**Ashcroft Public School Preschool Procedure**

**Interactions with children**

**Reviewed: 2020 To be reviewed: 2021**

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| **Education and care services regulation/s** | **NSW Department of Education policy, procedure or guidelines** |
| [Regulation 168(2)(j)](http://www.austlii.edu.au/au/legis/nsw/consol_reg/eacsnr422/s168.html)  [Regulation 155](http://www.austlii.edu.au/au/legis/nsw/consol_reg/eacsnr422/s155.html)  [Regulation 156](http://www.austlii.edu.au/au/legis/nsw/consol_reg/eacsnr422/s156.html) | The following department policies and relevant documents can be accessed from the preschool section of the department’s [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/preschool/policies-and-procedures);   * Values in NSW Public Schools PD/2005/0131/V01 * Student Welfare Policy PD/2002/0052/V01 * Student Discipline in Government Schools Policy PD/2006/0316/V03 * Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01 * Anti-Racism Policy PD/2005/0235/V05 * Aboriginal Education and Training Policy PD/2008/0385/V03 * Preschool – interactions with children (attached below) |
| **Procedures:** | |
| Please refer to the department guidelines below, in addition;  Our educators will:   * Respond to children’s communication in a fair and consistent manner. * Respond sensitively to children’s attempts to initiate interactions and conversations. * Initiate one on one interactions with children during daily conversation with each child. * Support children’s efforts, assisting and encouraging as appropriate. * Support children’s secure attachment through consistent and warm nurturing relationships. * Support children’s expression of their thoughts and feelings. * Encourage children to express themselves and show an interest and participate in what the child is doing. * Encourage children to make choices and decisions. * Acknowledge each child’s uniqueness in positive ways. * Respect cultural differences in communication and consider alternative approaches as necessary. * Intentionally teach social and emotional skills, and through these self-regulation * Implement the Positive Behaviour for Learning (PBL) framework to support children to behave appropriately through clearly defined and positively reinforced behaviour expectations.   Our educators will model positive interactions by:   * Showing care, empathy and respect for children, educators and staff and families; * Learning and using effective communication strategies; * Remembering that quality interactions increase children’s knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others. | |



