



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	<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"> · 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	<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">· analysing complaints, incidents or issues and what the implications are for the updates to this procedure· reflecting on how this procedure is informed by relevant recognised authorities· planning and discussing ways to engage with families and communities, including how changes are communicated· developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool educators	<p>The preschool educators are responsible for working with leadership to ensure:</p> <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:

- Maintain the dignity and rights of each child when interacting with them. This is done at CPS Preschool by:
 - asking their permission before taking a photo, changing their clothes, helping them in the bathroom or touching them,
 - working positively through challenging moments, by acknowledging their feelings and supporting them using Positive Behaviour for Learning language and strategies,
 - acknowledging children's feelings and understandings and valuing their contributions and
 - respecting and valuing the children's and families culture and incorporating it into the preschool program and environment.

- Support each child to develop warm, trusting, respectful relationships with other children and with adults. This is done at CPS preschool by:
 - greeting each child and their families by name,
 - 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,
 - providing opportunities for children to engage with their peers and educators in an unhurried way,
 - acknowledging children's feelings and what might be happening in their world
 - ensuring equity in interactions with all children,
 - interacting with children at their level in a warm and respectful manner,
 - not expecting all children to do the same thing at the same time and
 - using the 'circle of security'.

- Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. This is done at CPS Preschool by:
 - 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 and
 - following up on children's ideas for learning.

- Respond to each child's strengths, abilities, interests and play, to support curriculum decision making. This is done at CPS Preschool by:
 - focusing on strengths that children bring to the preschool,
 - building on abilities over time,
 - promoting home language and ways of being/doing and
 - 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. This is done at CPS Preschool by:
 - 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,

- supporting children to initiate their own play experiences and join in group experiences,
 - providing flexible environments, programs and routines that allow children the time and resources needed for positive interactions with their peers and
 - planning for and facilitating the development of a range of social skills such as negotiation and group entry skills as reflected in the Second Steps program.
- Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. This is done at CPS Preschool by:
 - 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 and
 - providing dramatic play opportunities to explore culture.
- Support children to manage their own behaviour and to develop self - regulation. This is done at CPS Preschool by:
 - 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 using the 'Second Step' program and the Positive Behaviour for Learning program,.
 - providing visual cues,
 - using positive language and
 - creating individual behaviour management plans, to teach children about their triggers and behaviours.

Record of procedure's review

Date of review and who was involved

11/5/2021 Carolyn Jones, Emma Horan, Natalie Kenny, Shiralee Robinson and Annette Thomson

Key changes made and reason/s why

Format was changed to make the procedure more comprehensive and in line with the Leading and Operating Department Preschool Guidelines.

Record of communication of significant changes to relevant stakeholders

Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.

Record of procedure's review

Date of review and who was involved

30/3/2021 Carolyn Jones, Miriam McKeown, Leanne McMaster & Shiralee Robinson

Key changes made and reason/s why

No changes were made

Record of communication of significant changes to relevant stakeholders

Procedure will be presented at the next P&C meeting by Annette Thomson and added to Kinderloop for parents/carers to view.