 

KOONAWARRA PUBLIC SCHOOL PRESCHOOL

 **(j) Interactions with children**

**Forbes Street Woolloomooloo 2013**

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| **Current** | July 2018 |
| **Next Review** | July 2019 |
| **Regulation(s)** | R155-156; R168  |
| **National Quality Standard(s)** | Standard 5.1: Respectful and equitable relationships are developed and maintained with each child. Standard 5.2: Each child is supported to build and maintain sensitive and responsive relationships with other children and adults. |
| **Relevant DoE Policy and link** | [Aboriginal Education and Training Policy PD/2008/0385/V03](https://education.nsw.gov.au/policy-library/policies/aboriginal-education-and-training-policy)[Anti-Racism Policy PD/2005/0235/V05](https://education.nsw.gov.au/policy-library/policies/anti-racism-policy)[Bullying: Preventing and Responding to Student Bullying in Schools Policy PD/2010/0415/V01](https://education.nsw.gov.au/policy-library/policies/bullying-preventing-and-responding-to-student-bullying-in-schools-policy)[Code of Conduct Policy PD/2004/0020/V06](https://education.nsw.gov.au/policy-library/policies/code-of-conduct-policy)[Code of Conduct Document](https://education.nsw.gov.au/policy-library/associated-documents/The-2014-Code-of-Conduct-approved-by-Minister-1-July-2014-updated-Dec-2016-not-tracked.pdf)[Multicultural Education Policy](https://education.nsw.gov.au/policy-library/policies/multicultural-education-policy) [PD/2005/0234/V01](https://education.nsw.gov.au/policy-library/policies/multicultural-education-policy)[Values in NSW Public Schools PD/2005/0131/V01](https://education.nsw.gov.au/policy-library/policies/values-in-nsw-public-schools)[Student Welfare Policy PD/2002/0052/V01](https://education.nsw.gov.au/policy-library/policies/student-welfare-policy)[Student Discipline in Government Schools Policy PD/2006/0316/V03](https://education.nsw.gov.au/policy-library/policies/student-discipline-in-government-schools-policy?refid=285835)  |
| **Relevant School Procedure** |  |
| **Key Resources** | Preschool: Interactions with children (attached)[Early Childhood Australia Code of Ethics](http://www.imagineeducation.com.au/files/GapTraining/ECA_code_of_ethics.pdf) |

# TheEducators at Koonawarra Preschool will:

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* ensure each child and family are greeted by an educator when they arrive daily.
* ensure each child is supported to work with, learn from and help others through collaborative learning opportunities;
* ensure interactions with children are responsive, respectful and culturally appropriate to promote children’s sense of security and wellbeing;
* 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 and 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;
* encourage children to become self-reliant and develop self-esteem and independence;
* be inclusive encouraging all children to be given the same opportunities to contribute to the program through interest-based programming
* ensure that values of the family are to be respected;
* incorporate family input especially when planning experiences around celebrations, religion, food etc.

# Behaviour Management:

* The Preschool Teacher is responsible for implementing weekly intentional experiences to build up children’s understanding of social and emotional concepts.
* 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.
* 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.
* Children who display regular inappropriate behaviours will be redirected 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.
* Violence towards another child will result in reflective time.
* 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.
* Children should only perform tasks that are appropriate to their cultural values, age and stage of intellectual and physical development.
* If a child has 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.
* 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.
* All children are to be positively supported in all learning experiences.
* Children will have access to quiet times, areas and activities during the day, no child is forced to sleep.