



ASHCROFT PUBLIC SCHOOL

Interactions with Children

Reviewed: 11/2022

To be reviewed: 2023

| Associated National Quality Standards | Education and Care Services National Law or Regulation | Associated department policy, procedure or guideline |
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| 5.1 5.2 | 155 156 S.166 | Interactions with children- preschool Values in NSW public schools 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 | <ul style="list-style-type: none"> • The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. • The principal is responsible for ensuring: <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 | <ul style="list-style-type: none"> • 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. <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 | |
| Preschool Educators | <ul style="list-style-type: none"> • The preschool educators are responsible for working with leadership to ensure: <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 | |

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| | <p>all staff, families, visitors and volunteers</p> <ul style="list-style-type: none"> - 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 | |
| <p>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.</p> | |
| <p>All educators, visitors and volunteers will:</p> | <ul style="list-style-type: none"> • Maintain the dignity and rights of each child when interacting with them. We ask for permission to take a child's photo; work 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. We greet each child individually; actively listen and respond to children's ideas and feelings; acknowledge when children have achieved something; are always truthful and honest with children; model appropriate manners and polite language. • Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. We listen to and encourage children to contribute their ideas and opinions; respond positively when children share their feelings; engage in co - learning with children about things that interest them; follow up on children's ideas for learning. • Respond to each child's strengths, abilities, interests and play, to support curriculum decision making. We focus on the strengths that children bring to the preschool; build on abilities over time; promote home language and ways of being / doing; developing curriculum that is child - centred and child - led. |
| <p>The preschool program will:</p> | <ul style="list-style-type: none"> • Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. We ensure that the preschool provides spaces for independent play and groups work; we allow for extended periods of play during the day; we support co-operative play by becoming involved with children, whilst following the child's lead; we create spaces for social play. • Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. We provide 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 in both the preschool and the main school. • Support children to manage their own behaviour and to develop self - regulation. We support 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. We implement the Positive Behaviour for Learning (PBL) framework to support children to behave appropriately through clearly defined and positively reinforced behaviour expectations. • Respond sensitively to children's attempts to initiate interactions and conversations. |

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| | <ul style="list-style-type: none"> • 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. • We model positive interaction 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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| Record of procedure's review | |
| Date of review and who was involved | |
| 03/11/2022 | Karen Ali, Sarah Philp, Shayla Rash |
| Key changes made and reason/s why | |
| Sections created to make procedure clearer to follow | |
| Record of communication of significant changes to relevant stakeholders | |
| Procedure displayed in preschool foyer and communicated to staff at staff meeting. | |

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