



## Casino West Little Jarjums 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>	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"> <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</li> </ul>	

	<p>this procedure</p> <ul style="list-style-type: none"> <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 but is not limited to:</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>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>

**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.
  - Staff will work positively with the children through challenging moments by ensuring they co-regulate their emotions with the child, speak with them in a positive tone of voice and using positive language and vocabulary.
  - Staff will acknowledge the children's feelings and facilitate conversations and behaviour with regard for these feelings.
  - Interactions with children will be based on fairness, acceptance, and empathy with respect for culture, rights, community, and the individual.
- Support each child to develop warm, trusting, respectful relationships with other children and with adults.
  - Each child is greeted individually and positively by all staff members each morning.
  - Educators and staff use listening as a foundation for interactions. Listening is based on observation and leaving spaces in conversations and communication, suspending judgement, and giving full attention to children as they communicate. Truly attending to children's communication promotes a strong culture of listening.

- Educators acknowledge and celebrate the achievements of children and encourage children to celebrate the achievements of others.
- Educators are truthful and honest in their interactions with children.
- Educators use manners and polite language to model appropriate interactions to 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.
- Respond to each child's strengths, abilities, interests, and play, to support curriculum decision making. For example:
  - Focussing on the strengths that children bring to the preschool
  - Building on abilities over time
  - Promoting home language and ways of being / doing
  - Developing curriculum that is child centred and child - led.

The preschool program will:

- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships 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. For example:
  - 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
  - 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.

<b>Record of procedure's review</b>
<b>Date of review and who was involved</b>
04/04/2023 Preschool Team, preschool families. Shared with families for feedback.
<b>Key changes made and reason/s why</b>
Moved to new department template to adhere to Department expectations of what should be included in the localised procedure
<b>Record of communication of significant changes to relevant stakeholders</b>
Uploaded to Casino West Public School webpage and placed in Localised Procedures folder in preschool foyer.

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