### Preschool interactions with children procedure

| **Associated National Quality Standard** | **Education and Care Services National Law or Regulation** | **Associated department policy, procedure or guideline** |
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| 5.1  5.2 | Regulation [155](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.5/reg155)  Regulation [156](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.5/reg156)  Law Section [166](https://www.legislation.nsw.gov.au/acts/2010-104.pdf) | [Leading and Operating Department Preschool Guidelines](https://schoolsequella.det.nsw.edu.au/file/a240a1ff-d3e3-4883-92b4-a3591f4e12d7/1/leading-and-operating-department-preschool-guidelines.pdf)  [Interactions with children - preschool](https://schoolsequella.det.nsw.edu.au/file/3b4f577e-76f2-498f-999f-89a1f0dd3f68/1/interactions-with-children-preschool.pdf)  [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools) - policy  [Student Welfare - policy](https://education.nsw.gov.au/policy-library/policies/student-welfare-policy)  [Student Discipline in Government Schools Policy](https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835)  [Bullying of Students- Prevention and Response Policy](https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy)  [Anti - Racism Policy](https://education.nsw.gov.au/policy-library/policies/anti-racism-policy)  [Aboriginal Education Policy](https://education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy) |
| **Pre-reading and reference documents** | | |
| [ACECQA Information sheet: Relationships with children](https://www.acecqa.gov.au/sites/default/files/2018-07/QA5_RelationshipsWithChildren.pdf)  [ACECQA Information sheet: Supporting children to regulate their own behaviour](https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf)  [ACECQA Information sheet: Inappropriate discipline](https://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf) | | |
| **Staff roles and responsibilities** | | |
| **School principal**  (These tasks may be delegated to other members of the preschool team, but responsibility sits with the principal.) | The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool.  The principal is responsible for ensuring:   * 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**  (This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool) | The preschool educators are responsible for working with leadership to ensure:   * 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 achieved through: asking permission to take their photo; working positively through challenging moments; acknowledging children’s feelings; respecting and valuing children’s culture.   * Support each child to develop warm, trusting, respectful relationships with other children and with adults. This is achieved through greeting each child individually; 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. * Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. For instance, 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, focusing 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 - centered 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. For example, 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. This is achieved through 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 way’s children are responded to; celebrate a variety of cultural celebrations. * Support children to manage their own behaviour and to develop self - regulation. For instance, 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. | | |

| **Record of procedure’s review** |
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| **Date of review and who was involved** |
| 2/9/2022, Emily Roalfe |
| **Key changes made and reason/s why** |
| Update from old template to new template. Minor changes as needed. |
| **Record of communication of significant changes to relevant stakeholders** |
| Communicated with core staff 2/9/2022 with printed policy to review in detail.  Families informed using story park platform, printed copy on sign on table. |

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