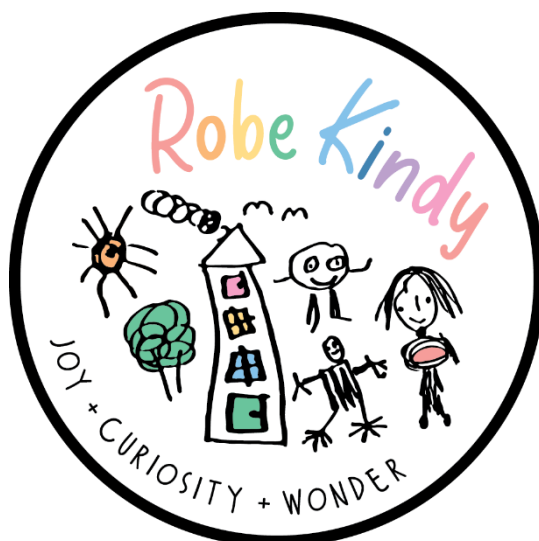


Robe Soldiers Memorial Kindergarten



Site Policies and Procedures

[Preschool policies, procedures and national regulations \(edi.sa.edu.au\)](http://edi.sa.edu.au)

Please reference the following link to access all of our policies, procedures and templates that support our compliance with Regulation 168 and more

[Policy library \(education.sa.gov.au\)](http://education.sa.gov.au)

Reviewed by Robe Kindergarten for compliance 29.8.25

Ratified by Robe Kindergarten Governing Council 10.9.25



Government of South Australia

Department for Education

POLICY AND PROCEDURES CONTENTS TABLE

Name of document	Quality Area	Page reference	Next review due date:
Nutrition Policy	QA2	2	September 2026
Hot Weather and Sun Smart Policy	QA2	4	September 2026
Water Safety Procedure	QA2	6	September 2026
Sleep and Rest Procedure	QA2	11	September 2026
Safe Arrival Procedure	QA2	15	September 2026
Safe use of digital technologies and online environments procedure	QA 2	18	September 2026
Behaviour support, interactions and guidance policy	QA1&5	25	September 2026

Quality Area 2 – Children’s Health and Safety

Nutrition Policy

Please note, this policy must be read in conjunction with other relevant policy and procedural information provided on the approved provider’s website, including:

- [Nutrition and dietary requirements in preschool \(edi.sa.edu.au\)](http://edi.sa.edu.au)

Robe Soldiers Memorial Kindergarten promotes safe, healthy eating habits in line with the

- [Australian Dietary Guidelines](#)

and relates to the DfE wellbeing strategy.

The Australian Dietary Guidelines have great resources for parents, educators and the community and so we recommend clicking the link above and engaging with the information.

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 well-being, and this is vital for positive engagement in learning activities.

Therefore:

- educators 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 **Australian Dietary Guidelines** for their children at preschool.

This food policy has been established after consultation with educators 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 safely preparing and cooking healthy food
- integrates nutrition across the EYLF v2. framework where possible, particularly **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 or more flexibly if required
- eat in a positive, social environment with educators 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 especially for our playgroup families

Food supply

Our preschool:

- encourages healthy **food and drink choices** for children
- 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**
- displays **nutrition information** and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** or provided by educators within preschool time

Fruit Time:

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

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

Food and drinks provided to children:

- parents and carers are encouraged to provide healthy food and drink choices and to supply water only in drink bottles
- educators will ensure that food provided to children by the preschool is healthy, an educational experience and gives consideration to all children's needs with regard to health support planning

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- encourages educators to access information from the Australian Dietary Guidelines and other resources links below
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and educators.

Educators will

- Encourage both children and educators to wash hands before preparing food
- Ensure there is adequate soap and paper towel for hand washing and that the hand basins are cleaned if **necessary**, during the day
- Work together to keep the kitchen clean and tidy
- Clean and prepare food preparation areas before the children engage in cooking or preparing food
- Include discussions about food safety where appropriate in children's learning to build understanding of the importance of food safety
- Support the food policies around anaphylaxis and allergies when appropriate
- Ensure the tables are wiped clean before and after meal times and floors are swept and dishes done
- Support children with extra hand washing when colds, coughs, sneezes are evident
- Use appropriate cloths for cleaning

- Ensure children are seated when eating
- Use food preparation equipment appropriately – for example different chopping boards when preparing meat and salad/vegetables.
- 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 and will involve parents in procedure development for children with allergies/intolerances.

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 healthy nutrition through a variety of ways including:
 - newsletters
 - policy development/review
 - information on enrolment
 - pamphlet/poster displays
- promotes the alignment of fundraising with the *Australian Dietary Guidelines*

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

Sources:

- [Australian Dietary Guidelines | NHMRC](#)
- [Food legislation | SA Health](#)
- [Staying healthy: Preventing infectious diseases in early childhood education and care services | NHMRC](#)
- [Oral eating and drinking procedure \(edi.sa.edu.au\)](#)
- [Supporting children and students with anaphylaxis and severe allergies \(education.sa.gov.au\)](#)
- Consultation process completed and feedback included from children, staff, families and Governing Council members

Last policy review and amendments endorsed by Governing Council: 10.9.25

Endorsement recorded in Governing Council minutes on: 10.9.25

Next review date due: September 2026

Hot Weather and Sun Smart Policy

Please note, this policy must be read in conjunction with other relevant policy and procedural information provided on the approved provider's website, including:

- [Inclement weather and sun protection \(edi.sa.edu.au\)](#)

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 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 educators to use a combination of sun protection measures whenever UV index levels reach 3 and above – appropriate hats, sunglasses, clothing, and sunscreen will be used
- work towards a safe outdoor environment that provides shade for educators and children at appropriate times
- ensures all children and educators have some UV radiation exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure families and new educators 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

Educators are encouraged to access the SunSmart app, www.myuv.com.au or 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 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. During August we monitor the UV for when levels reach above 3.

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 hats or clothing will be required to play in areas protected from the sun. Children are also allowed to bring along and wear their own sunglasses from home. Our Kindy Uniform consists of a polo shirt with a collar.
2. Sunscreen - SPF 30 or higher, broad spectrum and water resistant is supplied for educator 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 adult supervision. (Sunscreen is re-applied every 2 hours when remaining or returning outdoors.)

Families with children who have sensitive skin are asked to provide a suitable SPF 50+ broad-spectrum, water-resistant sunscreen for their child’s use which will be labelled with their name • Families with children who are concerned about vitamin D requirements are encouraged to speak to their GP or paediatrician. • Families are encouraged to apply sunscreen to their child before or upon arriving at the centre.

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. Parents are also encouraged to supply their own hat if they do not want their children to use the kindergarten hats. The centre has a limited number of spare hats available for child 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. We will encourage children to use the shaded areas for their play and ensure that they are appropriately dressed for outdoor play. Babies are especially protected by encouraging their families to play in the shade (during playgroup). Babies should be protected using shade, clothing and hats. Sunscreen should be applied to small areas of exposed skin not protected by clothing or hats, for infants six months and older. Half of our outdoor area is covered either with shade trees or a large shade pergola and we also have a portable shade structure we can erect for peak UV times of the day.
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. Parents are reminded again in Term 1, 3 and 4 about the SunSmart policy.
6. For Work Health and Safety and role modelling educators will wear suitable clothing, sunscreen, sunglasses 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 as per above. Sun protection is incorporated into the learning framework and/or planned experiences.
7. Sun protection information and the sun protection policy is promoted to the whole centre community including educators, volunteers and families through newsletters, the centre website or forums, educator meetings and enrolment packs.
8. Educators and Governing Council will monitor and review this SunSmart policy when required (at least every 3 years) and it will be sent to the Cancer Council at that time to ensure our SunSmart centre status is continued. The centre agrees to notify any relevant stakeholders (e.g., families, staff, Cancer Council SA) should significant policy updates be made

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 36°C then staff will contact parents to collect their children.

Sources:

- [Inclement weather and sun protection \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- Consultation process completed and feedback included from children, staff, families, Cancer Council SA and Governing Council members

Last policy review and amendments endorsed by Governing Council: 10.9.25

Endorsement recorded in Governing Council minutes dated: 10.9.25

Next review date due: September 2026

Robe Soldiers Memorial Kindergarten: Water safety procedure

Overview

Drowning is one of the most common causes of unintentional death in Australia in children aged 4 years and younger. Children, especially toddlers seem to be drawn to water whether it is in the bath, the toilet, buckets, swimming pools, puddles, or other vessel.

The most common factor in childhood drowning is a lack of supervision. A child can die silently by drowning in as little as 3 cm of water in less than 2 minutes¹.

The supervision and safety of children with and around water is of paramount importance.

Robe Soldiers Memorial Kindergarten is committed to ensuring children are kept safe when in and around water including when engaging in water -based activities as part of the learning environment, and when managing water hazard risks in and away from the service.

Robe Soldiers Memorial Kindergarten: Water Safety Procedure must be read alongside the department [water safety policy](#). Together, these address the requirements in regulation 168 of the National Regulations for education and care services to have policies and procedures in place for managing water safety, including safety during any water-based experiences.

A copy of this procedure and the department policy will be kept our Parent Information Folder at the front desk of our centre.

Values

At Robe Soldiers Memorial Kindergarten we believe in the importance of:

- *Providing opportunities for children to explore their natural environment including through water play*
- *Ensuring that children are protected from the risks associated with water so that they can safely engage in the learning environment, free from harm and hazard.*
- *Ensuring that curriculum planning incorporates water safety awareness.*
- *Providing information to educators, staff, parents, carers, volunteers, and others at the service about water safety.*

Procedures

Active Supervision

National Regulations to address in this section include:

- 165 – offence to inadequately supervise children
- 167 – offence relating to protection of children from harm and hazards

¹ [Water Safety | Kidsafe SA](#)

It is imperative that educators remain vigilant in their supervision of children in and around water and are alert to potential risks in everyday practice in the environment.

To ensure water hazards and water play experiences are actively supervised at all times educators will follow the 6 steps for active supervision as follows:

1. Set up the environment
2. Position educators
3. Scan and count
4. Listen
5. Anticipate behaviour
6. Engage and redirect

For further guidance on the above 6 steps, refer to <https://www.acecqa.gov.au/active-supervision-6-steps>

Please see our Active Supervision Risk Assessment in conjunction with this policy.

Managing water hazards

National Regulations to address in this section include:

- 165 - offence to inadequately supervise children
- 167 - offence relating to protection of children from harm and hazards
- 101 - Conduct of risk assessment for excursion

A water hazard is identified as anything that can hold 3cm of water and fit a child's nose and mouth.

Unsafe water environments children may be exposed to in and around the learning environment include the following:

- Sinks, basins, fish tanks, fishbowls, baths
- Swimming pools, portable pools, spas
- Water courses, ponds, sandpits, clam shells
- Water troughs, containers and buckets used for play, animal drinking containers
- Drains, pooling water

To ensure children are protected from harm that may be caused by water hazards we:

- Assess any potential water hazards as part of our [daily visual inspection](#) of the outdoor environment including ensuring gates are locked and fences are secure and monitor areas where there may be poor drainage.
- Ensure that any barriers that are restricting access to water hazards such as gates, fences, doors sandpit covers are locked/shut, maintained regularly and in good working order.
- Ensure risk assessments are comprehensive, up to date and followed by all staff including staff such as cleaners, maintenance staff and volunteers.
- Ensure that water is emptied immediately after use and stored in a manner that prevents any vessel from filling when not in use, taking care to ensure water drains effectively.
- Ensure that the design of the environment facilitates adequate drainage of water to prevent pooling.
- Report any water hazards of concern through the department incident management system (The Director – Sally Smith will report hazards)
- Ensure that laundry or cleaning buckets are not in reach of children
- Ensure that water trough is emptied and packed away as soon as play has finished.
- Plugs are not to be used in the children's bathroom
- Outdoor taps are accessible only to educators and kept out of children's reach.
- Water courses is directed into sand areas and garden beds that have suitable drainage systems.
- Children are discouraged from drinking from unsafe water sources, such as during water activities or from rainwaters tanks or storm water.
- Teach children to be aware of the dangers in the environment and always actively supervise children in and around water.

- Create opportunities to reinforce water safety messages within the Early Years Learning Framework so that children can safely explore their natural environment.

Risk Assessment

At Robe Soldiers Memorial Kindergarten risk assessments are completed prior to children's exposure to potential water hazards either in and around the learning environment or when planning for excursions and regular outings.

Risk assessments cover the following matters:

- Active supervision and the additional supervision required to undertake the proposed activity.
- Elimination of water hazards
- Restricting access to water hazards
- Education strategies for prevention

When assessing risk, we make sure:

- The proposed activity will not go ahead if we can not implement sufficient controls to ensure children's safety in and around water.
- When choosing locations for regular outings and excursions, consideration will be given to the purpose of the activity and avoid unnecessary exposure to water hazards where possible.
- Children are involved in assessing the risk to support their understanding of potential hazards and how to keep themselves safe.

When implementing risk assessments, we make sure

- All educators, staff and volunteers clearly understand their roles and responsibilities in order to effectively implement risk management strategies.
- The risk assessment is available at the service and can be easily accessed.
- Risk assessments are reviewed on a yearly basis or when circumstances change.

Site leaders will ensure that, as soon as practicable after a risk assessment is completed, any necessary updates to this procedure will be made.

A copy of all completed risk assessments will be kept by the service.

Roles and responsibilities

Site Leaders

- Ensure that there is adequate supervision provided given the ages and development needs of children undertaking water activities (including ratios.)
- Inform families about water safety practices at the service
- Ensure first aid and CPR qualifications and requirements are met at all times.
- Undertake risk assessments for all water hazards including water-based experiences in and away from the service
- Take reasonable steps to ensure that the policy and procedures and risk assessments are current, reviewed regularly and communicated to all stakeholders including as part of staff induction processes.

Educators

- Inspecting indoor and outdoor environments for potential water hazards, particularly during and after wet weather.
- Undertake risk assessments for all water hazards including water-based experiences in and away from the service
- Promote water safety messages to children as part of the teaching and learning program.
- Ensure hazards are managed as outlined in this procedure.

Procedure creation and revision record

Version:	1
Approved by site leader:	Sally Smith
Date of approval:	5.2.26
Date of next review:	5.2.27
Amendments(s):	Nil

Please note, this policy must be read in conjunction with other relevant policy and procedural information provided on the approved provider's website, including:

- [Preschool water safety procedure \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- [Water safety for preschools \(edi.sa.edu.au\)](http://edi.sa.edu.au)

Sources:

- [Water safety in education and care settings \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- [Safety management \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- [Outdoor learning environments standard \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- [Camps and excursions \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- Consultation process completed and feedback included from children, staff, families and Governing Council members

Last policy review and amendments endorsed by Governing Council: 10.9.26

Endorsement recorded in Governing Council minutes dated: 10.9.26

Next review date due: September 2026

Robe Kindergarten - Safe sleep and rest procedure

Overview

Robe Soldiers Memorial Kindergarten is required to follow the Department for Education's [safe sleeping and resting for infants and young children procedure](#) (department procedure) which aims to ensure appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.

The Safe Sleep and Rest Procedure must be read alongside the department procedure. Together, these procedures address the requirements in regulation 168 of the National Regulations for education and care services to have sleep and rest procedures in place for children.

A copy of this procedure and the department procedure will be kept in our Robe Kindergarten Policy document and shared with families upon enrolment. A copy of the up-to-date policy document will be kept at the sign in desk and families can request that the document also be emailed to them.

Procedures

The following procedures address matters required under regulations 84B and 84C of the National Regulations. An extract of those regulations is at Appendix A.

How children will be protected from risks

To protect children from risks during sleep and rest, educators will follow the 'safe sleep and rest practices' outlined in the department procedure.

To ensure educators are aware of and follow the safe sleep and rest practices:

- the site leader will ensure that the department's safe sleep practices are incorporated in induction and training for educators, including for casual and relief staff

Risk assessment

A Risk assessment will be undertaken in accordance with the department procedure, which addresses requirements under regulation 84C of the National Regulations (these are detailed at Appendix A). Risk assessments will be conducted using the [template for sleep and rest risk assessment](#).

Site leaders will ensure that, as soon as practicable after a risk assessment is completed, any necessary updates to this procedure will be made.

A copy of all completed risk assessments will be kept by the service.

Meeting sleep and rest needs

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 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 – this may involve cushions and quilts on the floor or couches. 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 and at pick up time.
- A quiet rest period will be implemented daily after lunch for 15-20 minutes and children will be encouraged to engage in book reading, puzzles and other quiet and relaxing activities – a minimum of one educator will monitor the children while other educators clean up and reset after the lunch period.
- 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

Meeting health care needs

To ensure children's health care needs are met:

- as required by the department procedure, educators will ensure that, for a child who has a medical condition or additional needs which relates to their sleep or rest, a health care plan authorised by a medical practitioner is in place which outlines the safest sleep and rest practices to be implemented
- families will be asked to answer questions about their child's health care needs through questions in enrolment documents and will be engaged in the process of developing their individual Health Support plans and Safety and risk plans

Partnership with families

To implement the procedures for facilitating 'a collaborative partnership with families' and for addressing 'requests to vary sleep practices', as set out in the department procedure:

- upon enrolment, educators will inform families of the service’s sleep and rest policy and procedures and will provide families information about safe sleep recommendations
- the service’s sleep and rest procedures and policy will be made available to families in hard copy / on the service’s website
- educators will make a record of any parent communication concerning requests to vary sleep practices, and decisions made in relation to such requests – these will be documented on a Health Support Plan and Safety and Risk plan
- if necessary the site leader will ensure that educators have appropriate training to address families’ requests which are contrary to the safe sleep guidance

To implement the department’s procedures for ‘promoting and modelling safe infant care practices’:

- the site leader will ensure safe sleeping information is displayed and available for families, including by providing resources in different languages and using easy-to-read posters and ensure that Aboriginal families can access information in a culturally safe and appropriate manner if needed including displaying Aboriginal focussed information in visible places such as the administration area and on notice boards.

Supervision and monitoring

To ensure all children are appropriately supervised and monitored, educators will follow the ‘supervision and monitoring’ procedures in the department procedure.

To implement the department procedure:

- the site leader will ensure that supervision and monitoring requirements for sleep and rest are incorporated into induction and training for educators, including casual and relief staff.
- Where necessary educators will notify parents of their child sleeping and resting which will include the times the child is checked – this will be shared with parents via phone call or text – we will seek advice from the parent as to whether they want to pick up their child and take them home to rest
- educators will ensure that playing children are supervised in close proximity to sleeping children to allow supervision of both groups
- educators will ensure that the physical environment facilitates effective supervision (space to move around to physically check on individual children)

Sleep and rest environment

To ensure all children are provided with a safe sleep and rest environment, educators will follow the ‘providing a safe sleeping environment’ procedures in the department procedure.

To implement the department procedures:

- the site leader will ensure that requirements for ensuring a safe sleep and rest environment are incorporated into induction and training for educators
- educators will use a safe sleep environment checklist to ensure that:
 - there is adequate lighting of sleep and rest areas to enable effective supervision
 - sleep and rest areas are well ventilated
 - resting areas are positioned away from heaters to avoid overheating

Sleep and rest equipment

To ensure all children are provided with safe sleep and rest equipment:

- site leaders will ensure that periodic work health and safety checks are undertaken of the physical environment, furniture and resources of the service
- educators will assess which sleep surface (pillows and quilt on the floor or couch) is appropriate for the child, including by taking into account the child’s age, development and the family’s views and practices at home.

Reviewing sleep and rest practices

To ensure sleep and rest practices of the service remain current and implement best practices:

- the site leader will ensure sleep practices and environments are reviewed yearly within our policy document and educators will discuss, when necessary, a child's needs (in consultation with parents)

Training and induction for educators

To ensure best practices and recommendations for safe sleep and rest are met:

- the site leader will ensure that training and induction for educators (including casual and relief staff) covers the requirements in the department procedure and the procedures in this document and will use relevant tools for ensuring compliance (ie checklists)
- the site leader will ensure that training and induction for educators addresses knowledge and understanding of risks of sudden infant death syndrome (SIDS)
- the site leader will ensure educators are provided with opportunities to attend formal training courses on safe sleep and rest where necessary

Procedure creation and revision record

Version:	1
Approved by site leader:	Sally Smith
Date of approval:	20.5.25
Date of next review:	20.5.26
Amendments(s):	Nil

APPENDIX A: Extract of regulations 84B and 84C of the National Regulations

[Education and Care Services National Regulations \(2011 SI 653\)](#)

84B Sleep and rest policies and procedures

The sleep and rest policies and procedures required under regulation 168(2)(a)(v) must address—

- (a) how children will be protected from any risks identified in a risk assessment conducted under regulation 84C
- (b) how the sleep and rest needs of children being educated and cared for by the service are met, including how the ages, developmental stages and the sleep and rest needs of individual children are considered
- (c) how the health care needs of individual children being educated and cared for by the service are met
- (d) how requests from families about a child's sleep and rest and cultural preferences are considered
- (e) supervision and monitoring during sleep and rest periods, including –
 - (i) the method and frequency of checking the safety, health and wellbeing of children during sleep and rest; and
 - (ii) the documentation of sleep and rest periods
- (f) how the sleep and rest practices at the service are consistent with any current health guidelines on the best practices to adopt to ensure the safety of children during sleep and rest
- (g) the induction, training and knowledge of staff who educate and care for children at the service in relation to best practices for children's sleep and rest

- (h) the location and arrangement of sleep and rest areas at the service and how this meets the sleep and rest needs of children being educated and cared for by the service
- (i) safety and suitability of cots, bedding and bedding equipment, having regard to the ages and developmental stages of children who will use the cots, bedding and bedding equipment
- (j) management of potential hazards –
 - (i) in sleep and rest areas; and
 - (ii) on a child during sleep and rest periods
- (k) management of physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation)
- (l) communication of the sleep and rest policies and procedures to a parent.

84C Risk assessment for purposes of sleep and rest policies and procedures

- (1) The approved provider of an education and care service must ensure that a sleep and rest risk assessment is conducted in accordance with this regulation—
 - (a) at least once every 12 months; and
 - (b) as soon as practicable after becoming aware of any circumstance that may affect the safety, health or wellbeing of children during sleep and rest.
 Penalty: \$2200.
 Note - A compliance direction may be issued for failure to comply with subregulation (1).
- (2) a risk assessment must consider the following:
 - (a) the number, ages and developmental stages of children being educated and cared for –
 - (i) by the education and care service; or
 - (ii) in the case of a family day care service, at each family day care residence or approved family day care venue of the service;
 - (b) the sleep and rest needs of children being cared for (including health care needs, cultural preferences, sleep and rest needs of individual children and requests from families about a child’s sleep and rest) –
 - (i) by the education and care service; or
 - (ii) in the case of a family day care service, at each family day care residence or approved family day care venue of the service;
 - (c) the suitability of staffing arrangements to adequately supervise and monitor children during sleep and rest periods
 - (d) the level of knowledge and training of staff supervising children during sleep and rest periods
 - (e) the location of sleep and rest areas, including the arrangement of cots and beds within the sleep and rest areas
 - (i) at the education and care service; or
 - (ii) in the case of a family day care service, at each family day care residence or approved family day care venue of the service;
 - (f) the safety and suitability of any cots, beds and bedding equipment, having regard to the ages and developmental stages of children who will use the cots, bed and bedding equipment
 - (g) any potential hazards
 - (i) in sleep and rest areas; or
 - (i) on a child during sleep and rest periods;

- (h) the physical safety and suitability of sleep and rest environments (including temperature, lighting and ventilation) –
- (ii) at the education and care service; or
 - (iii) in the case of a family day care service, at each family day care residence or approved family day care venue of the service;
- (i) in the case of a family day care service that provides overnight care to a child, any risks that the overnight care provided at the family day care residence or approved family day care venue of the service may pose to the safety, health or wellbeing of the child.

(3) As soon as practicable after conducting a risk assessment under this regulation, the approved provider of an education and care service must make any necessary updates to the sleep and rest policies and procedures.

(4) The approved provider must keep a record of each risk assessment conducted under this regulation

Sources:

- [Safe sleeping for infants and young children \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- [Safe Sleeping Practices for Newborns | Red Nose Australia](http://www.rednose.org.au)
- www.sidssa.org
- [Safe Infant Sleeping | Kidsafe SA](http://www.kidsafe.sa.gov.au)
- [Safe sleep and rest practices | ACECQA](http://www.acecqa.com.au)
- [Safe Infant Sleeping Standards | SA Health](http://www.sa.gov.au)

Consultation process completed and feedback included from children, staff, families, and Governing Council members

Last policy review and amendments endorsed by Governing Council: 10.9.25

Endorsement recorded in Governing Council minutes dated: 10.9.25

Next review date due: September 2026

Robe Soldiers Memorial Kindergarten: Safe arrival of children procedure



Purpose

This procedure details how we will meet our commitment to ensuring the safety and wellbeing of children who travel between Robe Soldiers Memorial Kindergarten and other education or early childhood services.

Background

This procedure addresses the requirements in regulation 168 of the Education and Care Services National Regulations (National Regulations) for education and care services to have policies and procedures in place for the safe arrival of children who travel between an education and care service and any other education or early childhood services.

Children's safety and wellbeing is of primary importance, and appropriate measures must be in place to protect children from harm or hazard, including during the time children are travelling between Robe Soldiers Memorial Kindergarten and other services that provide education or care to children. This transition period requires particular attention, given how busy it can be at certain times and the number of people coming and going.

A copy of this procedure will be kept in the parent information book on the sign in desk.

This procedure was informed by a risk assessment for the safe arrival of children (see **attached**).

Legislative requirements

In relation to the safe arrival of children, the National Regulations:

- require services to have policies and procedures for the safe arrival of children (regulation 168)
- require certain consultation for the preparation of safe arrival of children policies and procedures (regulation 102AAB)
- provide for risk assessment requirements, including when risk assessments must be conducted, what matters must be considered, and record keeping requirements (regulation 102AAC)
- require any necessary updates to be made to policies and procedures following risk assessments (regulation 102AAC).

An extract of regulations 102AA, 102AAB and 102AAC and a list of other relevant legislation is at Appendix A for reference.

Procedures

Conducting risk assessments

To meet requirements under the National Regulations and to ensure the safety of children travelling between services, we will:

- conduct risk assessments at least once every 12 months, and as soon as practicable after becoming aware of any circumstances that may affect the safe arrival of children travelling between services
- use the [risk assessment template for the safe arrival of children](#), which addresses the matters required under regulation 102AAC(4) (note: these matters are detailed in Appendix A)
- make any necessary updates to this procedure as soon as practicable after a risk assessment is completed
- keep a copy of all completed risk assessments
- undertake risk assessments in consultation with services which children travel between, where relevant
- ensure that services that children travel between, have a clear understanding of roles, responsibilities, and their common duty of care obligations for children during the period of travel.

Working with other services

To engage effectively with the services that children travel between, we will:

- Complete a draft risk assessment and provide the draft to other services via email to seek input and agreement to details, including ensuring there is a clear understanding of the common duty of care obligations of each service during the travel period and supervision requirements.
- Ensure common duty of care obligations during the travel period is agreed between relevant services during the risk assessment process, which all services must sign off on.
- Provide a copy of the final risk assessment and procedures to relevant services as a record of roles, responsibilities and common duty of care obligations.
- Share via email our risk assessment and procedure with the CCOWS Manager, Chelsea Betheras and encourage her to share the procedure with her educators – both services to sign off on the procedure and risk assessment
- Communicate effectively between the two services each time children are transferred between – encourage checking and double checking of the safe arrival process

Duty of care and supporting children during travel between services

The below table shows staff members with a duty of care obligation for children’s travel between specific services:

Service children leave	Service children arrive at	Personnel with a duty of care obligation (at the service/other service)
Robe Soldiers Memorial Kindergarten	Child Care on Wheels (CCOWS) mobile child care service	Sally Smith - Director Brogan Taylor – Teacher Sandra Ludwig - ECW Chelsea Betheras – Manager CCOWS Kelsie Cockrum – Team Leader Ollie Leech – Team Leader

To support children during travel between services, we will ensure:

- parents/caregivers to indicate on sign in sheet each morning if their child is to be transferred to CCOWS
- all parents/caregivers actively encouraged to sign their children in and out each day
- one kindy educator to actively monitor and send children to their parents/caregivers as they arrive to pick them up from kindergarten – another educator to support this process and carefully observe children and the doorway to ensure all children are accounted for and don’t go outside
- children who are to be transported to child care will be monitored on the mat until parents and other children leave
- One kindy educator takes responsibility for the children to be transferred to CCOWS and for settling them into the service so that they are engaged in play or routines before they leave
- Visual check of the lockers for any remaining bags and Director/Teacher/ECW to check the sign in sheet to make sure that all children are accounted for
- Upon arrival at CCOWS – children to be signed in and actively handed over to CCOWS staff – confirm that all children booked in have arrived – CCOWS staff will cross reference with the day sheet and sign children in on ZAP online system
- CCOWS educators will check with kindergarten staff if a child who is expected has not arrived
- To ensure safety when travelling through the kitchens, children will be encouraged to wait for an educator at the entry to the kindy kitchen door before moving through to child care
- Educators will check for hazards as they move through the kitchens as per risk assessment

Entering and exiting the premises

To ensure children are accounted for when they arrive at Child Care on Wheels from another education or early childhood service:

- Children signed in on paper sheet by kindergarten staff
- Child care staff to cross reference with daily booking sheet
- Child care staff to book children in on ZAP
- Child care staff to follow up information about the movements of children or communication with families those children who have not arrived and are expected, with the kindergarten staff

Responding to incidents during travel

Should any incidents occur relating to the safety of children during travel (eg where the service becomes aware a child is not able to be accounted for) we will undertake the following procedures to ensure children are safe:

- When travelling through the kitchens an educator will lead the way and monitor the children closely to ensure safe passage – being aware of tripping hazards, unsafe things such as a hot oven door, other educators moving quickly through the kitchen doors etc.
- Children will be encouraged to wait at the kitchen door for an educator before moving through the kitchens
- If an incident occurs, we will follow procedures related to illness, injuries and hazards
- Children will be closely monitored to ensure they are moving safely with the educator

Communicating with families/carers

- Families sign children in each morning and indicate on the attendance sheet if their child is going to child care after kindy
- Families must communicate via text or phone call if there are changes to their child’s attendance at child care, including who will be picking them up from kindergarten
- Families will receive a copy of this procedure in their enrolment packs and it will be included in the Parent Information Folder including information about our shared duty of care with the CCOWS service during the times of transition
- Children will be supported in a connected and responsive way by educators during the transition to child care to support their emotional and social well-being

Induction and training of educators

To ensure educators and other staff (including casual and relief staff) understand and implement safe arrival policies and procedures:

- a copy of this procedure will be shared with all staff, including casual and relief staff and regular kindergarten educators will support relief staff to follow the procedure effectively
- All staff, including relief staff will be involved in review of the procedure every 12 months
- a copy of this procedure will be emailed to the CCOWS manager for review each year

Roles and responsibilities

Roles	Responsibilities
Educators sending children home with families from kindergarten	One educator to sit with the children on the floor and ensure that their family has arrived before they move to the bag area and go home with their parents Educator to ensure children going to child care remain on the floor until another educator takes responsibility for transferring them to CCOWS
Educator transferring child to CCOWS	One educator to check the list of who is going to child care, then actively take responsibility for those children transferring to CCOWS This educator will ensure that children wait at the kitchen door, move safely through the kitchens and are settled into CCOWS This educator will sign the children in on the paper sheet and hand over the responsibility to CCOWS Team Leader for that day
CCOWS Team Leader or Responsible Person	Will double check the children arriving against the day sheet Will sign the children into the ZAP online system once they have been signed in Will follow up with kindy staff any children that have not arrived and are expected
Kindergarten Director and CCOWS Manager	Will communicate any changes to these systems and processes and add them to the procedure and risk assessment Will communicate at least once a year to review and approve these documented procedures and risk assessment

Procedure creation and revision record

Version:	1
Approved by site leader:	Sally Smith
Date of approval:	10.9.25
Date Approved by Governing Council:	10.9.25
Date of next review:	10.9.26
Amendments(s):	Nil

Robe Soldiers Memorial Kindergarten: Safe use of digital technologies and online environments procedure



Purpose

This procedure details how we meet our commitment to child safe practices for digital technologies and online environments.

Background

This procedure addresses the requirements in regulation 168 which require an education and care service to have policies and procedures for the safe use of digital technologies and online environments, including the use of mobile devices.

Children and young people have a right to safety and protection at all times, including when being photographed or filmed and when accessing digital devices and technologies at Robe Soldiers Memorial Kindergarten.

This procedure is part of the department's obligations and commitment to safeguard and promote the wellbeing of children and builds on the responsibilities and obligations of individuals and early childhood education and care (ECEC) services and programs outlined in the [Safeguarding Children and Young People Policy](#).

A copy of this procedure will be kept in the Parent Information Folder and given to parents on enrolment in our Policy document.

Legislative requirement

In relation to the safe use of digital technologies and online environments, the National Regulations requires services to have policies and procedures for the safe use of digital technologies and online environments (regulation 168).

This procedure outlines how Robe Soldiers Memorial Kindergarten will implement the [Safe use of digital](#)

Procedures

Electronic devices

Personal electronic devices that can take images of children

Employees and volunteers (including work experience students) working with and/or providing a service to children at this service are not permitted to have a personal electronic device in their possession that can take images when:

- they are working directly with children
- they are in a space or spaces that are primarily used for children’s programs or services when children are in attendance.

Personal electronic devices will be stored in the kindergarten office.

Staff and volunteers can use their personal electronic device when having an authorised break in a space not used for children’s programs or services including the office and outside the kindergarten grounds (eg. in your car)

Smart watches or any other device that does not have the capability to take images or videos can be worn at the service. Smart watches if worn by staff will be checked by the Director to ensure they can’t take images and staff will be reminded to set them to theatre mode during the day.

There are limited exceptional circumstances where an employee or volunteer may seek approval in writing from the site leader to be in possession of a personal electronic device which can take images or video including health needs, disability or urgent pressing necessity.

Where a staff member or a volunteer believes their circumstances constitute exceptional circumstances, they can complete the [Exemption request – on site possession of a personal electronic device application](#) form for consideration by the site leader. If approval is granted it will be for the stated essential purpose only and the personal electronic device must not be used for other purposes.

Exceptional circumstances applications will be considered on a case by case basis and the criteria for any approval will be consistent with the [Safe use of digital technologies and online environments policy](#) and the [National Model Code and Guidelines](#).

In emergency circumstances such as a child is lost or missing or the site is in lockdown the site leader may give one off approval for educators to use their personal electronic devices. All approvals and details of the device will be recorded on the [essential once-off approvals register](#) after the event.

For regular outings, the site leader may approve a staff member or volunteer to have their personal device in their possession for child safety or emergency purposes. The site leader will record this approval and details of the device on the [essential planned approvals register](#). No images or videos of children may be taken on personal devices, and the device can only be used for the approved purpose.

Where staff or volunteers provide emergency contact details to their child’s school, a health provider or for other important reasons, staff and volunteers are encouraged to share the Robe Kindergarten landline 87682306 and mobile number 0418606712 for their use in an emergency.

Parents will be discouraged from using their personal electronic devices when in attendance at the service. This information will be communicated to parents in the parent information folder given to them on enrolment, in the Robe Community Playgroup information flyer and on the parent information noticeboard at the entrance to the centre.

Posters will be displayed with the prescribed information, at the sign in desk on the window, under the clock in the kindergarten room to alert parents and visitors of the ban on taking photos or videos of children. Staff will gently remind parents if necessary.

Service issued devices

At our service, only service issued devices are to be used to take and access images and videos of children. All educators who need digital devices in the course of their work will be provided access to a service issued device at the discretion of the site director.

All staff must read and understand the Department for Education's [ICT cyber security standard](#) and sign the [ICT Acceptable Use Agreement](#) declaration and complete [PLINK Cyber Security Training Course](#) before using service issued devices.

The site leader will maintain a record of all service issued devices.

Service issued devices which are used by staff and volunteers for taking, sharing or storing images or videos of children and/or used in programs with children must not be used for personal use.

Images and videos of children

Consent from parents to take, use and store images and videos of children

We will obtain parental consent before taking, using, distributing or storing images and videos of their children.

At the time of enrolment parents will be asked to complete the [consent to publish media and creative work of children, students and the community](#). The consent forms will be stored with the child's enrolment record in accordance with the department's [Information and records management requirements](#).

If parent permission is revoked, every effort will be made to remove relevant media from distribution, however this may not be possible or practical in some situations.

Taking Images and videos of children

We believe:

- electronic devices are a useful educational tool to document children's learning
- digital images and videos play an important role in engaging parents in their child's education and care experiences
- digital devices such as Ipads, provide children with the opportunity in conjunction with an educator to conduct research to further their understanding and learning.
- Digital devices should not be used by children without an educator present.

We will:

- only take images or videos on service issued devices
- seek children's consent before taking images or videos
- ensure children's privacy, dignity and rights are respected
- where possible another educator or staff member will be present when images are taken
- continue to critically reflect on our use of digital images or videos to ensure that they relate directly to children's learning, development and wellbeing
- be intentional and respectful in our approach to documenting children's learning
- prioritise face to face interactions and active supervision to fully engage where possible with children's learning

Parents of children enrolled in our service and programs will be discouraged from using their personal electronic device while at the service, noting they will not be prohibited from taking an image of their own child, but must not

take images of other children, including where their child is part of a group. Parents must move outdoors and take photos in the outdoor learning environment of their own child with no other children in the photo.

Staff will communicate to parents the importance of child-safe environments and explain how the service is implementing the newly introduced regulations to enhance child safety.

If a parent takes images of children, other than their own, we will request that they stop taking images and delete any taken images. If the request is ignored, or the parent becomes offensive or abusive the site leader will lodge a critical incident report. If required we will contact [Conditions for Learning](#) directorate if urgent assistance is required.

Before being granted access to the service visitors, including maintenance contractors, will be asked to agree, as a condition of entry, that they will not take images or videos of children by completing the visitor sign in register.

Visitors including maintenance, contractors may, with the site leader's or delegates permission, take images for approved purposes, such as taking images of site infrastructure to obtain a quote.

Work experience students and volunteers must not take images and videos of children. Where images are required as part of a practicum, additional consent will be obtained from the parent and approval sought from the site leader. Images will be taken on a service issued device by a staff member and the student provided a hard copy of the image.

Inappropriate images and videos of children

Our service will take active steps to ensure the safety, dignity and the rights of a child are respected when taking images or videos and not take any inappropriate images or videos of children. Refer to [Safe use of digital technologies and online environments policy](#) for more information.

Educators and volunteers must not take or use service issued devices in children's bathrooms or nappy changing areas.

Parents will be discouraged from sending inappropriate digital images of their child to the service, for example a photo of nappy rash. This information will be communicated by information in the preschool enrolment pack.

Using images and videos of children

We use the service mobile phone or printed photos as well as our newsletter to share videos or images with families in line with parental consent.

We use images to:

- create identity and belonging through photo displays of individuals and groups of children
- identify children with additional support, health or medical requirements
- document and share children's learning
- inform and support assessment and reporting
- communicate with families about their child's participation in the learning program
- to share information about learning in our kindy newsletter which must be saved as a PDF before being sent by email.

Staff will only distribute messages and content to parents using service issued devices and only to parents of children currently attending the service, who have given required consent.

Storing images of children

In accordance with the [Safe use of digital technologies and online environments policy](#) we will only download, access, share or store images or videos using service issued devices on platforms supported and approved by the department, such as Frog, cloud storage or the sites network in accordance with the [ICT cyber security standard](#).

We ensure that all department official records are regularly backed up in the Department for Education Robe Kindy Staff TEAMS page and on the One Drives which are approved by the department for the storage of information. Files are saved to the Robe Kindy Staff TEAMS file by Brogan Taylor (teacher) and Sally Smith (Director)

All records will be stored in accordance with the [Identifying, creating and managing official records](#) webpage and the [Information and records management for schools and preschools procedure](#).

Staff will not use personal storage and file transfer media such as SD cards, USB drives, hard drives or cloud storage to save or store images or have them in their possession while working directly with children.

Destruction of images

All digital records at our site, from creation to disposal, will be managed in accordance with the [School and preschool official records](#) webpage and the [Information and records management for schools and preschools procedure](#).

For additional security reasons an identified staff member will be responsible for transferring children's images and videos from portable digital devices to the sites record management systems in the One Drive on a half yearly basis.

The site leader is responsible for ensuring that all records are archived or disposed of securely in accordance with the [Operational Records Disposal Schedule](#) at the end of each preschool or school year.

Optical surveillance devices

There are no optical surveillance devices including sleep monitors in use in this service. Parents and staff will be consulted before optical surveillance devices are installed at the service including on the intended purpose of the footage, the location of cameras and how the footage will be stored and accessed.

Digital devices used by children

Our service believes the use of digital technology sits within a broader learning environment that is play based, where children's learning is dynamic and holistic and where children are active participants in their learning.

Early Childhood Australia's [statement on young children and digital technologies](#) guides our reflection on children's use of digital technologies including considering how digital technologies enhances children's:

- relationships with others
- health and wellbeing
- citizenship and online privacy
- learning through play and intentionality.

We also refer to [selecting and using resources for educational purposes guideline](#) for considerations about the appropriateness of children's use of digital resources within the preschool program.

Educators will limit children's screen time in line with Australian Government [physical activity guidelines](#) by age, which set out recommendations for the maximum amount of screen time for children.

Physical Activity Guidelines

Age of child	Recommended screen time
birth to 24 months	No screen time
24 months to 5 years	Less than one hour a day
5 – 12 years	For entertainment no more than 2 hours a day.

When children are accessing digital technologies and online environments educators will ensure:

- digital devices are integrated as part of the learning program
- programs and software children can access and use are age appropriate
- they vet children's use of social media platforms carefully to avoid inappropriate content, including YouTube
- all new apps and games are checked for age and developmentally appropriate content before they are used
- children only access digital technologies in shared spaces and are actively supervised at all times
- where possible they remain in line of sight of other staff members when working with children
- they model the safe use of digital technologies and online environments
- screen time is strictly limited
- they model appropriate use of the internet and software programs
- children are encouraged to use their protective behaviour strategies when feeling unsafe, for example tell a staff member or a trusted adults if they encounter anything that makes them feel uncomfortable, scared or upset

Educators will not:

- provide unrestricted and unsupervised access to the internet and digital devices
- upload personal child information or images and video to AI tools except EdChat
- upload images or video of children to EdChat on personal devices
- use digital devices as a strategy to manage children's energy, engagement or behaviour
- use digital devices in response to weather conditions
- use free apps that pose risks to pop up advertisement and inappropriate content
- place digital devices in areas where educators cannot monitor their use
- pose risks to children's physical health and wellbeing through overuse, strain or eye glare

Children bringing personal electronic devices from home

Due to safety and security risks parents are requested not to bring children's digital devices from home including smart watches and air tags.

This information will be communicated to families at the time of enrolment through our parent enrolment pack.

The site leader may approve the use of children's digital devices from home for educational or communication purposes such as an augmented communication device (AAC) for a child with additional needs or disability. Parents will be encouraged to discuss their child's learning needs and any special considerations at the time of enrolment.

If approval is given for a child to have a digital device, approval will be recorded on the child's enrolment record and may be time limited. If approval is time limited a parent who is seeking an extension will be encouraged to make an appointment with the site leader to discuss their child's learning needs.

The site leader will check with parents to ensure appropriate parental controls and restrictions are in place on any digital device bought from home to ensure children's safety prior to it being brought to the service.

Working with parents and the community

We believe that parents are children's first and most important teachers. We will work in collaboration with parents

to support and promote children’s safe use of digital technologies and online environments including:

- consulting with parents, staff, Aboriginal Elders and community knowledge holders about culturally appropriate and safe content
- working with parents to ensure appropriate parental controls and restrictions are in place to ensure online safety on any approved child devices brought from home
- encouraging parents to talk to their children about online risks in an age and developmentally appropriate way (see useful resources below)
- sharing information with parents about recommended screen time limits in accordance with the Australian Government [physical activity guidelines](#)
- promoting the availability of useful resources for parents about online safety through our newsletters.

Useful resources

[Online safety support](#) – Department for Education

[how to choose good online content](#) – eSafety Commissioner

[Media & technology for preschoolers](#) – Raising Children Network

Induction of staff and volunteers

All staff and volunteers including work experience students will have current [Responding to Risks of Harm, Abuse and Neglect – Education and Care](#) (RRHAN-EC) training before commencing at the site to ensure they understand their role and responsibilities in safeguarding children.

As part of the service induction process all staff and volunteers including work experience students will have ready access to the Safe Use of digital technologies and online environments policy and this procedure.

All staff, volunteers and work experience students will be expected to read, understand and adhere to the Safe Use of digital technologies and online environments policy and this procedure.

Staff and volunteers will be supported to access relevant training relating the safe use of digital technologies and online environments including access to relevant [Plink](#) online training.

Online Safety

Our site will implement the [Responding to online safety incidents in South Australian schools guideline](#) in response to any incidents of inappropriate or risky online behaviour by children or adult behaviour targeted at children.

For online safety incidents that involve allegations of staff member misconduct our educators will be guided by the following documents:

[Protective practices for education and care staff and volunteers](#)

[Responding to online safety incidents in South Australian schools guideline](#)

[Child protection policies and guidelines](#)

The site leader will also report any incidents on the department’s [incident management system](#) in accordance with the [Reporting critical incidents, injuries, hazards and near misses procedure](#).

Use of AI and emerging technologies

Educators at our site are encouraged to use [EdChat](#), the department’s secure generative artificial intelligence (AI) chatbot as the preferred tool due to its additional safety features. **Due to its additional security controls staff can**

enter personal or identifying information about children or the site such as images, videos, names, addresses, or health information.

If educators are using EdChat on a personal device, they are unable to upload images and videos of children.

We will adhere to the [Artificial intelligence in schools – use and considerations](#) guidelines before approving the use of any other AI tools. If alternative tools are approved, staff will not enter any personal or identifying information about the site or children. This includes uploading images or video of children.

If educators are using AI to help with programming and creating learning experiences this will not be done where children are present.

We will limit the use of AI with children to recognised programs such as those focusing on STEM or early language development. Any programs will be age-appropriate, safe and aligned with the principles, practices and learning outcomes described in the [Early Years Learning Framework](#). Educators will ensure children will be closely supervised when accessing tools and toys with AI capability to ensure privacy and data security is maintained.

Procedure creation and revision record

Local procedures must be regularly reviewed and maintained to ensure they remain relevant and up to date with important developments in evidence-based practices on the safe use of digital technologies and online environments.

The procedure should also be reviewed and updated in response to any changes to the [Safe use of digital technologies and online environments policy](#) or following any incident or identification of risks relating the use of digital technologies and online environments.

Any revisions to the procedure should be communicated to staff and families, and access to electronic and hardcopies of older versions should be removed.

Duplicate (copy/paste) the below table to record each version change.

Version:	2
Approved by site leader:	Sally Smith
Date of approval:	26.2.26
Date of next review:	26.2.27
Amendments(s):	Nil

Quality Area 5 – Relationships with Children

Robe Soldiers Memorial Kindergarten

Behaviour support, interactions and guidance policy



Last updated: 10/09/2025

A documented policy regarding behaviour, interactions and guidance for children:

- helps to ensure that children, families and staff have a safe environment

- provides consistency and clarity around acceptable behaviour and guidance measures that will be implemented.

As a staff team we believe:

- all children have a right to be protected and experience quality education and care in an environment that provides for their physical and psychological safety and wellbeing

- children have a right to express their feelings and emotions freely in a safe and nurturing environment. Preschool settings actively support children in recognising, understanding, and managing their emotions and behaviours through coregulation, a process where educators respond sensitively and supportively to children's emotional cues, helping them to regulate their feelings and behaviours

- effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development

- consideration of children's individual and contextual needs is crucial to successful learning and the development of positive behaviours

- family partnerships are essential, and families' perspectives are valued and respected

- children have a right to be supported by educators who model appropriate behaviours and implement consistent guidance measures. Educators demonstrate appropriate behaviours to children through everyday interactions and explicit instructional teaching. They also provide predictable routines and offer consistent guidance

- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

As a staff team we promote positive behaviour and interactions by:

- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play

- supporting children to understand guidance measures and expectations that are reasonable, developmentally appropriate, effective, consistent, and fair

- providing an enriching and engaging program that enables each child to experience belonging, a sense of wellbeing and gives opportunities to express feelings through all forms of play

- providing a range of learning spaces for quiet as well as active play to support regulation

- ensuring the learning environment is accessible and flexible so that it can be used for a range of learning experiences and teaching pedagogies

- using positive verbal and non-verbal guidance to prevent, reduce or redirect behaviours of concern

- using positive feedback to acknowledge and reinforce expected behaviours

- role modelling empathetic, respectful, and positive behaviour to each child, while recognising that behaviour is learned and influenced by a variety of factors

sensitively and patiently supporting children as they develop and practice new, developmentally appropriate behaviours over time

planning intentional learning experiences that foster the development of key social and emotional skills, such as resilience, agency, appropriate risk-taking, conflict resolution, independence, leadership, respect for others, and effective communication, aligned with the Early Years Learning Framework outcomes. These opportunities will be embedded within the planning cycle to support children's active engagement in play and encourage children to confidently navigate social interactions and challenges in the preschool environment

valuing children as individuals within their family and cultural context

involving children in goal setting and the development of group norms and behaviour expectations where possible

intentional teaching of positive behaviours and play skills, building on each child's strengths and achievements and providing choices where possible

engaging in open and two-way communication with families to ensure that each child's rights are upheld.

We will respond to behaviours of concern by:

reminding children of developmentally appropriate expectations and guidance measures and the reasons for these

promoting, modelling, and supporting safe and positive behaviour

explicitly planning for and teaching positive behaviour and expectations

supporting children to problem solve, negotiate, and regulate their feelings, emotions and behaviours appropriately

using restorative practice approaches that support children to empathise with others, repair harm and restore relationships when it has been assessed as emotionally and physically safe, and in the best interests of everyone involved

communicating and working with families and internal and external service providers at the earliest opportunity to support children's wellbeing, learning, and positive behaviour change

assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports their safe inclusion and participation

using proactive strategies to co-regulate with children, to decrease behaviours of concern, support children to deescalate, and safely return to their learning environment

developing, implementing, monitoring and reviewing behaviour support plans in partnership with children, families and relevant internal and external service providers.

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 policy
- Parents will be given a copy of the policy if it changes

Educators

- Policy will be included in the induction folder for new educators
- A review will be undertaken each year by the staff team
- 'Keeping Safe – Child Protection Curriculum' will also inform our learning and behaviour guidance

This policy is informed by our professional learning and implementation of that learning in the following:

- 2021- SMART training
- 2022 with the Berry Street Education Model
- 2025 Berry Street Early Years Education Model

Sources:

- [Behaviour support policy \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/behaviour-support-policy)
- [Behaviour support and interactions with children in preschools \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/behaviour-support-and-interactions-with-children-in-preschools)

National Quality Standard

- The Australian Children's Education and Care Quality Authority (ACECQA) defines 7 quality areas under the National Quality Standard (NQS).
- National Quality Standard 2.2 provides guidance about children's health and safety.

National Quality Standards 5.1 and 5.2 provide guidance about relationships with children.

Regulations

- [Education and Care Services National Regulations - Regulation 168 \(2\) \(j\)](#)
- [Education and Care Services National Regulations - 155 interactions in groups](#)
- [Education and Care Services National Regulations - 156 relationships in groups](#)

Consultation process completed and feedback included from children, staff, families, and Governing Council members – approved 10.9.25

Review date – 10.9.26 Endorsement recorded in Governing Council minutes dated: 10.9.25

Next review date due: September 2026

