

## Interactions with children

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
NQS: 51, 5.2 Law Section: 166 Regulations: 155, 156	Leading and operating department preschool guidelines  <a href="#">Code of Conduct policy</a> <a href="#">Student Welfare policy</a> <a href="#">Student Behaviour policy</a> <a href="#">Anti-Racism policy</a>	ACECQA information sheets: <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> ACECQA's policy and procedures guidelines – <a href="#">Interactions with children [PDF 201 KB]</a>

### 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: <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 able to implement this procedure</li> <li>▪ all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul> These tasks may be delegated, to other members of the preschool team, but the responsibility sits with the principal.
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 could include: <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>
Preschool teacher(s) and educator(s)	Preschool teachers and educators are responsible for working with the preschool leadership team to ensure: <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> </ul>

- they are actively involved in the review of this procedure, as required, or at least annually
- details of this procedure's review are documented.

**Procedure**

<p>Introduction</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, for example inform children before taking their photo, working positively through challenging moments, acknowledging children's feelings and needs, respecting and valuing children's culture</li> <li>▪ 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</li> <li>▪ encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them, for example 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</li> <li>▪ respond to each child's strengths, abilities, interests and play, to support curriculum decision making, for example focusing on the strengths that children bring to the preschool, building on abilities over time, promoting home language and ways of being and doing, developing curriculum that is child-centred and child-led, allows for child voice and collaboration with families.</li> </ul>
<p>The preschool program</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, for example 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.</li> <li>▪ Provide support and guidance for every child to respect individual differences and regard for each family's cultural values, for example provide artefacts and other resources that value cultural heritage, include resources that include people of diverse ability, culture and orientation, promote equality and fairness in the ways children are responded to, recognise and engage with a variety of cultural celebrations, which are recorded on Sentral calendars.</li> <li>▪ Support children to manage their own behaviour and to develop self-regulation, for example 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 way, providing visual cues when required, using positive language.</li> </ul>

**Record of procedure's review**

Date of review	20/9/24
Who was involved	Preschool educators
Key changes made and reason why	Updated and reviewed to include new team members.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated procedure  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.

Date of review	6/12/23
Who was involved	Staff
Key changes made and reason why	Updated to reflect the new preschool environment and template.
Record of communication of significant changes to relevant stakeholders	Principal: via email Staff: via email Parents: ClassDojo for feedback and school website to share updated procedure  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.