

## Interactions with children

Reviewed: 26 - 3 – 19



Education and care services regulation/s	NSW Department of Education policy, procedure or guidelines	Relevant National Quality Standard/s	School policy or procedure, where applicable
<p><u>Regulation 168(2)(j)</u></p> <p><u>Regulation 155</u></p> <p><u>Regulation 156</u></p>	<p>The following department policies and relevant documents can be accessed from the preschool section of the department's <a href="#">website</a>;</p> <ul style="list-style-type: none"> <li>• Values in NSW Public Schools PD/2005/0131/V01</li> <li>• Student Welfare Policy PD/2002/0052/V01</li> <li>• Student Discipline in Government Schools Policy PD/2006/0316/V03</li> <li>• Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01</li> <li>• Anti-Racism Policy PD/2005/0235/V05</li> <li>• Aboriginal Education and Training Policy PD/2008/0385/V03</li> <li>• Preschool – interactions with children (attached below)</li> </ul>	<p>5.1: Respectful and equitable relationships are maintained with each child.</p>	

**Relationships with children that are responsive and respectful will promote children's sense of security and wellbeing. Relationships of this kind free children to explore the environment and engage in play and learning.**

- Each child is supported to work with, learn from and help others through collaborative learning opportunities.

**Interactions with children will involve staff:**

- Maintaining the dignity and rights of each child when interacting with them
- Supporting each child to develop warm, trusting, respectful relationships with other

## Procedure

1. Staff will consider the rights and dignity of each child when interacting with them.
2. Staff should encourage preschool children to express themselves and their opinions.
3. The program should encourage children to become self-reliant and develop self-esteem and independence.
4. All children will be treated equally and given the same opportunities to contribute to the program through interest-based programming. This may include modifications to resources or the environment, if necessary.
5. Children will be made aware of and have the opportunity to practice routines from the beginning of the year, through discussions and positive educator role modelling.
6. Appropriate behaviour management strategies should be carried out in a positive manner. Interactions that include physical, verbal or emotional punishments resulting in the child feeling threatened, humiliated or frightened will not be tolerated.
7. Children who display regular inappropriate behaviours will be redirected away from an experience and spoken to in a positive manner by an educator. Children will be engaged in short discussions about feelings, and alternative behaviours before having an educator role-model more appropriate behaviours.
8. Strategies to deal with aggressive or unwanted behaviours from others will be explicitly taught to all children during group times, to ensure children feel confident and have better control of their emotions and reactions.
9. Students should only perform tasks that are appropriate to their cultural values, age and stage of intellectual and physical development.
10. A child should not be isolated for any reason other than illness, behaviour, accident or a pre-arranged appointment with parental consent.
11. If a child needs to be removed from a situation, either to prevent injury to another child, or because they have injured another child, they must not be left alone. An educator should sit with the child to reflect on the situation or behaviour.
12. Physical restraint of a child should be a last resort and only used if necessary to avoid injury to themselves or others.
13. If a child displays violent or disruptive behaviour, a risk management and/or behaviour management plan should be developed in consultation with family and colleagues, to provide required support to this child.
14. The values of the family are to be respected. Families must be consulted, especially when arranging or conducting activities around celebrations, religion, food etc.
15. All children are to be positively supported in all learning experiences.
16. Children will have access to quiet times, areas and activities during the day, but will not be required to sleep against their wishes or the wishes of their families.



# Interactions with children – preschool

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Each child is supported to work with, learn from and help others through collaborative learning opportunities.

## Interactions with children

Staff will:

- Maintain the dignity and rights of each child when interacting with them
- Support each child to develop warm, trusting, respectful relationships with other children and with adults
- Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them
- Respond to each child's strengths, abilities, interests and play, to support curriculum decision making

## Preschool programs

Routines will:

- Provide regular opportunities for children to engage in meaningful play experiences
- Provide guidance for every child to manage their own behaviour and to respect individual differences
- Have regard for each family's cultural values

Department preschools are required to comply with the Education and Care Services National Regulations 2011 regulations 155 and 156. These regulations align with the National Quality Standard Quality Area 5: Relationships with children.

Preschool staff interaction with children is supported by the following department policies:

- Aboriginal Education and Training Policy PD/2008/0385/V02
- Anti Racism Policy PD/2005/0235/V05
- Code of Conduct PD/2004/0020/V06
- Multicultural Education Policy in Schools PD/2005/0234/V01
- People with Disabilities - Statement of Commitment PD/2005/0243/V01
- Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01
- Student Discipline in Government Schools PD/2006/0316/V03
- Student Welfare Policy PD/2002/0052/V001
- Teachers Handbook 2003 Professional and Legal Responsibilities of Teachers, Care and Supervision of Students page 5-5
- Values in NSW public schools PD/2005/0131/V01