

# Soldiers' Settlement Public School Preschool Procedure

## Interactions with children



**Reviewed:** Management and staff will monitor and review the effectiveness of this policy at regular intervals throughout the year. Soldiers' Settlement Public School Preschool's Procedures must be reviewed and updated every 12 months. Due for Review in February 2022.

| Associated National Quality Standard   | Education and Care Services National Law or Regulation  | Associated department policy, procedure or guideline   |
|--|---|--|
| 5.1<br>5.2   | Regulation <a href="#">155</a><br>Regulation <a href="#">156</a><br>Law Section <a href="#">166</a> | <a href="#">Leading and Operating Department Preschool Guidelines</a><br><a href="#">Interactions with children - preschool</a><br><a href="#">Values in NSW public schools - policy</a><br><a href="#">Student Welfare - policy</a><br><a href="#">Student Discipline in Government Schools Policy</a><br><a href="#">Bullying of Students- Prevention and Response Policy</a><br><a href="#">Anti - Racism Policy</a><br><a href="#">Aboriginal Education Policy</a> |
| <b>Pre-reading and reference documents</b>   |   |  |
| <a href="#">ACECQA Information sheet: Relationships with children</a><br><a href="#">ACECQA Information sheet: Supporting children to regulate their own behaviour</a><br><a href="#">ACECQA Information sheet: Inappropriate discipline</a> |   |  |

### Rationale

The preschool experience is often the child's first experience away from the family and is the beginning of their school career. In order to make it a positive experience this procedure governs the manner in which staff should interact with preschool children.

### Procedure Statement

This policy governs the manner in which staff will interact with all preschool children.

### Procedure

1. Staff will consider the rights and dignity of each child when interacting with them.
2. Staff should encourage preschool children to express themselves and their opinions.
3. The program should encourage children to become self-reliant and develop self-esteem and independence.
4. All children will be treated equally and given the same opportunities to contribute to the program through interest-based programming.
5. Staff will provide guidance for children to display positive and responsible behaviour.
6. Children will be made aware of and have the opportunity to practice routines from the beginning of the year, through discussions and positive educator role modelling.

7. Appropriate behaviour management strategies should be carried out in a positive manner. Interactions that include physical, verbal or emotional punishments resulting in the child feeling threatened, humiliated or frightened will not be tolerated.
8. Children who display regular inappropriate behaviours will be redirected from an experience and spoken to in a positive manner by an educator. Children will be engaged in short discussions about feelings, appropriate responses and alternative behaviours before having an educator role-model more appropriate behaviours.
9. Strategies to deal with aggressive or unwanted behaviours from others will be explicitly taught to all children during group times, to ensure children feel confident and have better control of their emotions and reactions.
10. Students should only perform tasks that are appropriate to their cultural values, age and stage of intellectual and physical development.
11. A child should not be isolated for any reason other than illness, accident or a pre-arranged appointment with parental consent.
12. If a child has to be removed from a situation, either to prevent injury to another child, or because they have injured another child, they must not be left alone. An educator should sit with the child to reflect on the situation or behaviour.
13. If a child frequently displays violent or disruptive behaviour, a risk management and/or behaviour management plan should be developed in consultation with family and colleagues, to provide required support to this child.
14. The values of the family are to be respected. Families must be consulted, especially when arranging or conducting activities around celebrations, religion, food etc.
15. All children are to be positively supported in all learning experiences.
16. Children will have access to quiet times, areas and activities during the day.

### **Evaluation**

Staff interactions with children ensure that preschool is a positive experience for all children, based on their interests and needs. We are ensuring that "Respectful and equitable relationships are maintained with each child" (NQS Standard 5.1), and "Each child is supported to build and maintain sensitive and responsive relationships" (NQS Standard 5.2)."



Relationships with children that are responsive and respectful will promote children's sense of security and wellbeing. Relationships of this kind free children to explore the environment and engage in play and learning.

Each child is supported to work with, learn from and help others through collaborative learning opportunities.

## Interactions with children

Staff will:

- Maintain the dignity and rights of each child when interacting with them
- Support each child to develop warm, trusting, respectful relationships with other children and with adults
- Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- Respond to each child's strengths, abilities, interests and play, to support curriculum decision making

## Preschool programs

Routines will:

- Provide regular opportunities for children to engage in meaningful play experiences
- Provide guidance for every child to manage their own behaviour and to respect individual differences
- Have regard for each family's cultural values

Department preschools are required to comply with the Education and Care Services National Regulations 2011 regulations 155 and 156. These regulations align with the National Quality Standard Quality Area 5: Relationships with children.

Preschool staff interaction with children is supported by the following department policies:

- Aboriginal Education and Training Policy PD/2008/0385/V02
- Anti Racism Policy PD/2005/0235/V05
- Code of Conduct PD/2004/0020/V06
- Multicultural Education Policy in Schools PD/2005/0234/V01
- People with Disabilities - Statement of Commitment PD/2005/0243/V01

- Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01
- Student Discipline in Government Schools PD/2006/0316/V03
- Student Welfare Policy PD/2002/0052/V001
- Teachers Handbook 2003 Professional and Legal Responsibilities of Teachers, Care and Supervision of Students page 5-5
- Values in NSW public schools PD/2005/0131/V01