**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)
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| **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.
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