### Logo Description automatically generatedElermore Vale Public School

### Preschool interactions with children procedure

| **Associated National Quality Standard** | **Education and Care Services National Law or Regulation** | **Associated department policy, procedure or guideline** |
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| 5.1  5.2 | Regulation [155](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.5/reg155)  Regulation [156](https://www.legislation.nsw.gov.au/#/view/regulation/2011/653/chap4/part4.5/reg156)  Law Section [166](https://www.legislation.nsw.gov.au/acts/2010-104.pdf) | [Leading and Operating Department Preschool Guidelines](https://schoolsequella.det.nsw.edu.au/file/a240a1ff-d3e3-4883-92b4-a3591f4e12d7/1/leading-and-operating-department-preschool-guidelines.pdf)  [Interactions with children - preschool](https://schoolsequella.det.nsw.edu.au/file/3b4f577e-76f2-498f-999f-89a1f0dd3f68/1/interactions-with-children-preschool.pdf)  [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools) - policy  [Student Welfare - policy](https://education.nsw.gov.au/policy-library/policies/student-welfare-policy)  [Student Discipline in Government Schools Policy](https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835)  [Bullying of Students- Prevention and Response Policy](https://education.nsw.gov.au/policy-library/policies/bullying-of-students-prevention-and-response-policy)  [Anti - Racism Policy](https://education.nsw.gov.au/policy-library/policies/anti-racism-policy)  [Aboriginal Education Policy](https://education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy) |
| **Pre-reading and reference documents** | | |
| [ACECQA Information sheet: Relationships with children](https://www.acecqa.gov.au/sites/default/files/2018-07/QA5_RelationshipsWithChildren.pdf)  [ACECQA Information sheet: Supporting children to regulate their own behaviour](https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf)  [ACECQA Information sheet: Inappropriate discipline](https://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf) | | |
| **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. | |
| **Preschool educators** | The preschool educators are responsible for working with leadership to ensure:   * all staff in the preschool and daily practices comply with this procedure * storing this procedure in the preschool, and making it accessible to all staff, families, visitors and volunteers * 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** | | |
| 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.  All educators, visitors and volunteers will:   * Maintain the dignity and rights of each child when interacting with them. This is done by asking permission to take their photo; working 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. For example, greeting each child individually; actively listening and responding to children’s ideas and feelings; acknowledging when children have achieved something; being truthful and honest with children; modelling appropriate manners and polite language. * Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them. By listening and encouraging children to contribute their ideas and opinions; responding positively when children share their feelings; engaging in co - learning with children about things that interest them; following up on children’s ideas for learning. * Respond to each child’s strengths, abilities, interests and play, to support curriculum decision making. By focusing on the strengths that children bring to the preschool; building on abilities over time; promoting home language and ways of being / doing; developing curriculum that is child-centred and child-led.   The preschool program will:   * Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. This is done by 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; 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. By providing 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. * Support children to manage their own behaviour and to develop self - regulation. By supporting 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. | | |

| **Record of procedure’s review** |
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| **Date of review and who was involved** |
| 28/04/2022  Preschool team- Louise Dittberner, Jo Morgan and Nicole Budden |
| **Key changes made and reason/s why** |
| Updated into new DoE proforma |
| **Record of communication of significant changes to relevant stakeholders** |
| No new changes |

| **Record of procedure’s review** |
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| **Date of review and who was involved** |
| 1/06/2023  Preschool team- Kristen Rowe, Louise Dittberner, Jo Morgan and Nicole Budden |
| **Key changes made and reason/s why** |
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| **Record of communication of significant changes to relevant stakeholders** |
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*Copy and paste a new table to record each occasion the procedure is reviewed.*