership in child-directed activities.</p> <ul style="list-style-type: none"> provide support and guidance for every child to respect individual differences and regard for each family’s cultural values. <i>(For example, provide artefacts and other resources that value cultural heritage, include resources that include people of diverse ability, culture and orientation, promote equality and fairness in the ways children are responded to, recognise and engage with a variety of cultural celebrations.)</i> <p>This is demonstrated by providing artefacts and other resources that value cultural heritage, including resources that include people of divers ability, culture and orientation; promote equality and fairness in the ways children are responded to; and celebrate a variety of cultural celebrations.</p> <ul style="list-style-type: none"> support children to manage their own behaviour and to develop self-regulation <i>(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</i>

	<p><i>and praising expected behaviours in a positive and gentle way, providing visual cues, using positive language.)</i></p> <p>Our staff demonstrate this by 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 through use of programs such as the Worry Woos; providing visual cues; and by using positive language.</p>
<p>Implementing the child safe standards – Responding to a disclosure of abuse</p>	<p>If a child discloses abuse to a staff member, they will respond appropriately and in a supportive manner. The Department of Communities and Justice provides this advice:</p> <ul style="list-style-type: none"> • respond to a disclosure by being calm and listening carefully and non-judgmentally • let the child tell their story freely and in their own way • acknowledge how difficult it may have been to disclose and reassure the child that it was the right thing to do • do not interview or gather evidence, as this is the responsibility of specially trained caseworkers and police officers • immediately after the disclosure write down and date the comments and statements made by the child using their exact words • record any observations about the child’s mood or demeanour • report this information to the principal.

Record of procedure's review

Date of review	24/04/2024
Who was involved	Beth Cameron, Jordan McPhail, Natalie O'Donnell, Hannah Gibson, Cathy Banister and Aimee Vincent
Key changes made and reason why	N/A
Record of communication of significant changes to relevant stakeholders	<p>Principal: Preschool – Microsoft Teams</p> <p>Staff: Preschool – Microsoft Teams & Policy/Procedure Folder</p> <p>Parents: a copy is displayed at entrance of Preschool and copies for Preschool families to take home if requested. Preschool Facebook page and School Website. All relevant educators to review at regular staff meetings.</p> <p>Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.</p>

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.