Birraleegal Goondi Preschool

Walgett Community College

Our school community is built on **safe, respectful, happy learners,** striving for our motto of **Courage and Excellence.**

Interactions with children – preschool procedure table

National Quality Standard Education and Care Services National Law and National Regulations	Associated department policy, procedure or guideline	Reference document(s) and/or advice from a recognised authority
NQS: 51, 5.2 **Law Section: 166** **Regulations: 155, 156**	Leading and operating department preschool guidelines Code of Conduct policy Student Welfare policy Student Behaviour policy Anti-Racism policy	ACECQA information sheets: • Relationships with children [PDF 2.3 MB] • Supporting children to regulate their own behaviour [PDF 1,018 KB] • Inappropriate discipline [PDF 573 KB] ACECQA's policy and procedures guidelines – Interactions with children [PDF 201 KB]

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Responsibilities

School principal	The principal as Nominated Supervisor, Educational Leader and Responsible Person holds primary responsibility for the preschool. The principal is responsible for ensuring: • the preschool is compliant with legislative standards related to this procedure at all times • all staff involved in the preschool are familiar with and implement this procedure • all procedures are current and reviewed as part of a continuous cycle of self-assessment. These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.
Preschool supervisor	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 which includes: • analysing complaints, incidents or issues and what the implications are for the updates to this procedure • reflecting on how this procedure is informed by relevant recognised authorities • planning and discussing ways to engage with families and communities, including how changes are communicated • developing strategies to induct all staff when procedures are updated to ensure practice is embedded.
Preschool teacher(s) and educator(s)	Preschool teachers and educators are responsible for working with the preschool leadership team to ensure: • all staff in the preschool and daily practices comply with this procedure • this procedure is stored in a way that it is accessible to all staff, families, visitors and volunteers • they are actively involved in the review of this procedure, as required, or at least annually • details of this procedure's review are documented.

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Procedure

Introduction	• No preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.
	• All teachers, educators, visitors and volunteers will:
	• Maintain the dignity and rights of each child when interacting with them.
	  ○ We maintain the dignity and rights of each child when interacting with them by asking permission to take photos, join their play or support them individually when needed. Children are viewed and treated as individuals, not a homogenous group to be directed.
	• Support each child to develop warm, trusting, respectful relationships with other children and with adults.
	  ○ We support each child to develop warm, trusting, respectful relationships with other children and with adults. The Bucket Filling strategy is used to guide and encourage children's self-reflection of their own actions and impact on others.
	• Encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them.
	  ○ We encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them and their peers through yarning. We also encourage all children to acknowledge others' efforts and achievements throughout the day. Conversation is encouraged during mealtimes. We support children work through negative social experiences by modelling the language and behaviour to resolve issues.
	• Respond to each child's strengths, abilities, interests and play, to support curriculum decision making.
	  ○ We acknowledge achievements both individually and in group yarning as they occur and are truthful and honest in our dealing with the children.
	  ○ We base the preschool's curriculum in response to each child's existing or emerging strengths, abilities, interests and play. Educators make daily notes and reflect on these when considering the next steps in the preschool curriculum development.

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The preschool program	• Provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships. • At Birraleegal Goondi Preschool we provide multiple opportunities for the children to play both socially, independently and cooperatively by structuring the timetable and routines to suit. We provide an inviting, enriched environment, both inside and outside which is guided by the children's needs and interests. • Large blocks of uninterrupted play allow for individual development opportunities, social experiences and teacher supported experiences if needed. • Provide support and guidance for every child to respect individual differences and regard for each family's cultural values. • As an identified preschool we can call on school specialist school staff Senior leader Community Engagement, Aboriginal Education Officers and language and Culture teacher to support our cultural program. Community and family connections are sought to enhance the cultural experience and diversity of our children. The preschool actively participates in a variety of culturally significant days on a regular basis. Preschool participation is considered in all school-based cultural celebration opportunities. • Support children to manage their own behaviour and to develop self-regulation. • Support children to manage their own behaviour and to develop self-regulation by implementing the Bucket Filling strategy by: o allowing space and time for children to discuss and negotiate, o listening and responding when children are experiencing high levels of emotion; o providing children with time to reflect and adjust to expectations; o explicitly teaching social skills, o prompting and praising expected behaviours in a positive and gentle way; o providing visual cues; o using positive language.
Implementing the child safe standards – Responding to a disclosure of abuse	• If a child discloses abuse to a staff member, they will respond appropriately and in a supportive manner. The Department of Communities and Justice provides this advice: o respond to a disclosure by being calm and listening carefully and non-judgmentally, o let the child tell their story freely and in their own way, o acknowledge how difficult it may have been to disclose and reassure the child that it was the right thing to do, o do not interview or gather evidence, as this is the responsibility of specially trained caseworkers and police officers, o immediately after the disclosure write down and date the comments and statements made by the child using their exact words, o record any observations about the child's mood or demeanour and, o report this information to the principal.

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Record of procedure's review

Date of review	10/11/2024
Who was involved	Alison Finlayson
Key changes made and reason why	Nil changes
Record of communication of significant changes to relevant stakeholders	Principal: Alison Finlayson Staff: Nil changes Parents: Nil changes required for this procedure. Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

Date of review	10/06/2024
Who was involved	Alison Finlayson
Key changes made and reason why	Nil changes - updated template available from Early Learning
Record of communication of significant changes to relevant stakeholders	Principal: Alison Finlayson Staff: New templates from Early Learning to be implemented during review cycle and minuted in staff meeting 8/02/24. Parents: Nil changes required for this procedure. Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

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Copy and paste the section below to the bottom of the table each time a new review is completed.

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Record of communication of significant changes to relevant stakeholders	Principal: Staff: Parents: Please note, parents must be notified at least 14 days prior to a change that may have a significant impact on their service's provision of education and care or a family's ability to use the service.

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