



# O'Connor Cooperative School

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## Policy: Interactions with Children

The National Quality Standard requires education and care to be provided in a way that:

- encourages the children to express themselves and their opinions
- allows the children to undertake experiences that develop self-reliance and self-esteem
- maintains at all times the dignity and rights of each child
- gives each child positive guidance and encouragement towards acceptable behaviour
- has regard to the family and cultural values, age, and physical and intellectual development and abilities of each child

We must also provide children with opportunities to interact and develop respectful and positive relationships with each other, with staff members and with volunteers at our preschools.

To ensure that all staff at O'Connor Cooperative Preschool deliver education and care that meet the above guidelines, the following actions have been agreed upon:

	<i>What we would see</i>	<i>What we would hear</i>
The children are encouraged to express themselves and their opinions	<ul style="list-style-type: none"> <li>• Learning experiences that encourage structured opportunities for talking between children including small group and partner learning experiences</li> <li>• Staff take every opportunity to ask probing, clarifying and open-ended questions</li> <li>• An environment that stimulates the sharing of ideas</li> <li>• Staff showing genuine interest in the lives and experiences of the children and their families</li> <li>• Processes in place to support respectful turn-taking</li> </ul>	<ul style="list-style-type: none"> <li>• "What do you think?"</li> <li>• "I really want to hear about that in a minute/outside/after lunch" (This might be used for children who are dominating the conversation or have raised inappropriate topics and need to be redirected)</li> </ul>
The children are encouraged to undertake experiences that develop self-reliance and self-esteem	<ul style="list-style-type: none"> <li>• Opportunities are provided for children to engage in experiences that challenge their fundamental movement skills within the preschool and also as part of whole school events</li> <li>• Learning experiences are open-ended so all children can participate and feel successful</li> <li>• Children are encouraged to help with authentic tasks including cleaning, organising materials, setting up and toileting</li> <li>• Staff acknowledge and praise individual achievements with positive words or a smile.</li> </ul>	<ul style="list-style-type: none"> <li>• "Have a Go"</li> <li>• Reinforcing and supportive language</li> <li>• Praise</li> <li>• Descriptive and explicit feedback – "I love the way you used your legs to push yourself up"</li> </ul>
At all times the dignity and rights of each child are maintained	<ul style="list-style-type: none"> <li>• Staff helping children to maintain their privacy when managing accidents (including toileting accidents)</li> <li>• Staff have an awareness of the individual needs or concerns of each child, such as what makes them upset</li> <li>• Staff take into consideration how children may react to any given situation</li> <li>• Staff are aware of legal requirements such as Mandatory Reporting</li> </ul>	<ul style="list-style-type: none"> <li>• Adult to child interactions will be comforting, nurturing and respectful</li> <li>• Staff talking to families about their child</li> </ul>

	<i>What we would see</i>	<i>What we would hear</i>
Each child is given positive guidance and encouragement toward acceptable behaviour	<ul style="list-style-type: none"> <li>● Staff never label children, but rather label the behaviour</li> <li>● Staff employ the strategies and language of Choice Theory</li> <li>● Arrangements and modifications are made to the program as required to meet the individual needs of all children</li> <li>● External support and guidance is sought as required</li> <li>● Staff engage in open, honest and respectful communication with parents about the needs of their children, and how they could support their development at home</li> <li>● Class principles/guidelines are developed with the children, taking into consideration the school wide Positive Behaviour for Learning (PBL) program and are referred to regularly to help children regulate their own behaviour</li> <li>● Staff interact with children at their physical level and in a manner that is not physically intimidating</li> </ul>	<ul style="list-style-type: none"> <li>● Using language of 'choice'</li> <li>● Children are offered binary choices to guide them in their behaviour</li> <li>● Consistent language is used by all staff.</li> <li>● Staff talking to parents about their child</li> </ul>
The family and cultural values, age, and physical and intellectual development and abilities of each child is taken into account	<ul style="list-style-type: none"> <li>● Displays around the preschool environment are particularly relevant to the cultural background of the group and include other cultures to encourage diversity and understanding</li> <li>● Parental input to the program focussing on the family background, interests and culture</li> <li>● Inviting parents, carers and extended family members to share in the day to day preschool experiences</li> <li>● Providing time and space for children to rest as required</li> <li>● The inside and outside environment challenges all levels of ability, with scaffolding provided as required</li> </ul>	<ul style="list-style-type: none"> <li>● Staff celebrating every child's personal best</li> <li>● "Tell me what happens in your family"</li> <li>● Regular conversations with parents and family members</li> </ul>
Children are provided with opportunities to interact and develop respectful and positive relationships with each other, with staff members and with volunteers at our preschool	<ul style="list-style-type: none"> <li>● Staff will role model and role play appropriate social interactions and conventions such as using manners, showing respect</li> <li>● Social skills are explicitly taught in small, manageable steps and shared with families</li> <li>● Staff/child interactions are always respectful</li> <li>● Positive interactions with the wider school community such as Reading Buddies and attending whole school events</li> </ul>	<ul style="list-style-type: none"> <li>● Polite/respectful interactions from staff</li> <li>● Reminders of appropriate language</li> <li>● Staff would hear the children taking turns in their conversations with other children and staff</li> </ul>