

# Orange Grove Public School Preschool

## Interactions with Children Procedures

Associated National Quality Standard	Education and Care Services National Law or Regulation	Associated department policy, procedure or guideline
5.1 5.2	Regulation <a href="#">155</a> Regulation <a href="#">156</a> Law Section <a href="#">166</a>	<a href="#">Leading and Operating Department Preschool Guidelines</a> <a href="#">Interactions with children - preschool</a> <a href="#">Values in NSW public schools - policy</a> <a href="#">Student Welfare - policy</a> <a href="#">Student Discipline in Government Schools Policy</a> <a href="#">Bullying of Students- Prevention and Response Policy</a> <a href="#">Anti - Racism Policy</a> <a href="#">Aboriginal Education Policy</a>

### Pre-reading and reference documents

[ACECQA Information sheet: Relationships with children](#)  
[ACECQA Information sheet: Supporting children to regulate their own behaviour](#)  
[ACECQA Information sheet: Inappropriate discipline](#)

### Record of procedure's review

#### Date of review and who was involved

26/07/2023- Lauren Tinslay in consultation with Kelly Birkett- Early Learning Advisor

#### Key changes made and reason/s why

- Updating of statements relating to educator, visitor and volunteer interactions with children in line with the child safe standards.

#### Record of communication of significant changes to relevant stakeholders

31/07/2023- changes communicated to Preschool educators and principal.

### Staff roles and responsibilities

<b>School principal</b>	<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> </ul>
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<b>Staff roles and responsibilities</b>	
	<ul style="list-style-type: none"> <li>all procedures are current and reviewed as part of a continuous cycle of self- assessment.</li> </ul>
<b>Preschool supervisor (If applicable, otherwise the School Principal assumes this role)</b>	<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.</p> <ul style="list-style-type: none"> <li>reflecting on how this procedure is informed by relevant recognised 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 educators including K-6 staff, relief staff and casual staff</b>	<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</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, at least annually, or as required</li> <li>ensuring the details of this procedure's review are documented.</li> <li>analysing complaints, incidents or issues and what the implications are for the updates to this procedure.</li> </ul>

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 by:
  - Acknowledging and respecting children's feelings and perspectives, especially in regard to their own bodies;
  - Responding sensitively to toileting accidents and supporting children manage these incidents independently in line with the child's wishes;
  - Respecting and valuing children's cultures and languages;
  - Supporting children to work through challenging situations in a calm, respectful manner, with the assistance of regular to promote self-regulation such as the zones of regulation;
  - Acknowledging children's efforts and celebrating their progress in a manner that they find acceptable.
  - Being alert and responsive to children's cues, signals and communication to support children's individual needs as they arise;
  - Promoting children's agency through asking them whether they require assistance and the nature of that assistance;
  - Actively listening and responding to children's ideas and feelings, responding appropriately when children disclose discomfort or distress;
  - Responding to children's disclosure of abuse or neglect appropriately using active listening, reassuring the child they are believed and that you are glad they told you, that they won't get in trouble for telling you and that you will help them. Then recording the conversation confidentially and making a report to the school principal.
- Support each child to develop warm, trusting, respectful relationships with other children and with adults by:

- Greeting each child individually, by name, at their arrival;
  - Initiating interactions with individuals and groups of children equitably;
  - Acknowledging when children have achieved something;
  - Behaving truthfully and honestly with children;
  - Supporting children who may need guidance to initiate and join in play with others;
  - Modelling appropriate manners, polite language, empathy and kindness towards others.
  - Building respectful and equitable relationships that support each child to feel secure, confident and included.
  - Supporting and promoting children's friendships and relationships with their peers through shared experiences, interests and learning projects.
- 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;
    - Encouraging children to share their ideas by 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 and doing;
    - Developing curriculum that is child - centred and child – led;
    - Asking children what they would like to learn about and create, and which resources they need to access in order to do this, then following up on their ideas;
    - Providing routines and materials that allow children to develop independence with self-care tasks in alignment with their developmental needs, for example,

### **Preschool routines and rituals that promote children's agency:**

On arrival at preschool, children are supported to unpack their own bags, taking out lunch boxes, water bottles and notes to put away in designated spaces.

During meal times, children are encouraged and supported to open their own packets and containers, using tools as needed, such as scissors.

Children have unrestricted access to their water bottles and can drink whenever they feel thirsty. They are encouraged to check and reflect on their water consumption throughout the day by looking at a visual chart, comparing how full their water bottle is and reflecting on whether they have consumed enough water.

Children are taught then trusted to independently wash their hands, blow their nose and apply roll on sunscreen through explicit teaching and these are regularly re-taught.

After mealtimes and at the end of the day children are supported to pack their own belongings into their bag to go home. Educators provide guidance and assistance to children, as required.

Children are supported to begin to toilet independently, as is appropriate for their developmental needs. Educators support children learning to hygienically wipe themselves e.g. from front to back, dress themselves and manage all aspects of toileting through explicit teaching and visual reminders from the Positive Behaviour for Learning program. Educators actively supervise the toilet areas and are on hand to offer support to a child, if they require assistance, however encourage children to manage their toileting independently, with dignity.

If a child wears nappies, educators support the child to take over increasing management of their toileting through encouraging them to undress and dress themselves, learn to wipe themselves, where appropriate, and to recognise their bodily signals that they need to use the toilet. Educators work with the child's family to sensitively support the child to toilet train in appropriate ways, with support from external professionals involved in the child's life, if appropriate.

## **The preschool program will:**

- Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. Educators will plan learning environments and daily routines that promote long, uninterrupted blocks of play and free flow between activities. Educators will provide spaces for individual, small and large group play by providing time, space and sufficient resources for a range of engaging learning experiences. Educators will promote collaborative play through provocations, intentional teaching and long-term projects.
- Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. Educators will provide a variety of learning resources that include people of diverse ability, culture and orientation. Educators will promote equality and fairness in the ways children are responded to.
- Support children to manage their own behaviour and to develop self - regulation. Using the positive behaviour for learning framework, educators use positive language to teach children the expected behaviours in different spaces and routines within the preschool. Educators will respond to behaviours in ways that show children that their feelings are valid and teaches them strategies for managing their feelings in appropriate ways.

## **Positive Behaviour for Learning (PB4L)**

The OGPS Preschool PB4L framework promotes the 3 whole school values:

- be respectful
- be responsible
- be an active learner

The framework addresses the 3 values through explicitly stating the expected behaviours for children in different learning environments and routines throughout the day. This matrix is communicated with families at the start of the year and displayed in the preschool foyer. The fortnightly newsletter and weekly program outline the expectations that will be the focus in the following weeks.

Educators teach, re-teach and review the expectations regularly and use them to guide children's behaviour in a positive way. A PowerPoint presentation with visual and audio prompts is used to teach children the expected behaviours. Printed visual prompts are displayed around the preschool in relevant locations e.g. toileting expectations are displayed in the children's toilets.

Children are supported to develop self-regulation skills through the Positive Behaviour for Learning Framework and the use of "zones of regulation" to speak about their emotions. Children are taught and supported to use routines when they need to self-regulate, with educators explicitly suggesting actions they could take to begin with, and as they become more skilled, providing general guidance.

Educators acknowledge when children have been successful in demonstrating the PB4L expected behaviours through "Toby Tokens" which are given to individual children by educators. When a child receives a Toby Token, a star is recorded on the whole class star chart on the wall. Consideration for the

child's individual temperament and desires guide whether educators acknowledge this discreetly with the child or with a group.

As a team, the children work towards the goal of 100 stars on their class chart. When the class reaches the goal, the whole class receives a reward which is generally chosen by the children, for example, a pyjama dress up day or a plastic Easter Egg hunt.

Food is not used as a reward at preschool.

Record of procedure's review
Date of review and who was involved
15/06/2022 - Lauren Tinslay
Key changes made and reason/s why
<ul style="list-style-type: none"><li>No changes made</li></ul>
Record of communication of significant changes to relevant stakeholders
No changes made