

# Robe Soldiers Memorial Kindergarten



## Site Policies

Reviewed by Governing Council - 24.5.17

Sun Smart Policy reviewed by Sunsmart Team – Cancer SA 12.2.18

Sleep and Rest Policy - 29.3.18

Please follow the following link to access all other policies on the DECD Website

<https://www.decd.sa.gov.au/department/policies/departmental-policies>



**Government of South Australia**

Department for Education and  
Child Development

## Quality Area 2 – Children's Health and Safety

### Nutrition Policy

Robe Soldiers Memorial Kindergarten promotes safe, healthy eating habits in line with the **Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools** and relates to the DECS wellbeing strategy.

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- staff at this preschool model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment for all children
- parents and caregivers are encouraged to supply healthy foods that fit within the **Right Bite** strategy for their children at preschool.

This food policy has been established after consultation with staff and parents within the preschool community.

### Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates nutrition across the SACSA framework where possible, **relating to the Developmental learning outcome: 'Children develop a sense of physical wellbeing'**

### The Learning environment

Children at our preschool:

- have fresh, clean bottled water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods
- engage in age appropriate, healthy and interesting cooking experiences

Our preschool:

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

### Food supply

Our preschool:

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool **activities and events** in line with the *Right Bite* strategy
- displays **nutrition information** and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** or provided by staff within preschool time

#### Fruit Time:

Parents and carers are encouraged to supply fruit and vegetables at fruit time to:

- o provide children with important minerals and vitamins
- o encourage a taste for healthy foods.

#### Food and drinks provided to children:

- o parents and carers are encouraged to provide healthy food and drink choices in line with the **Right Bite** strategy
- o staff will ensure that food provided to children by the preschool is in line with the **Right Bite** strategy. (see added information on our Parent Information Sheet in the enrolment pack)

## Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- encourages staff to access training as appropriate to the *Right Bite Strategy*
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

Staff will

- o Encourage both children and staff to wash hands before preparing food
- o Ensure there is adequate soap and paper towel for hand washing and that the hand basins are cleaned if necessary during the day
- o Work together to keep the kitchen clean and tidy
- o Clean and prepare food preparation areas before the children engage in cooking or preparing food
- o Include discussions about food safety where appropriate in children's learning to build understanding of the importance of food safety
- o Support the food policies around anaphylaxis and allergies when appropriate
- o Ensure the tables are wiped clean before and after meal times and floors are swept and dishes done
- o Support children with extra hand washing when colds, coughs, sneezes are evident
- o Use appropriate cloths for cleaning
- o Ensure children are seated when eating
- o Use food preparation equipment appropriately – for example different chopping boards when preparing meat and salad/vegetables.
- o Using gloves and tongs where appropriate

## Food-related health support planning

Our preschool:

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

## Working with families, health services & industry

Our preschool:

- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
- provides information to families and caregivers about the *Right Bite Strategy* through a variety of ways including:
  - o newsletters
  - o policy development/review
  - o information on enrolment
  - o pamphlet/poster displays
- promotes the alignment of fundraising with the *Right Bite* strategy.

Note: If our preschool enrolls a child with a serious **food allergy** (eg. nuts), a separate policy for the duration of that child's involvement with the preschool will be developed and communicated to parents and staff.

## SunSmart Policy

**Rationale** A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for health bones and muscles and general health. Sun protection must be used during Terms 1, 3 and 4 – from the 1<sup>st</sup> of August until the 30<sup>th</sup> of April and whenever UV levels reach 3 or above.

**Robe Kindergarten aims through our skin protection policy** to promote the following amongst children, staff and parents:

- encourage children and staff to use a combination of sun protection measures whenever UV index levels reach 3 and above
- work towards a safe outdoor environment that provides shade for staff and children at appropriate times
- ensures all children and staff have some UV radiation exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure families and new staff are informed of the centre's Sun Smart Policy

## Legislation

This policy relates to the following National Law and Regulations:

- Education and Care Services National Law Act 2010: Section 167 – Protection from harm and hazards
- Education and Care Services National regulations 2011
  - Regulation 100 – Risk assessment must be conducted before an excursion
  - Regulation 113 – Outdoor space – natural environment
  - Regulation 114 – Outdoor space – shade
  - Regulation 168 – Policies and procedures (2)(a)(ii) – sun protection

National Quality Standards – QA 2: Children's health and safety (with links to QA 1, 3, 5, 6, 7)

## Implementation and Procedures

Staff are encouraged to access the SunSmart app, [www.myuv.com.au](http://www.myuv.com.au) or [www.bom.gov.au/au/sa/uv](http://www.bom.gov.au/au/sa/uv) to find out the daily local sun protection times to assist with the implementation of this policy. We use a combination of sun protection methods for all outdoor activities during terms 1, 3, 4 (1<sup>st</sup> August to 30<sup>th</sup> April) and whenever UV radiation levels reach 3 and above at other times of the year. Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

1. Clothing - When outside children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with sleeves, collars and knee length shorts are best. Shoulders and upper arms must be covered. A t-shirt will be supplied to go over the top of sundresses and singlets. Children without appropriate sun protective clothing will be required to play in areas protected from the sun.
2. Sunscreen - SPF 30 or higher, broad spectrum and water resistant is supplied for staff and children's use. Sunscreen is applied 20 minutes before going outside and reapplied after 2 hours. Children once old enough are encouraged to apply their own sunscreen with staff supervision.
3. Hats - All children are required to wear hats that protect their face, neck and ears. Robe Kindergarten supplies red kindy bucket hats that are regularly washed for children's use
4. Shade - We regularly check to ensure that there is adequate provision of shade and that when planning excursions and outdoor activities we consider the availability of shade. On very sunny days we will encourage children to use the shaded areas for their play and ensure that they are appropriately dressed for play in the sun. Babies are especially protected by encouraging their families to play in the shade (during playgroup).
5. Enrolment information for families - Families will be informed of our SunSmart policy on enrolment and encouraged to bring a suitable sun protective hat for their child or allow access to our kindergarten hats. We also encourage families to ensure children are adequately dressed in suitable sun protective clothing and have given permission for staff to apply the centre's sunscreen. If this is not suitable they must supply their own suitable SPF 30 or higher, broad spectrum, water resistant sunscreen (such as when children have allergies). Families, visitors and playgroup members must also be encouraged to model good SunSmart practices.
6. Staff will also role model suitable clothing, sunscreen and hat when the UV is 3 and above and will work in the shade wherever possible. They will include education and information about sun protection and vitamin D into the learning program and will reinforce this with displays and activities. Families will also be provided with SunSmart information.
7. Staff and Governing Council will monitor and review this SunSmart policy when required (at least every 3 years)

## Hot Weather Policy

We recognise that children are at greater risk than adults from suffering from heat-related illness in very hot weather.

Therefore on very hot days we will:

- Conduct outdoor learning activities in shaded areas of the preschool yard
- Encourage children to drink water more frequently and enable access to safe drinking water at all times
- Encourage parents to dress their children appropriately in light clothing that is sun safe
- Encourage parents to pack lunches in insulated containers with a freezer brick, or to utilise the kindergarten fridge for storing lunchboxes

While our air conditioning is working efficiently, kindergarten will not be cancelled on days of extreme heat. If there is a breakdown or power blackout, and the temperature is over 36oC then staff will contact parents to collect their children.

## **Nappy Change, Clothing Change and Toileting Procedure**

### **Rationale**

While the majority of children enrolling in preschool are toilet trained, a number of children of preschool age are not yet developmentally ready. Robe Soldiers Memorial Kindergarten promotes the inclusion of all children, including those with health care needs. Most children's toileting needs can be managed by the site practices outlined below. The duty of care for children is our priority along with respect for family's beliefs and home practices.

Site procedures and practices:

- It is suggested that all families provide their child with a change of clothes in case of accidents, toileting or otherwise. It is quite common for preschool children to have toileting accidents and they are often happier to change into familiar clothes that they identify as their own. We keep a supply of spare clothes for emergencies.
- Staff will support children to change in a manner that provides privacy, minimises anxiety and encourages independence.
- DECD policy advises that it is not essential to have two people present although at times it may be necessary. Staff will endeavour to inform another staff member should they need to change a child and will try to do so within hearing of other staff. This is for the protection and safety of all concerned.
- Some children who enrol in preschool are not toilet trained and may require some support in this area. It is important that this information is provided to the preschool when the child is enrolled in order for staff to plan appropriate support.
- Toileting support involves reminding a child to use the toilet or supporting the child to independently use the toilet. We expect families to teach children how to pull down/up their own pants, how to wipe their own bottom, how to flush the toilet etc. We will also support children to build their self-help skills and independence. Please ensure that children are dressed in easy to manage clothing if they require toileting support.
- Staff may be able to support a toilet training program, but they are unable to take full responsibility for toilet training, as this is a family responsibility. Specific toilet training strategies may need to be recommended by a health professional with a focus of developing the children's independence and reflective of preschool educators roles and responsibilities.
- Families are responsible for providing all aids and equipment their child may need. (eg. Nappies, pull-ups, wipes) and spare clothes (including underpants).
- The kindergarten will supply the resources needed for staff to complete their duties (eg. Gloves, hand wash, changing facilities, nappy bags.)
- Children wearing pull ups need to be in a fresh pull-up when they arrive at kindergarten. If they soil or become noticeably wet and/or uncomfortable, staff will change the child according to the practices outlined above.
- Children with pull-ups or nappies will be checked by staff at mealtimes and when necessary.
- Wet or soiled clothing will be sent home for washing. Used nappies will be disposed of by the kindergarten. Nappy sacks will be provided for soiled underwear etc.
- If a child requires support that is additional or different to the practices and procedures outlined above, then an individual continence plan may be needed in consultation with your child's doctor or other health professionals. Please speak to Sally for further information and support with this process.

## **Robe Soldiers Memorial Kindergarten**

### **Changing of children's clothes/nappy/pull-ups procedure**

1. **Staff are to encourage children to clean themselves up and change their own clothing – where practical depending on the level of soiling, ability and confidence of the child.**

2. If staff help children to change clothing let another staff member know what you are doing and where possible have another adult nearby.
3. Respect and support children's own need for privacy by allowing them to choose where they would like to get changed – eg. In a toilet cubicle, in the bathroom or office.
4. Wear gloves and use baby wipes if necessary. These are located in the top drawer of the bathroom vanity.
5. Collect child's clothing out of their bag OR access our kindy spare clothing.
6. Put soiled clothing in a plastic bag and tie to seal the bag – double bag and/or use nappy sacks if necessary.
7. Dispose of nappy/pull-up in nappy sack in red bin outside.
8. Wash own hands and child's hands.
9. Support child to dress themselves with clean hands (not used gloves). Place soiled clothing in child's bag.
10. Wipe down change mat and change area.

**Ensure that parents are informed at the end of the day.**

## **Sleep and Rest Policy**

### **Policy Statement:**

The need for adequate sleep and rest is fundamental to the well-being and development of all children. Robe Kindergarten recognises the uniqueness of every child and their individual routines for sleep and rest. Educators will work in partnership with families to meet the needs of individual children according to age and developmental stages. Robe Kindergarten's environment incorporates restful spaces for children to retreat to and staff will set up individual spaces with children to rest in a responsive way.

### **Procedure:**

- Educators will work in partnership with families to ensure sleep and rest routines are respectful of individual needs, ages, developmental stages and cultural practices.
- Families are encouraged to provide their child's special sleeping comforters if necessary
- Children will be encouraged and supported to rest or sleep if necessary and will be regularly checked on. Educators will work with children to choose and set up their rest area. Parents will be consulted if needed about their child's rest/sleep and may pick them up if they think necessary.
- Children's sleep/rest periods will be monitored and parents will be notified if children sleep or rest during the day at pick up time.
- Kindy learning programs will promote and incorporate the benefits of rest and relaxation
- Information on safe sleeping practices will be available to families
- Educators will be kept informed of safe sleeping practices recommended by Red Nose (SIDS) and Kidsafe and implement these strategies

### **Sources:**

- Rednose, Kidsafe SA websites
- DECD Safe Sleeping Practice Guideline and Procedures
- National Quality Standards- Quality Area 2
- Education and Care services National Regulations (Part 4.2, Division 1-81)

Written: March 2018

Next Review: March 2020

## Child Protection Policy

At Robe Kindergarten we believe that all children have a right to care and protection and that the adults who care for them have the responsibility to uphold this right and to act in the best interests of the child.

### POLICY STATEMENT

We believe we have a responsibility to all children attending our service to uphold their right to care and protection. If we become aware of possible abuse or neglect of a child, as Mandatory Notifiers, we will follow the Family SA guidelines as outlined in the recent Responding to Abuse and Neglect Training package as well as the DECS Guidelines from 'Reporting Child Abuse and Neglect - Mandated Notification. We will do this to ensure the child's and other children's protection. Abuse may be physical, emotional, sexual or neglect.

Children need:

- Care, safety and protection from abuse
- Counselling and support in the event of abuse

Parents need:

- To be assured that every effort is being made to ensure their child is safe
- Counselling and support in the event of the abuse of their child

Staff need

- To attend Mandatory Notification Training as requirement of their employment and to have access to ongoing training updates in Responding to Abuse and Neglect
- To be aware of the indicators of abuse
- Information about their legal obligation to report suspected child abuse
- Clear guidelines and lines of communication with Child Youth and Family Services if abuse is suspected.
- Commitment to teaching the Keeping Safe Child Protection Curriculum.

### Procedures

- Information about reporting Child Abuse will be stored in the office and accessible to all staff members.
- The Child Protection policy must form part of the induction folder for new staff members
- Staff must have 7 hours training in Responding to Abuse and Neglect (Mandatory Notification) and regular updates to this training.
- All staff have a legal responsibility to notify on a reasonable suspicion of abuse and neglect and on a reasonable likelihood of a child being at risk
- If a child makes a disclosure, stay calm, listen, tell them you will believe them, explain that what has happened is not their fault, reassure them that you will support them and find help for them
- Then...
  - Follow the guidelines outlined in the Pre-notification Checklist accessed at
    - <http://www.decs.sa.gov.au/speced2/pages/childprotection/>
- If a notification is warranted it must be made to the Child Abuse Report Line on 13 14 after completing the checklist. Staff must seek support from the Director when notifying. A non-urgent notification can be made online.
- When a notification is made a Mandatory Notification Record must be filled out and retained (This is also available at the web-link above) This is to be done by the Director in conjunction with the notifier. These records along with any pre-referral checklists or observations will be kept in a confidential file.
- Confidentiality about referrals and families will be strictly maintained by all involved.
- Families with specific protection needs will be actively supported by the kindergarten eg adherence to court orders, sensitivity to children who may have been abused etc. Staff (usually the Director) will also offer information to families about other support services available within the District. Once again confidentiality will be maintained. Staff will be aware of the SMART Practice Framework.
- The centre is committed to teaching the Keeping Safe: Child Protection Curriculum and the reinforcement of the 2 key themes - We all have a right to be safe, We can help ourselves to be safe by talking to people

we trust. This curriculum will be taught in an explicit way, as well as the use of 'teachable moments' throughout the year.

Sources:

Children's Protection Act SA 1993 Child Protection Policy - DECS 1998 Keeping Safe - Child Protection Curriculum - Early Years Band Ages 3-5, DECS, 2008 Protective Practices for staff in their interactions with Students, DECS, 2005 Reporting Child Abuse and Neglect - Mandated Notification – 2006 Responding to Abuse and Neglect training program (update) DECD 2012.

**Please follow the link**

<https://www.decd.sa.gov.au/department/policies/departmental-policies>

**For information about DECD's policies on:**

- **Safe sleeping for infants and young children**
- **Water Safety**
- **Administration of First Aid**
- **Incident, injury, trauma and illness**
- **Dealing with infectious diseases**
- **Dealing with medical conditions**
- **Emergency and evacuation**
- **Delivery and collection of children**
- **Excursions**
- **Child safe environment**

#### Quality Area 4 – Staffing Arrangements

**Please follow the link** <https://www.decd.sa.gov.au/department/policies/departmental-policies>

**For information about DECD's policies on:**

- **Code of Conduct**
- **Determining the responsible person**
- **Participation of Volunteers and Students**

#### Quality Area 5 – Relationships with Children

##### **Wellbeing Policy for Robe Kindergarten**

At Robe Soldiers Memorial Kindergarten

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

We believe that children need guidance and assistance in a positive and supportive way to help them become caring and responsible members of our kindergarten community. We provide a physically and emotionally safe learning environment which promotes empathy, understanding self-worth and respect. We believe that working together with families to support children's learning about their behaviour is highly valuable.

Our core behaviour learning values are **BE SAFE** and **TAKE CARE**

- Take care of yourself





- Take care of others
- Take care of the world around you

**Staff will:**

- Plan for a positive learning environment that promotes belonging, being and becoming and provides opportunities for high levels of engagement and learning through play
- Be positive by recognising the individual's rights and needs and by fostering confidence and self-esteem in children.
- Recognise and encourage appropriate behaviour
- Be consistent in providing clear limits and guidelines
- Act as good role models and teach communication and problem solving skills to children
- Have realistic expectations and take into account children's different developmental stages and learning needs and use strategies to support positive behaviour that suit the individual child
- Use positive language and work actively to build respectful and reciprocal relationships with children
- Involve children in the development of understanding of expectations and guidelines
- Intervene positively to teach respectful behaviour, relationship skills and to keep children safe

**Children will:**

- Be safe, relaxed and happy
- Become confident, fair and assertive and respectful of others
- Share and be kind
- Show initiative
- Take risks and solve problems with or without adult support
- Be able to communicate with others effectively
- Be able to express feelings, wants and needs
- Be able to work together cooperatively to develop behaviour guidelines
- Take responsibility for their own actions

**Parents will:**

- Receive a copy of this policy in their enrolment pack
- Work with staff to support children's learning about their behaviour
- Be kept informed about our behaviour guidelines and expectations
- Be partners in their child's learning and development

**When supporting children's learning about their behaviour staff will:**

1. Observe for an appropriate period of time and think carefully about a course of action and support
2. Offer choices and reminders about safe and appropriate behaviour
3. Redirect the child or children, help them to communicate and collaborate about what is happening
4. Talk about how to solve problems or develop strategies with children using open-ended questioning to gain solutions
5. Use thinking time as a last resort to support children to calm down, think carefully and develop a plan for re-engaging in learning. Educators will provide **positive** support and reassurance to the child at all stages.

**Review Processes**

**Children**

- will be involved in developing an understanding of expectations and guidelines wherever necessary

**Parents**

- this policy will be included in the enrolment package
- Governing Council will be involved in each review of the Wellbeing policy
- Parents will be given a copy of the policy if it changes

**Staff**

- Policy will be included in the induction folder for new staff
- A review will be undertaken each year

Our Wellbeing Policy has been written with reference to the DECD publications:

- 'Supporting and Managing Children's Behaviour: An early childhood resource'
- 'Behaviour Support Policy for Early Childhood Services'
- 'Keeping Safe – Child Protection Curriculum'

**Reviewed Term 3, 2016**

## Quality Area 7 – Leadership and Service Management

### Dealing with complaints

If you have a concern in relation to an experience at the centre you are encouraged to address the issue with the person involved. If your concern is not resolved or you feel uncomfortable make a time to speak with the Director (Sally). Allow a reasonable time for the issue to be resolved. A complaints brochure will be included in Enrolment Packs.

Please see below for our procedures.

If you feel your concerns are not resolved we advise that you contact our Regional Director at the Mt. Gambier office on 87245300.

Issues of a general nature can be addressed at Governing Council meetings. Please put your concern in writing and hand it to a Governing Council member.

### If you have a concern

1. **Arrange a time to speak directly to the person about the problem. (If you feel uncomfortable raising it with the person, speak directly to Sally.)**
2. **Explain clearly what you would like to see happen and develop a plan of action. Allow a reasonable amount of time for the issue to be addressed. Check again later if you have concerns with the follow up to the plan.**
3. **If the issue remains unresolved arrange a time to speak to Sally. Follow the same steps as above allowing a reasonable amount of time for the issue to be addressed and speaking to Sally again if you are concerned about the follow up.**
4. **If you are still concerned and a satisfactory resolution has not been reached you can contact the Regional Director at the Mount Gambier Regional Office on 87245300. You must follow all the steps above before contacting the Regional Office, as they will refer you back to us if you have not done so.**

**Confidentiality will be respected at all times**

**NB: Please follow the link on the home page of our website to find out more information about Feedback and Complaints.**

Any written or verbal complaints that contain personal abuse, inflammatory statements, and comments of a threatening nature or intended to intimidate will not be addressed and the people involved will be advised accordingly.

**For information about DECD's policies on:**

- **Enrolment and Orientation**
- **Governance and Management**
- **Acceptance and Refusal**
- **Payment of fees**

please follow the link <https://www.decd.sa.gov.au/department/policies/departmental-policies>

All policies are also available in hard copy at the kindergarten if you do not have access to electronic versions.