

# Oak Flats Public School Preschool



## Interactions with children procedure

Associated National Quality Standards	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
<p>5 Relationships with children</p> <p>5.1 Relationships between educators and children</p> <p>5.2 Relationships between children</p>	<p>Regulation <a href="#">155</a> Interactions with children</p> <p>Regulation <a href="#">156</a> Relationships in groups</p> <p>Law Section <a href="#">166</a> Offence to use inappropriate discipline</p> <p>Regulation <a href="#">168</a> Education and care service must have policies and procedures</p>	<p><a href="#">Leading and Operating Department Preschool Guidelines</a></p> <p><a href="#">Interactions with children - preschool</a></p> <p><a href="#">Values in NSW public schools - policy</a></p> <p><a href="#">Student Welfare - policy</a></p> <p><a href="#">Student Discipline in Government Schools Policy</a></p> <p><a href="#">Bullying of Students- Prevention and Response Policy</a></p> <p><a href="#">Anti - Racism Policy</a></p> <p><a href="#">Aboriginal Education Policy</a></p>
<b>Pre-reading and reference documents</b>		
<p><a href="#">ACECQA Information sheet: Relationships with children</a></p> <p><a href="#">ACECQA Information sheet: Supporting children to regulate their own behaviour</a></p> <p><a href="#">ACECQA Information sheet: Inappropriate discipline</a></p> <p><a href="#">Early childhood Australia Code of Ethics</a></p> <p><a href="#">Early Years Learning Framework</a></p>		
<b>Related preschool procedures</b>		
<ul style="list-style-type: none"> <li>● Enrolment and orientation</li> <li>● Staffing</li> </ul>		

## Introduction

A positive atmosphere and the well-being of children within an education and care setting is promoted through attentive care and quality interactions with children. Emotional development and social relationships are enhanced through thoughtful and engaging approaches to conversation, discussion and promotion of children's language and communication.

Children who experience relationships that are built on respect, fairness, cooperation and empathy are given the opportunity to develop these qualities themselves. When children have positive experiences of interactions they develop an understanding of themselves as significant and respected, and feel a sense of belonging. All children and their families regardless of their background, are treated with respect, fairness and dignity.

## Staff roles and responsibilities

### School 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. This includes:

- 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 when procedures are updated to ensure practice is embedded.

<p><b>Preschool educators</b></p>	<p>The preschool educators are responsible for working with leadership to ensure:</p> <ul style="list-style-type: none"> <li>● all staff in the preschool and daily practices comply with this procedure. This includes all staff; casuals, lunch cover, volunteers and anyone else who works in the preschool.</li> <li>● storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers</li> <li>● being actively involved in the review of this procedure, as required, or at least annually</li> <li>● ensuring the details of this procedure’s review are documented.</li> </ul>
<p><b>Procedure</b></p>	
<p><b>Interactions</b></p>	<ul style="list-style-type: none"> <li>● 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.</li> <li>● Interactions between educators and children are genuine, positive and responsive and based on respect, fairness, acceptance, co-operation and empathy. This is evident in conversations, communication, pedagogy, and planning for children and families.</li> <li>● Quality interactions increase children’s knowledge and understanding of themselves and each other as unique individuals and develop the skills and understandings they need to interact positively with others.</li> <li>● Educators and staff use listening as a foundation for interactions.</li> <li>● Listening is based on observation and in leaving spaces in conversations and communication, suspending judgement and in giving full attention to children as they communicate.</li> <li>● Truly attending to children’s communication promotes a strong culture of listening.</li> <li>● Turn taking and regulating children’s conversations promotes active engagement.</li> <li>● Respectful communication with families generates greater confidence in interacting.</li> </ul>

**Educators,  
Visitors and  
Volunteers**

- Maintain the dignity and rights of each child when interacting with them. This includes:
  - asking permission to take their photo
  - working positively through challenging moments
  - acknowledging children's feelings
  - respecting and valuing children's culture
  - positively acknowledging each child's uniqueness.
- 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.
- Support each child to develop warm, trusting, respectful relationships with other children and with adults. This includes:
  - greeting each child and their family individually in the morning and afternoon.
  - actively listening and responding to children's ideas, thoughts and feelings
  - supporting children's efforts, assisting and encouraging as appropriate
  - acknowledging when children have achieved something
  - being truthful and honest with children
  - modelling appropriate manners and polite language in interactions with staff, children, families and other adults
  - acknowledging children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion.
  - initiating one on one interactions with children during daily conversation with each child.
- Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. This includes:
  - listening and encouraging children to contribute their ideas and opinions
  - responding positively when children share their feelings, thoughts and ideas
  - engaging in co - learning with children about things that interest them

	<ul style="list-style-type: none"> <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 consider alternative approaches as necessary.</li> <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>
<p><b>Preschool program and routines</b></p>	<ul style="list-style-type: none"> <li>● Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. This includes: <ul style="list-style-type: none"> <li>● creating play spaces that provide for social play</li> <li>● ensuring the preschool provides spaces for independent as well as group experiences</li> <li>● supporting cooperative play through the provision of provocations</li> <li>● providing a play based curriculum that encourages social interaction and emotional development</li> <li>● promoting leadership in child - led activities.</li> </ul> </li> <li>● Provide support and guidance for every child to respect individual differences and regard for each family’s cultural values. This includes: <ul style="list-style-type: none"> <li>● regularly including family and cultural values in the program and embedding them into the preschool environment</li> <li>● providing artefacts and other resources that value cultural heritage</li> <li>● including resources that include people of diverse ability, culture and orientation</li> </ul> </li> </ul>

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|  | <ul style="list-style-type: none"><li>● promoting equality and fairness in the ways children are responded to</li><li>● celebrating a variety of cultural celebrations.</li><li>● Support children to manage their own behaviour and to develop self - regulation. This includes:<ul style="list-style-type: none"><li>● providing guidance for every child to manage their own behaviour and respect individual differences</li><li>● supporting children to negotiate</li><li>● listening and responding when children are experiencing high levels of emotion</li><li>● providing children with time to reflect and adjust to expectations</li><li>● explicitly teaching, prompting and praising expected behaviours in a positive and gentle way</li><li>● providing visual cues</li><li>● using positive language</li><li>● explicitly teaching Positive Behaviour for Learning (PBL) values and embedding them into the program.</li><li>● explicitly teaching behaviour models such as the 5 Ls of learning.</li></ul></li><li>● Time is dedicated to critically reflecting upon interactions with children. Reflections consider how to spend extended periods engaged in meaningful interactions with children.</li><li>● Children that are easily overlooked are identified and added to the program so that educators can focus on building relationships with them.</li></ul> |
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Record of procedure's review
<b>Date of review and who was involved</b>
02/11/2022 Sarah Beesley
<b>Key changes made and reason/s why</b>
Annual update Align with department's new template
<b>Record of communication of significant changes to relevant stakeholders</b>
Sent to Principal for review 03/11/22 Posted on Kinderloop for parent and community input 09/11/22

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