**Waratah Public School Preschool Procedure**



**Interactions with Children Procedure**

**Reviewed: 28/8/20**

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| Education and Care Services National Law or Regulation | Associated department policy, procedure or guideline | [Preschool Guidelines](https://schoolsequella.det.nsw.edu.au/file/a240a1ff-d3e3-4883-92b4-a3591f4e12d7/1/leading-and-operating-department-preschool-guidelines.pdf) reference | Associated National Quality Standard | School policy or procedure |
| 155  156  S.166 | The following department policies and relevant documents can be accessed from the preschool section of the department’s [website](https://education.nsw.gov.au/teaching-and-learning/curriculum/preschool/policies-and-procedures);   * Interactions with children- preschool * Values in NSW public schools * Student Welfare Policy * Student Discipline in Government Schools Policy * Bullying of Students - Prevention and Response Policy * Anti - Racism Policy * Aboriginal Education Policy * Leading and Operating Department Preschools Guidelines | p.66 | 5.1  5.2 |  |
| 1. Staff will:  * Consider and maintain the rights and dignity 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 shared thinking about things that interest them. * Respond to each child’s strengths, abilities, interests, and play, to support curriculum decision making.  1. The preschool program will encourage children to become self-reliant and develop self-esteem and independence. 2. All children will be treated equally and be given the same opportunities to contribute to the program through interest-based programming. This may include modifications to resources or the environment if necessary. 3. Wellbeing programs, such as ‘Bucket-filling and Trauma Informed Practice and check-in boards will provide guidance for children to display positive and responsible behaviour. 4. Children will be made aware of and can practice routines from the beginning of the year, through discussions and positive educator role modelling. 5. Appropriate behaviour management strategies should be carried out in a positive manner. Interactions that include physical, verbal, or emotional consequences resulting in the child feeling threatened, humiliated, or frightened will not be tolerated. 6. 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, bucket filling and alternative behaviours before having an educator role-model more appropriate behaviour. 7. 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 develop skills to better control their emotions and reactions. 8. Educators have experience in Trauma Informed Practice and children are engaged in discussions about emotional literacy, feelings, the brain, and problem solving. 9. Children’s feelings are acknowledged. 10. Students should only perform tasks that are appropriate to their cultural values, age, and stage of intellectual and physical development. 11. A child should not be isolated for any reason other than illness, behaviour, accident, or a pre-arranged appointment with parental consent. 12. 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. 13. Physical restraint of a child should be a last resort and only used if necessary, to avoid injury to themselves or others. 14. 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. 15. The values of the family are to be respected where appropriate and families must be consulted, especially when arranging or conducting activities around celebrations, religion, food etc. In some instance regulations may overrule a family request. This may include the refrigeration of food or matters concerning the safety and wellbeing of a child. 16. All children are to be positively supported in all learning experiences. 17. 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. | | | | |

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