

Orange Grove Public School Preschool

Interactions with Children Procedures

Current	08/09/2020
Regulation(s)	R. 155-156, 168 (2)(j)
National Quality Standard(s)	5.1 Relationships between educators and children- Respectful and equitable relationships are maintained with each child.
Relevant DoE Policy	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's website;</p> <ul style="list-style-type: none"> • Values in NSW Public Schools PD/2005/0131/V01 • Student Welfare Policy PD/2002/0052/V01 • Student Discipline in Government Schools Policy PD/2006/0316/V03 • Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01 • Anti-Racism Policy PD/2005/0235/V05 • Aboriginal Education and Training Policy PD/2008/0385/V03 • Preschool – interactions with children (attached below)
Key Resources	<ul style="list-style-type: none"> • Early Childhood Australia's Code of Ethics

At Orange Grove Public School Preschool, through staff and community interactions, planning and programming, children:

- are encouraged to express themselves and their opinions in all formal and informal settings
- undertake experiences that develop self-reliance and self-esteem
- maintain dignity and rights
- receive positive guidance and encouragement toward acceptable behaviour, in particular under the umbrella of Be You and Positive Behaviour for Learning.

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.

Our Preschool has a high regard of family and cultural values, age, physical and intellectual development and abilities of each child being educated and cared for by the service. This is evident through Quality Improvement Plan targets and school planning, preschool programming and resourcing, teacher professional learning, use of the Department of Education Wellbeing Framework and development of school plan milestones.

Interactions with children will:

- Promote a safe, secure and nurturing environment;
- Be authentic and responsive; and
- Be based on fairness, acceptance and empathy with respect for culture, rights, community and the individual.

Interactions

Educators will:-

All educators will:

- Respond to children's communication in a fair and consistent manner, being patient, gentle, calm and reassuring to children in distress;
- Respond to children using positive language, gestures, facial expressions and tone.
- Respond sensitively to children's attempts to initiate interactions and conversations;
- Initiate one on one interactions with children daily conversation;
- Support children's efforts, assisting and encouraging as appropriate;
- Support children's secure attachment through consistent and warm nurturing relationships;
- Support children's expression of their thoughts and feelings;
- Encourage children to express themselves
- Show interest and participate in what the child is doing;
- Foster all children's self-esteem and confidence, empowering them to make choices and decisions, especially to guide their own play;
- Acknowledge children's complex relationships and sensitively intervene in ways that promote consideration and alternative perspectives and social inclusion. Guidance strategies will be reflective of this approach;
- Acknowledge each child's uniqueness in positive ways;
- Respect cultural differences in communication and consider alternative approaches as necessary;
- Promote children's sense of belonging, connectedness and wellbeing by interacting in a consistently positive and genuinely warm and nurturing manner;
- Have high expectations for each child, valuing their individual capacity to achieve and ensuring they experience pride in their achievements;
- Respect the diversity of all children's backgrounds and abilities and accommodate the individual needs of each child and
- Treat all children equitably and respond positively to all children who require their attention.
- Maintain and promote children's rights and dignity when dealing with children, particularly when during toileting, behaviour management and confidentiality.
- Acknowledge children's positive choices for their behaviour verbally and using the school Toby Token system.
- Plan for an pre-empt conflict between children and challenging behaviour by following school wide and preschool systems such as Positive Behaviour for Learning.
- In dealing with conflict between children or challenging behaviour, acknowledge children's feelings, spend time discussing with them about the incident and support the child to come up with alternative more appropriate responses to the situation in the future.

Relationships between children

Children attending OGPS Preschool are given a variety of opportunities to interact and develop respectful and positive relationships with each other and with staff members of, and volunteers at, the preschool. Children develop relationships with others through shared experiences and opportunities to express their identities and interests while being accepted by others. Shared experiences are promoted through the educational program which include a wide range of perspectives, cultures, identities and

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interests. Educators intentionally plan experiences and provide resources to foster relationships between children based on their knowledge of each child's interests, needs, personality and ideas. Children are encouraged to contribute their ideas and opinions about what they would like to do each day. Whole group experiences are planned to support children's knowledge of each other and promote interaction with less familiar peers.

Inclusion of preschool children in whole school events also contributes to the development of positive group relationships through shared experiences.

Relationships with K-6 staff

Educator breaks are covered by staff from the K-6 school. The timetable for these staff is consistent, with the same staff visiting the preschool each week for the whole term. This allows children to become aware of staff in the wider school community and allows them to be known by staff who may not otherwise know them. Through engagement with the whole school timetable, children experience music, Italian, library and gardening lessons, when possible, further allowing them to develop relationships with staff from the school. K-6 staff attend an induction at the start of each year, which outlines the expectations for appropriate interactions with children in the preschool. Staff also complete mandatory Code of Conduct training each year, which includes information about acceptable behaviour management methods.

Children and Families

Educators recognise the important space that a child's family holds in their lives. They ensure that genuine partnerships are built with every family, working toward the goal of supporting the child. They discuss with families regularly about children's engagement with the program, social relationships and wellbeing in order to facilitate sharing of information about the child and shared understanding of them. Strong relationships between families and the preschool are developed and maintained to support positive interactions with children.

Role Modelling

Educators model positive interactions by:

- Demonstrating and teaching care, empathy and respect for children, educators and staff and families;
- Learning and using effective communication strategies that are responsive to children's needs;
- Remembering that quality interactions increase children's knowledge and understanding of themselves, each other as unique individuals and develop the skills and understandings they need to interact positively with others.

Children's voices

Children are provided opportunities throughout the day to express their opinion and preference, and to make choices. Educators observe and interact with children, recording their ideas, opinions and choices to inform future planning. Most of the day at preschool is uninterrupted blocks of play where children can choose what they would like to do. If the specific resource or activity is not already provided in the environment, children are encouraged to ask an educator for what they would like from the storeroom or a specific activity. The preschool program is flexible, allowing for children's spontaneous requests and choices to be incorporated as they arise. Educators work with individual or small groups of children throughout the day, listening to children's voices and being responsive to their choices. During whole group activities, educators use voting as a system to support children expressing their opinion within the group.

Children's independence

Children in the preschool are encouraged to develop their capacities for self-care and self-reliance. We believe that this supports children to develop a positive sense of themselves and high self-esteem. Children are encouraged to unpack and pack their own belongings each day, taking responsibility for making sure their belongings end up in the correct place. We allow children to experience the consequences for not managing their belongings in a constructive way e.g. if they forgot to unpack their morning tea, it will not be in the morning tea tub when they look for it.

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 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.

Inclusivity

Children's Rights, Family and Cultural Values

Interactions within the setting are greatly enhanced when children's rights and family and cultural values are given due consideration and respect. Administrative procedures, initial conversations, documentation and ongoing communication with children and families are a reference point for interactions and a foundation for authentic and respectful communication.

Parents will:

- Inform the school of the family and child's cultural and/or language requirements at the time of enrolment;
- Inform the school of the family and child's additional needs at the time of enrolment or whenever identified;
- Be encouraged to contribute to the program and operation of the preschool by sharing information about their individual needs;
- Be informed via newsletter, noticeboard, Seesaw or other appropriate forms of communication about the service's policies and practices.

Educators will:

- Ensure that their language and daily practices are inclusive and non-discriminatory;
- Openly celebrate the diversity of all families, children and staff in the preschool.
- Ensure that children's right to privacy and dignity is maintained when toileting, changing and managing toileting accidents.

- Ensure that behaviour management practices maintain children's dignity and rights.
- Develop their understanding of inclusion principles and anti-bias through professional development and active participation of in-service training;
- Self –evaluate and monitor their biases concerning gender, stereotypes or other differences between children;
- Ensure their behaviours comply with DoE policies and code of conduct;
- Utilise the parent's expertise in relation to their child's needs and communicate effectively with parents;
- Observe the local community of the preschool;
- Show respect and sensitivity for the various ways that families care for their children and be aware of different child-rearing practices and beliefs;
- Incorporate into the program advice identified through consultation with other professionals, the child's family and those with expertise in relevant areas;
- Ensure that their interactions with children:
 - Promote gender equality;
 - Promote equality regardless of race, culture or differences;
 - Encourage children to develop to their full potential regardless of different abilities or needs;
 - Acknowledge and value children's unique and individual differences.
- Implement a range of practices to actively counteract bias or prejudice such as: -
 - Provide children with a variety of experiences from a range of social, cultural, linguistic and ability backgrounds;
 - Use anti-bias language when communicating with children and families;
 - Talking to children about differences in positive ways;
 - Celebrating occasions that are relevant to a variety of cultures;
 - Sharing information with children about different cultures and ability backgrounds;
 - Providing inclusive models when discussing family structures with all children;
 - Providing inclusive resources, experiences and materials;
 - Providing information for children and families in other languages when appropriate;
 - Ensuring the physical environment reflects an inclusive and anti-bias approach.

The Educational Leader will:

- Support educators in their professional development opportunities to ensure the provision of inclusive and anti-bias programs;
- Assess service documents and communications to ensure that they are inclusive and promote an anti-bias approach;
- Ensure all enrolment policies and practices are inclusive and anti-bias, following the current Enrolment Policy;
- Ensure that all equipment and resources purchased are inclusive and anti-bias.

Behaviour Support and Management

Orange Grove Public School Preschool believes that children have the right to feel physically and psychologically safe. We aim to provide an environment where all children and educators feel safe, cared for and relaxed and which encourages cooperation and positive interactions between all persons.

This approach to behaviour support and management is based on guidance, redirection and positive reinforcement. Educators should aim to guide rather than control the behaviour of the children in our care. In taking this approach we recognise the age group that access our preschool, as well as the differing developmental needs of individual children and their diverse cultural backgrounds.

Our behaviour support and management strategies are supported by Be You and the whole school initiative, Positive Behaviour for Learning. It is approached by:

- applying appropriate measures (in keeping with community standards);
- using a tiered approach with whole group strategies and targeted strategies for a small number of children with a higher level of needs
- focusing on supporting children to develop skills to self-regulate; and
- preserving and promoting children's dignity and self-esteem.

Behaviour guidelines and expectations are developed with consideration of the principles set out in the Philosophy Statement and with consideration to whole school expectations already in place, based on Positive Behaviour for Learning.

We promote a positive approach to managing the behaviour of all children. Children will be encouraged to resolve problems, defeats and frustrations where appropriate. This can be achieved by exploring possible solutions, and helping children understand and deal with their emotions.

The OGPS Preschool Positive Behaviour for Learning (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.

We recognise the importance of children's input into developing the basic expectations and helping to determine appropriate consequences for inappropriate behaviour.

Behaviour expectations are clear, child focused, based on acceptable wider community expectations, consistent with school expectations, and easy to understand.

Educators will:

- ensure that expectations relating to children's behaviour are clear;
- act as a positive role model for acceptable behaviour and encourage and reward acceptable behaviour; and
- have access to training and support in positive approaches to behaviour management.

It is expected that the children will comply with the following underlying expectations:

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- respect each other;
- respect other people's property and that of the service;
- share with other children and be inclusive;
- accept and respect individual needs and differences;
- clean up after activities;
- be polite to educators and to each other and
- follow the instructions from educators.

Whilst on school premises, we expect that parents/guardians will:

- be responsible for their child's behavior and actions; and
- not approach other children attending the service regarding behaviour incidents and/or issues.

Steps that Educators take towards establishing good behaviour management include:

- Establishing positive relationships, which are the foundation for building children's self-respect, self-worth and feelings of security;
- Modelling appropriate behaviour, including using positive language, gestures, facial expressions and tone of voice;
- Supporting children to make choices, accept challenges, manage change, cope with frustration and to experience the consequences of their actions;
- Identifying children's strengths and building on them;
- Observing children to identify triggers for challenging behaviours. Paying attention to the child's developmental level and any program issues that may be impacting on the behaviour;
- Using positive approaches to behaviour guidance. Some of these include positive acknowledgement, redirection, giving explanations, encouragement, giving help, collaborating to solve problems and helping children to understand the consequences and impact of their behaviour;
- Implementing the OGPS Preschool Positive Behaviour for Learning Framework by explicitly teaching and re-teaching behaviour expectations to children throughout the year and referring to the visual prompts located around the preschool, as relevant, when managing children's behaviour.
- Acknowledging children through encouragement or reward when they make a positive choice in managing their own behavior;
- Supporting children by providing acceptable alternative behaviours when challenging behaviour occurs;
- Ensuring limits are consistent, carried out in a calm, firm manner, followed through and that children are helped to behave within the limits;
- Involving the family and the child in appropriate ways in addressing challenging behaviour;
- Seeking support from other educators and management; and
- Using other professionals when necessary to help with behaviour guidance, for example, the Learning and Support teacher