



## *Interactions with children – preschool procedure*

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p><b>NQS: 51, 5.2</b></p> <p><b>Law Section: 166</b></p> <p><b>Regulations: 155, 156</b></p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">Code of Conduct policy</a></p> <p><a href="#">Student Welfare policy</a></p> <p><a href="#">Student Behaviour policy</a></p> <p><a href="#">Anti-Racism policy</a></p>	<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> <li>• <a href="#">Relationships with children [PDF 2.3 MB]</a></li> <li>• <a href="#">Supporting children to regulate their own behaviour [PDF 1,018 KB]</a></li> <li>• <a href="#">Inappropriate discipline [PDF 573 KB]</a></li> </ul> <p>ACECQA's policy and procedures guidelines – <a href="#">Interactions with children [PDF 201 KB]</a></p>

## Responsibilities

<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>
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	<p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p><b>Preschool supervisor</b></p>	<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 could include:</p> <ul style="list-style-type: none"> <li>• analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>• reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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>
<p><b>Preschool teacher(s) and educator(s)</b></p>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> <li>• all staff in the preschool and daily practices comply with this procedure</li> <li>• this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li> <li>• they are actively involved in the review of this procedure, as required, or at least annually</li> <li>• details of this procedure's review are documented.</li> </ul>

## Procedure

<p><b>Introduction</b></p>	<p>No preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.</p> <p>All teachers, 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</li> </ul>
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- 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**

- 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.

	<ul style="list-style-type: none"> <li>• support children to manage their own behaviour and to develop self-regulation</li> </ul> <p>For example:</p> <ul style="list-style-type: none"> <li>- Supporting children to negotiate</li> <li>- Listening and responding when children are experiencing high levels of emotion.</li> <li>- Providing children with time to reflect and adjust to expectations.</li> <li>- Explicitly teaching, prompting, and praising expected behaviours in a positive and gentle way.</li> <li>- Providing visual cues; using positive language</li> </ul>
<p><b>Implementing the child safe standards – Responding to a disclosure of abuse</b></p>	<p>If a child discloses abuse to a staff member, they will respond appropriately and in a supportive manner. The <a href="#">Department of Communities and Justice</a> provides this advice:</p> <ul style="list-style-type: none"> <li>• respond to a disclosure by being calm and listening carefully and non-judgmentally</li> <li>• let the child tell their story freely and in their own way</li> <li>• acknowledge how difficult it may have been to disclose and reassure the child that it was the right thing to do</li> <li>• do not interview or gather evidence, as this is the responsibility of specially trained caseworkers and police officers</li> <li>• immediately after the disclosure write down and date the comments and statements made by the child using their exact words</li> <li>• record any observations about the child's mood or demeanour</li> <li>• report this information to the principal.</li> </ul>

### Record of procedure's review

<p><b>Date of review</b></p>	<p>03/04/24</p>
<p><b>Who was involved</b></p>	<p>Preschool Team, preschool families. Shared with families for feedback.</p>

<b>Key changes made and reason why</b>	Moved to new proforma from updated guidelines. Child safe standards added.
<b>Record of communication of significant changes to relevant stakeholders</b>	Principal: Lesley Mills communicated at Staff meeting 02/04/24 Staff: Amy Clark, Astoria Chapman, Leanne Davis, Karen Campbell Parents: Copy for all Parents placed on communication board and in the Localised Procedures folder in foyer.  Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

Copy and paste the last 4 rows to the bottom of the table each