



Interactions with children – preschool procedure 2024

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
<p><b>NQS: 51, 5.2</b> <b>Law Section: 166</b></p> <p>Regulations: 155, 156</p>	<p>Leading and operating department preschool guidelines</p> <p><a href="#">Code of Conduct policy</a> <a href="#">Student Welfare policy</a> <a href="#">Student Behaviour policy</a></p> <p><a href="#">Anti-Racism policy</a></p>	<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> <li>• <a href="#">Relationships with children [PDF 2.3 MB]</a></li> <li>• <a href="#">Supporting children to regulate their own behaviour [PDF 1,018 KB]</a></li> <li>• <a href="#">Inappropriate discipline [PDF 573 KB]</a></li> </ul> <p>ACECQA’s policy and procedures guidelines – <a href="#">Interactions with children [PDF 201 KB]</a></p>

## Responsibilities

<p><b>School principal</b></p>	<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"> <li>• the preschool is compliant with legislative standards related to this procedure at all times</li> <li>• all staff involved in the preschool are familiar with and implement this procedure</li> <li>• all procedures are current and reviewed as part of a continuous cycle of self-assessment.</li> </ul> <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
<p><b>Preschool supervisor</b></p>	<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 could include:</p> <ul style="list-style-type: none"> <li>• analysing complaints, incidents or issues and the implications for updates to this procedure</li> <li>• reflecting on how this procedure is informed by stakeholder feedback and relevant expert authorities</li> <li>• planning and discussing ways to engage with families and communities, including how changes are communicated</li> <li>• developing strategies to induct all staff when procedures are updated to ensure practice is embedded.</li> </ul>

<b>Preschool teacher(s) and educator(s)</b>	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"><li>• all staff in the preschool and daily practices comply with this procedure</li><li>• this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers</li><li>• they are actively involved in the review of this procedure, as required, or at least annually</li><li>• details of this procedure's review are documented.</li></ul>
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Procedure

<p><b>Introduction</b></p>	<p>No preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.</p> <p>All teachers, educators, visitors and volunteers will:</p> <ul style="list-style-type: none"> <li>● Maintain the dignity and rights of each child when interacting with them. This includes: <ul style="list-style-type: none"> <li>○ asking permission to take their photo</li> <li>○ working positively through challenging moments</li> <li>○ acknowledging children’s feelings</li> <li>○ respecting and valuing children’s culture</li> <li>○ positively acknowledging each child’s uniqueness.</li> <li>○ Sensitive matters such as soiled clothing are dealt with sensitively and with as much privacy as possible while still maintaining adequate supervision and child protection requirements.</li> </ul> </li> <li>● Support each child to develop warm, trusting, respectful relationships with other children and with adults. This includes: <ul style="list-style-type: none"> <li>○ greeting each child and their family individually in the morning and afternoon.</li> <li>○ actively listening and responding to children’s ideas, thoughts and feelings</li> <li>○ supporting children’s efforts, assisting and encouraging as appropriate</li> <li>○ acknowledging when children have achieved something</li> <li>○ being truthful and honest with children</li> <li>○ modeling appropriate manners and polite language in interactions with staff, children, families and other adults</li> <li>○ acknowledging children’s complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.</li> <li>○ initiating one on one interactions with children during daily conversation with each child.</li> </ul> </li> <li>● Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. This includes: <ul style="list-style-type: none"> <li>○ listening and encouraging children to contribute their ideas and opinions</li> <li>○ responding positively when children share their feelings, thoughts and ideas</li> <li>○ engaging in co - learning with children about things that interest them</li> <li>○ following up on children’s ideas for learning</li> <li>○ responding sensitively to children’s attempts to initiate interactions and conversations</li> <li>○ respecting cultural differences in communication and considering alternative approaches as necessary.</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"><li>● Respond to each child's strengths, abilities, interests and play, to support curriculum decision making. This includes:<ul style="list-style-type: none"><li>○ focussing on the strengths that children bring to the preschool</li><li>○ building on abilities over time</li><li>○ promoting home language and ways of being / doing</li><li>○ developing a curriculum that is child - centred and child – led</li><li>○ encouraging children to make choices and decisions.</li></ul></li></ul>
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**The preschool program**

- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. This includes:
  - 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
  - providing a play based curriculum that encourages social interaction and emotional development
  - 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 includes:
    - regularly including family and cultural values in the program and embedding them into the preschool environment
    - providing artifacts and other resources that value cultural heritage
    - including resources that include people of diverse ability, culture and orientation
    - promoting equality and fairness
    - celebrating a variety of cultural celebrations.
- Support children to manage their own behaviour and to develop self - regulation. This includes:
  - providing guidance for every child to manage their own behaviour and respect individual differences
  - supporting children to negotiate and listen to each other
  - 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 and Key Word sign to support the children's decision making
  - using positive language
  - explicitly teaching behaviour models such as the 5 Ls of learning and calming strategies.
  - ensuring dedicated time in the routine as well as calming spaces support the children to self regulate their own decisions.
  - Use co-regulation to model and use a time in approach with children
  - Time is dedicated to critically reflecting upon interactions with children. Reflections consider how to spend extended periods engaged in meaningful interactions with children.

<p><b>Implementing the child safe standards – Responding to a disclosure of abuse</b></p>	<p>If a child discloses abuse to a staff member, they will respond appropriately and in a supportive manner. The <a href="#">Department of Communities and Justice</a> provides this advice:</p> <ul style="list-style-type: none"> <li>• respond to a disclosure by being calm and listening carefully and non-judgmentally</li> <li>• let the child tell their story freely and in their own way</li> <li>• acknowledge how difficult it may have been to disclose and reassure the child that it was the right thing to do</li> <li>• do not interview or gather evidence, as this is the responsibility of specially trained caseworkers and police officers</li> <li>• immediately after the disclosure write down and date the comments and statements made by the child using their exact words</li> <li>• record any observations about the child's mood or demeanour</li> <li>• report this information to the principal.</li> </ul>
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**Record of procedure's review**

<b>Date of review</b>	14/8/24
<b>Who was involved</b>	Elisa Higgs, Amanda Falcon, Alice Wigny
<b>Key changes made and reason why</b>	Localised practices detailed in relation to the reflective questions provided by Early Learning, including information on The Child Safe Standards.
<b>Record of communication of significant changes to relevant stakeholders</b>	Principal: 14/8/24 Staff: 14/8/24 Parents: 27/8/24 Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

Copy and paste the last 4 rows to the bottom of the table each time a new review is completed.