

# 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.</p> <p>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</li> </ul>	

	<p>are for the updates to this procedure</p> <ul style="list-style-type: none"> <li>• reflecting on how this procedure is informed by relevant recognised authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>
<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>
<b>Procedure</b>	
<p>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.</p> <p>All educators, visitors and volunteers will:</p> <ul style="list-style-type: none"> <li>• Maintain the dignity and rights of each child when interacting with them. Staff do this in many ways, including working positively through challenging moments, acknowledging children's feelings, and respecting and valuing children's culture.</li> <li>• Support each child to develop warm, trusting, respectful relationships with other children and with adults. Staff do this in many ways, including 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.</li> <li>• Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. All children will be treated equally and given the same opportunities to contribute to the program through interest-based programming.</li> <li>• Respond to each child's strengths, abilities, interests and play, to support curriculum decision making. Staff do this in many ways, including focusing on the strengths that children bring to the preschool, building on abilities over time, programming towards children's interests, and ensuring all activities are fun, play-based, and align with EYLF outcomes.</li> </ul>	

The preschool program will:

- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. This is done through 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.
- Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. This is done through providing artefacts and other resources that value cultural heritage; including resources that include people of diverse ability and culture; promote equality and fairness in the ways children are responded to; celebrate a variety of cultural celebrations.
- Support children to manage their own behaviour and to develop self - regulation. 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. Programs such as PBL, Grow Your Mind, and Smiling Minds may be used to support this teaching.

<b>Record of procedure's review</b>
<b>Date of review and who was involved</b>
20/2/23 preschool team, whole school staff team, children, and families
<b>Key changes made and reason/s why</b>
Added examples of programs that could be used to support children's teaching of managing their own behaviour
<b>Record of communication of significant changes to relevant stakeholders</b>
<b>Date of review and who was involved</b>
10/2/22 preschool team, whole school staff team, children, and families
<b>Key changes made and reason/s why</b>
Transferred to new DOE format.
<b>Record of communication of significant changes to relevant stakeholders</b>