

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	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: <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 supervisor	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.	
Preschool educators	The preschool educators are responsible for working with leadership to ensure: <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:

Relationships with children are responsive and respectful promote children's sense of security and wellbeing. Staff:

- 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.

The preschool program and routines:

- 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.

Each preschool needs to consider how children are supported to form and maintain positive relationships with each other, as well as learn to balance their own needs and wants with those of other children. Strategies employed by educators to support children in forming and maintaining positive relationships with each other include:

- a play-based pedagogy which provides a range of opportunities for children to engage in social play
- supportive environments that enable children to collaborate, learn from and help each other
- opportunities for children to explore different identities and points of view through dramatic play
- opportunities for children to assume leadership roles
- educators
 - nurturing respectful and reciprocal relationships among children
 - scaffolding and encouraging children to initiate interactions, communicate with each other and join in play and social experiences
 - engaging thoughtfully in children's group play in ways that promote social inclusion
 - leading planned and spontaneous discussions around issues of inclusion and exclusion, fair and unfair behaviour.

Preschool educators support the development of self-regulation skills through implementing the following strategies:

- a consistent educator approach to behaviour guidance which positively supports each child
- provision of a safe place to support children to explore self-calming strategies
- educators discussing with children the outcomes of their actions and alternative behaviours
- utilising intrinsic rewards, rather than extrinsic systems
- intentional teaching and positive reinforcement of:
 - routines
 - behaviour expectations
 - cooperative behaviour
- planned and spontaneous discussions around emotions and feelings
- educators using their knowledge of individual children to tailor their responses and interactions
- the development of individual behaviour plans, when required, in consultation with a child's family
- seeking input and suggestions from other professionals and support agencies, when required, to support individual children.
- Utilising the whole school strategy for positive behaviour PBL by
 - common language
 - developing shared understanding of expectations

Record of procedure's review
Date of review and who was involved
Term 3 – Week 6, 2021 – Kristen McNeill
Key changes made and reason/s why
Record of communication of significant changes to relevant stakeholders
Amiee Jahshan – School Principal Joanne Jurgeit –Preschool teacher Patricia May – Preschool SLSO

Record of procedure's review
Date of review and who was involved
Term 3 – 11/8/2022 – Joanne Jurgeit
Key changes made and reason/s why
No changes made
Record of communication of significant changes to relevant stakeholders
Amiee Jahshan – School Principal Patricia May – Preschool SLSO