### Interactions with children procedure

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| 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  [Code of Conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020)  [Student Welfare policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0052)  [Student Behaviour policy](https://education.nsw.gov.au/policy-library/policies/pd-2006-0316)  [Anti-Racism policy](https://education.nsw.gov.au/policy-library/policies/pd-2005-0235) | ACECQA information sheets:   * [Relationships with children [PDF 2.3 MB]](https://www.acecqa.gov.au/sites/default/files/2018-07/QA5_RelationshipsWithChildren.pdf) * [Supporting children to regulate their own behaviour [PDF 1,018 KB]](https://www.acecqa.gov.au/sites/default/files/2020-01/QA5_Supporting_children_to_regulate_their_own_behaviour.pdf) * [Inappropriate discipline [PDF 573 KB]](https://www.acecqa.gov.au/sites/default/files/2020-06/inappropriate-discipline.pdf)   ACECQA’s policy and procedures guidelines – [Interactions with children [PDF 201 KB]](https://www.acecqa.gov.au/sites/default/files/2021-08/InteractionsWithChildrenGuidelines.pdf) |

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| **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.   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 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 teacher(s) and educator(s)** | Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:   * all staff in the preschool and daily practices comply with this procedure * this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers * 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** | | |
| **Introduction** | | 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. They will work positively through challenging moments; acknowledge children’s feelings and respect and value children’s culture. * Support each child to develop warm, trusting, respectful relationships with other children and with adults. On arrival every child and their family will be greeted individually, staff will actively listen and respond to children’s ideas and feelings; acknowledge when children have achieved something; being truthful and honest with children and 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. They will listen and encourage children to contribute their ideas and opinions; respond positively when children share their feelings; collaborate in learning with children about things that interest them and follow up on children’s ideas for learning through planned and spontaneous experiences. Educators develop and expand children’s interests through intentional teaching practices, for example through the use of project based learning. * Support children to develop independence, curiosity, resilience and perseverance through modelling positive learning dispositions, modelling and explicitly teaching self-talk strategies, and offering praise and encouragement for trying something new or challenging. * Respond to each child’s strengths, abilities, interests and play, to support curriculum decision making. They will focus on the strengths that children bring to the preschool; build on abilities over time; promote home language and develop a curriculum that is child-centred and led by the children’s needs and interests. |
| **The preschool program** | | The preschool program will:   * Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. The environment and activities will be organised in a way that supports small group and whole group play. The program will support cooperative play and the development of social skills and develop children’s leadership through child-led activities. * Provide support and guidance for every child to respect individual differences and regard for each family’s cultural values. Resources will include artefacts and other resources that value cultural heritage; including resources that include people of diverse ability, culture and orientation. Staff will promote equality and fairness in the ways children are responded to, and the program will ensure a variety of cultural celebrations are recognised. * Support children to manage their own behaviour and to develop self - regulation. Staff will use prompting, questioning and modelling to support children to negotiate; listen and respond when children are experiencing high levels of emotion; provide children with time to reflect and adjust to expectations; explicitly teach, prompt and praise expected behaviours in a positive and gentle way, using visual cues as required. In addition to teachable moments, planned opportunities for intentional teaching in this area include use of social stories and the Second Step program |
| **Implementing the child safe standards – Responding to a disclosure of abuse** | | If a child discloses abuse to a staff member, they will respond appropriately and in a supportive manner. The [Department of Communities and Justice](https://www.facs.nsw.gov.au/families/Protecting-kids/reporting-child-at-risk/harm-and-neglect/chapters/if-a-child-tells-you) provides this advice:   * respond to a disclosure by being calm and listening carefully and non-judgmentally * let the child tell their story freely and in their own way * acknowledge how difficult it may have been to disclose and reassure the child that it was the right thing to do * do not interview or gather evidence, as this is the responsibility of specially trained caseworkers and police officers * immediately after the disclosure write down and date the comments and statements made by the child using their exact words * record any observations about the child’s mood or demeanour * report this information to the principal. |

| **Record of procedure’s review** |
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| **Date of review and who was involved** |
| 23rd April 2021. Rebecca Donaldson, Jessica Le, Sally Egan. |
| **Key changes made and reason/s why** |
| Procedure updated to reflect current Department of Education advice. Specific examples provided of how educators and staff interact with children to support their learning and development. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy provided to all preschool staff, including duty staff.  Updated summary in casual induction folder.  Updated copy provided to parents via SeeSaw. |

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

| **Record of procedure’s review** |
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| **Date of review and who was involved** |
| 17th March 2022. Sally Egan, Rebecca Donaldson, Francesca Peterson. |
| **Key changes made and reason/s why** |
| Added detail about the use of intentional teaching strategies and use of Second Step program. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy provided to all preschool staff, including duty staff. |

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| **Record of procedure’s review** |
| **Date of review and who was involved** |
| 14.03.2023. Sally Egan, Rebecca Donaldson, Francesca Peterson, Thi Nguyen. |
| **Key changes made and reason/s why** |
| Added detail about how educators will promote positive learning dispositions. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy provided to all preschool staff, including duty staff.  Updated copy to parents via Seesaw. |

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| **Record of procedure’s review** |
| **Date of review and who was involved** |
| 5.3.2024. Sally Egan, Rebecca Donaldson, Shumaila Shoaib, Thi Nguyen. |
| **Key changes made and reason/s why** |
| Added section regarding disclosures of abuse, in accordance with the child safe standards. |
| **Record of communication of significant changes to relevant stakeholders** |
| Updated copy provided to all preschool staff, including duty staff.  Updated copy to parents via Seesaw. |

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