



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
<p>NQS: 51, 5.2</p> <p>Law Section: 166</p> <p>Regulations: 155, 156</p>	<p>Leading and operating department preschool guidelines</p> <p>Code of Conduct policy</p> <p>Student Welfare policy</p> <p>Student Behaviour policy</p> <p>Anti-Racism policy</p>	<p>ACECQA information sheets:</p> <ul style="list-style-type: none"> • Relationships with children [PDF 2.3 MB] • Supporting children to regulate their own behaviour [PDF 1,018 KB] • Inappropriate discipline [PDF 573 KB] <p>ACECQA's policy and procedures guidelines – Interactions with children [PDF 201 KB]</p>

Responsibilities

School principal	<p>The principal as nominated supervisor, educational leader and responsible person holds primary responsibility for the preschool.</p> <p>The principal is responsible for ensuring:</p>
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	<ul style="list-style-type: none"> 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. <p>These tasks may be delegated to other members of the preschool team, but the responsibility sits with the principal.</p>
Preschool supervisor	<p>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. This could include:</p> <ul style="list-style-type: none"> analysing complaints, incidents or issues and the implications for updates to this procedure reflecting on how this procedure is informed by stakeholder feedback and relevant expert 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)	<p>Preschool teachers and educators are responsible for working with the preschool leadership team to ensure:</p> <ul style="list-style-type: none"> all staff in the preschool and daily practices comply with this procedure this procedure is stored in the preschool 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.

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.

The NSW Department of Education is committed to the wellbeing of all children to ensure each individual child can connect, succeed and thrive at each stage of their development. The preschool implements the NSW Department of Education [Wellbeing Framework for Schools](#). It recognises the importance of positive relationships so that each child will experience a sense of connection, inclusion, respect for individuality and difference, resilience, empowerment and the capacity to contribute to the preschool and the wider community.

Procedure

Introduction	<p>No preschool child will be subjected to any form of corporal punishment or discipline that is unreasonable in the circumstances.</p> <p>All teachers, educators, visitors and volunteers will:</p> <ul style="list-style-type: none">• maintain the dignity and rights of each child when interacting with them by:<ul style="list-style-type: none">○ valuing, respecting, supporting and celebrating the importance of a child's culture, race, religion and language to foster belonging and identity○ discussing any issues with the child/ren or caregivers in a respectful and confidential manner○ ensuring dignity and respect during personal care such as toileting, feeding and dietary requirements, medical conditions and treatment, choice of clothing, etc○ acknowledging children's feelings and helping them process their feelings in a positive manner○ working through any challenging moments for children in a positive and respectful manner○ ensuring equity in experiences and interactions for all children
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- seeking individual children's permission for interactions and activities (e.g. permission to take a photo or participate in a shared play experience)
- leading planned and spontaneous discussions in a thoughtful and respectful manner with children around issues such as safety, responsibility, inclusion and exclusion, fair and unfair behaviours
- when children have completed artwork or created something with construction equipment, staff will ask the child for permission before taking a photograph
- discussions with children regarding fair and unfair behaviour, and including children in play and respecting children's feelings are regularly incorporated throughout the day
- discussions regarding children's cultures, including celebrations, are embraced and respected
- support each child to develop warm, trusting, respectful relationships with other children and with adults by:
 - actively listening to each child
 - seeking and responding to their ideas, opinions and feelings with respect
 - modelling appropriate manners and polite and positive language to all
 - greeting each child and their families individually
 - communicating truthfully and honestly with children
 - engaging thoughtfully in children's group play in ways that promote social inclusion
 - scaffolding and encouraging children to initiate interactions, communicate with each other and join in play and social experiences
 - nurturing respectful and reciprocal relationships among children that enable children to collaborate, learn from and help each other
 - providing opportunities for all children to assume leadership roles in preschool routines and play
 - acknowledging children's achievements positively

	<ul style="list-style-type: none"> • children are greeted individually, and staff actively listen and respond to their ideas and feelings, acknowledging when children have achieved something, being truthful and honest with children, modelling appropriate manners and polite language • encourage each child to express themselves and their opinions, engaging them in sustained conversations about things that interest them by: <ul style="list-style-type: none"> ○ listening and encouraging children to contribute their ideas and opinions ○ responding positively when children share their feelings ○ engaging authentically in sustained shared thinking with children about things that interest them ○ providing opportunities for children to explore different identities and points of view through dramatic play ○ following up on children's ideas for learning • children are encouraged to contribute their ideas such as experiences planned for the following week • children's interests are regularly followed up and incorporated in the program • respond to each child's strengths, abilities, interests and play, to support curriculum decision making by: <ul style="list-style-type: none"> ○ valuing individual differences in abilities and interests and ensuring equity in experiences for all children ○ focusing on the strengths that children bring to the preschool ○ building on abilities over time by scaffolding children's learning ○ developing a preschool curriculum that is child-centred and child-led • children's home language is incorporated regularly via songs, stories and counting in different languages.
The preschool program	<ul style="list-style-type: none"> • provide regular opportunities for children to engage in meaningful play experiences that promote positive interactions and build relationships by:

- creating play spaces that foster social play, as well as spaces that allow for independent and group experiences
- supporting cooperative play through the provision of provocations
- promoting leadership in child-led activities
- play spaces that encourage social play are incorporated in the program and are modified according to children's interests
- provide support and guidance for every child to respect individual differences and regard for each family's cultural values by:
 - providing artefacts and other resources that value cultural heritage
 - including resources that include people of diverse ability, culture and orientation
 - promoting equality and fairness in the ways children are responded to
 - celebrating a variety of cultural celebrations
 - allowing and promoting use of home language at any time, as well as development through planned community language learning experiences
 - ensuring routines have regard for each family's cultural values
- support children to manage their own behaviour and to develop self-regulation by:
 - providing a consistent educator approach to behaviour guidance which positively supports each child
 - supporting and guiding children to negotiate
 - listening and responding when children are experiencing high levels of emotion
 - providing children with time and quiet spaces to reflect and adjust to expectations
 - discussing with children the outcomes of their actions and possible alternative behaviours

	<ul style="list-style-type: none"> ○ explicitly teaching, modelling, prompting and praising expected behaviours for routines and cooperative experiences in a positive and gentle way ○ providing visual cues to promote safety and ability to self-regulate ○ using positive language with children ○ discussing emotions and feelings in thoughtfully planned and spontaneous experiences ○ using knowledge of individual children to tailor responses and interactions to facilitate self-regulation ○ seeking input and suggestions from family, associated professionals and support agencies when required to support individual children ○ developing individual behaviour support plans in collaboration with families, if required, to support individual children <ul style="list-style-type: none"> ● staff engage in explicitly teaching and modelling positive behaviours, language, negotiating and managing conflict positively.
Behaviour support guidelines	<p>If a child requires further support managing their behaviour, the following guidelines are followed in a positive and respectful manner:</p> <ul style="list-style-type: none"> ● ‘Time With’ – Child is guided closer to the educator to talk about what happened and to resolve the issue with more appropriate behaviours. This may involve the educator modelling strategies to deal with inappropriate behaviour or re-directing to another activity ● ‘Time Away’ - Child chooses to move to a quiet space in preschool (e.g. reading corner) to calm down and reflect on their feelings. When they are ready, the child is encouraged to re-join the group and talk about what happened. This may involve the educator modelling strategies to deal with inappropriate behaviour or re-directing to another activity. N.B. It is the child’s choice to find and go to a quiet space. The educator does not direct this action ● if a child’s behaviour has escalated to a point where the safety of the child or the safety of others is at risk, the preschool educators will ensure the children are removed in a calm and orderly manner to a safe place in the preschool site with appropriate supervision. One of the educators remains with the child

	<p>requiring further support. The nominated supervisor or school executive team member is contacted via internal phone system for immediate support in the preschool to help resolve the situation. Calming, non-physical strategies are employed to help the child regulate their behaviour and to protect the child from injury to themselves or others</p> <ul style="list-style-type: none"> • a risk management and behaviour management plan will be developed in consultation with the family and educators for a child who requires individual support to manage persistent violent or disruptive behaviour • 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.
Implementing the child safe standards – Responding to a disclosure of abuse	<p>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:</p> <ul style="list-style-type: none"> • respond to a disclosure by being calm and listening carefully and non-judgmentally • let the child tell their story freely and in their own way • acknowledge how difficult it may have been to disclose and reassure the child that it was the right thing to do • do not interview or gather evidence, as this is the responsibility of specially trained caseworkers and police officers • immediately after the disclosure write down and date the comments and statements made by the child using their exact words • record any observations about the child's mood or demeanour • report this information to the nominated supervisor.
Preschool staff interaction with children is supported by	<ul style="list-style-type: none"> • Aboriginal Education and Training Policy PD/2008/0385/V02 • Anti-Racism Policy PD/2005/0235/V05

the following Department policies	<ul style="list-style-type: none"> • 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
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Record of procedure's review

Date of review	4 July 2025
Who was involved	Sharna Labbe, Deana Talevska, Alex Arancibia, May Meesorn-iam
Key changes made and reason why	Nil.
Record of communication of significant changes to relevant stakeholders	<p>Principal: 4 July 2025</p> <p>Staff: 21 July 2025 – Weekly staff meeting</p> <p>Parents: 23 July 2025 – website and community procedure folder updated – message sent via Kinderloop</p> <p>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.</p>