



## 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 <a href="#">155</a> Regulation <a href="#">156</a> Law Section <a href="#">166</a>	<a href="#">Leading and Operating Department Preschool Guidelines</a> <a href="#">Interactions with children - preschool</a> <a href="#">Values in NSW public schools - policy</a> <a href="#">Student Welfare - policy</a> <a href="#">Student Discipline in Government Schools Policy</a> <a href="#">Bullying of Students- Prevention and Response Policy</a> <a href="#">Anti - Racism Policy</a> <a href="#">Aboriginal Education Policy</a>
<b>Pre-reading and reference documents</b>		
<a href="#">ACECQA Information sheet: Relationships with children</a> <a href="#">ACECQA Information sheet: Supporting children to regulate their own behaviour</a> <a href="#">ACECQA Information sheet: Inappropriate discipline</a>		
<b>Staff roles and responsibilities</b>		
<b>School principal</b>	<p>The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring:</p> <ul style="list-style-type: none"> <li>the preschool is compliant with legislative standards related to this procedure at all times</li> <li>all staff involved in the preschool are familiar with and implement this procedure</li> <li>all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul>	
<b>Preschool supervisor</b>	<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 includes:</p> <ul style="list-style-type: none"> <li>Analysing complaints, incidents or issues and what the implications are for the updates to this procedure.</li> <li>Reflecting on how this procedure is informed by relevant recognised authorities.</li> <li>Ensuring changes are communicated with families and communities via our Preschool Facebook page, copies available to families when requested and procedures for review displayed on notice board at the Preschool entrance.</li> <li>Leading discussion with immediate staff around updates in procedures. Each month all updated procedures are situated in the</li> </ul>	

	Preschool and school staff rooms and are accessible to all staff for reading to ensure practice is embedded.
<b>Preschool educators</b>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers</li> <li>• being actively involved in the review of this procedure, as required, or at least annually</li> <li>• ensuring the details of this procedure's review are documented.</li> </ul>

## 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. 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. 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 on platforms such as Seesaw; modelling appropriate manners and polite language.
- Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. 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.
- Respond to each child's strengths, abilities, interests and play, to support curriculum decision making. 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.

The preschool program will:

- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. 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.
- Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. This is demonstrated by 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; and celebrate a variety of cultural celebrations.
- Support children to manage their own behaviour and to develop self - regulation. 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 positive language.

### **Record of procedure's review**

#### **Date of review and who was involved**

29/07/2022: Aimee Vincent, Cathy Banister, Beth Cameron, Jordan McPhail, Andrea Lundy, Natalie O'Donnell and Julie Greedy.

#### **Key changes made and reason/s why**

N/A

#### **Record of communication of significant changes to relevant stakeholders**

A copy is displayed at the entrance of Preschool and on school website. Copies available for preschool families to take home if requested. Posted on the Preschool Facebook page. All relevant educators to review at regular staff meetings.

*Copy and paste a new table to record each occasion the procedure is reviewed*