



Jean Horan Flinders Park Kindergarten



www.jeanhorankgn.sa.edu.au

JHK Policy Guidelines

Please follow the link to access additional Policies, Procedures and Guidelines on the SA Department for Education and Child Development (DfE) Website

<https://www.education.sa.gov.au/department/policies-and-legislation/departmental-policies>

All JHK Policy Guidelines will be reviewed annually in consultation with our Governing Council, Families and Staff

Reviewed 2021

Director: Julianne Muirhead

2021 Governing Council Chairperson: Kristy Georgopolous

JEAN HORAN KINDERGARTEN POSITIVE BEHAVIOUR, INTERACTIONS AND GUIDANCE

Rationale

This policy helps us to provide a safe and supportive environment in which children are successful in learning positive social behaviours. A safe learning and play environment for children has a significant impact on their social and emotional development, wellbeing and learning success.

Behaviours which are encouraged: At Kindergarten we use a positive approach to behaviour guidance that takes into account child and contextual factors. We aim to be consistent and clear around acceptable behavior guidance. All children have a right to feel safe and supported. We encourage the following behaviors:

- participation in a variety of activities
- sharing and respecting equipment and materials
- taking turns
- actively listening and responding to others
- co-operating with each other
- respecting each other and valuing each other's differences, cultures and backgrounds.

Inappropriate Behaviours: As Parents and Staff - there are times when we need to help children regulate or manage their behaviour because it is inappropriate. This includes:

- Any behaviour that puts the child or other people at risk - behaviours that hurt others (e.g. hitting, pushing), behaviours that frighten or tease others (e.g. name-calling, insults), behaviours that place the child in danger (e.g. running inside, climbing tall objects).
- Any behaviour that is disruptive to the child's or other children's learning (e.g. spoiling other children's achievements, wandering around aimlessly).
- Any behaviour that is socially unacceptable (e.g. spitting, swearing)
- Challenging behaviours are addressed in a timely and appropriate manner – responded to at the time or as soon as possible.

Strategies for managing Inappropriate Behaviour

We manage inappropriate behaviour using the following strategies:

- Establishing clear rules for the setting or each activity.
- Encouraging and praising positive ways of behaving.
- Modeling and discussing pro-social and 'getting along' behaviours.
- Clarifying and reinforcing rules.
- Distracting the child.
- Redirecting the child.
- Being consistent in our expectations and the way we deal with the child.
- Ensuring that the language we use is understood by the child.
- Teaching new skills to empower the children.
- Supporting children to problem solve, negotiate, find resolution and manage their feelings, emotions and behaviours appropriately.
- Use Restorative Justice practices that support children to empathise with others and restore relationships.
- Ignoring the behaviour - for attention seeking behaviour (such as repetitive noise making, tipping objects on the floor) as long as it is not disruptive or harmful to others.
- Giving the child a place and the time to regain control of their behaviour.

When children use inappropriate behaviour an explanation is given to them by an educator about why it is not acceptable. If the behaviour continues then one or more of the above strategies will be used. The type of strategy used will vary depending on the particular situation and the child's level of understanding.

Please speak to our Educators if you have questions about Positive Behaviour Guidance

CHILD-SAFE ENVIRONMENT

Our Child Protection Curriculum teaches children about - The Right to be Safe: Protective Strategies to help them be safe and seek help at times when they feel unsure or unhappy about a situation, and recognizes the importance of positive Relationships. It aims to empower children with strategies to help themselves to be safe and includes two main themes.

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

We believe through our teaching that children will:

- Have increased feelings of emotional and physical security.
- Become more aware of their feelings and be able to communicate them more clearly.
- Improve their own sense of worth
- Continue to develop good relationships with other children and adults by increasing their own communication skills
- Increase their problem solving ability

JEAN HORAN KINDERGARTEN HEALTHY EATING AND NUTRITION GUIDELINES

We aim to encourage safe, healthy eating habits for all children and their families attending our Kindergarten. Healthy foods / drinks (especially water) contribute to our lifelong health and wellbeing.

Our preschool promotes safe, healthy eating habits in line with the 'Right Bite Healthy Food and Drink Supply Strategy' for SA Schools and Preschools.

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

1. Short term: maximize growth, development, activity levels and good health.
2. Long term: minimize 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:

- 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 are nutritious.
- This *Healthy Eating and Nutrition 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 *Australian 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 curriculum where possible - across the *Australian Early Years Learning Framework (EYLF)* and the *Australian Children's Education and Care National Quality Framework and Standards (NQS)*.

The Learning environment: Children at our preschool:

- Have fresh filtered tap water available at all times and are encouraged to drink water regularly through the day and refill their water bottles.
- Eat regularly at scheduled break times (Fruit Time and Lunch)
- Are encouraged to bring their own named water bottle
- 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

Our preschool:

- Promotes the importance of breakfast and regular meals for children
- Teaches the importance of healthy eating as part of the curriculum
- Is a breastfeeding friendly site

Food supply: Our preschool:

- encourages healthy food and drink choices (water) 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 (edible garden)

We have the following guidelines for families for food brought from home or provided by staff within preschool time:

FRUIT TIME

Parents and carers are asked to supply fruit or/and vegetables at Fruit Time to:

- a. Provide children with important nutrition
- b. Encourage a taste for healthy foods
- c. Encourage chewing which promotes oral muscle development
- d. Fresh fruit or vegetables are recommended
- e. We understand that at times families may run out of fruit. A healthy sandwich with savoury filling or plain unsalted crackers (e.g. Vitawheat) is a healthy alternative.

FOODS UNSUITABLE FOR FRUIT TIME: include packaged foods, chips, lollies, chocolates, cakes and sweets and

STRICTLY NO PRODUCTS CONTAINING NUTS (because of serious anaphylactic allergies).

Also drinks which are cordials or sweetened fruit juices are not suitable beverages – water is encouraged.

LUNCH CARE PROGRAM.

Parents are encouraged to follow the above guidelines, and talk to Staff if they need clarification or if their child has an individual need because of a health issue.

A healthy lunch box might include a sandwich, rice, curry, fruit, yogurt, vegetable sticks, cheese etc.

Please do not include chocolate, chips, muesli bars, roll ups and other high sugar / high salt / high fat processed foods. Please ask staff if you are unsure.

Food safety: Our preschool:

Promotes and teaches food safety to children during food learning / cooking activities (washing hands before eating or cooking)

Encourages staff to access training as appropriate

Provides adequate hand washing facilities for everyone

Promotes and encourages correct hand washing procedures with children.

Food-related Health Support Plans: Our preschool:

Liaises with families to ensure a suitable food supply for children with Health Support Plans that are related to food issues such as serious allergies (for example NUT allergies etc.)

Working with families, health services and the community Our preschool:

- Invites parents and caregivers to be involved in the review of our *Healthy Eating and Nutrition Policy*
- Invites health professionals to be involved in food and nutrition activities with the children
- Provides information from health professionals to families and caregivers on Healthy Eating in a variety of ways such as Newsletters, Information at Enrolment, Pamphlets, Posters and Displays

JEAN HORAN KINDERGARTEN PAYMENT OF KINDERGARTEN CONTRIBUTION SCHEDULE

Kindergarten Contribution (per term)

5 sessions per week - \$85 for a term

4 per week - \$65

3 per week - \$48

2 per week - \$32

1 per week - \$25

If 2 sessions on one day there is a lunch care supervision contribution of \$6 per day. The lunch care program is an agreement for the whole term. There is no refund if your day falls on a public holiday, pupil free day or if your child is sick or on holiday.

1 full day +\$60 per term

2 full days +\$120 per term

Playgroup Contribution

\$2.50 per week per family

Fees for twins or other siblings attending kindergarten are set at half the normal fee for the second child (excluding lunch care supervision fee)

JEAN HORAN KINDERGARTEN ENROLMENT AND ORIENTATION PROCEDURE

The key purpose of orientation is to establish positive relationships between educators, children and families.

The first contact may be

- Phone contact
- Walk in
- Web presence

What information 'captures' the inquirer

- Clear concise information
- Personal communication style
- Acknowledgement of family and child

First contact information often includes families seeking information about

- Hours the service operates
- Vacancies
- Session configuration
- Costs
- How to enroll child

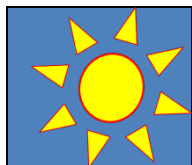
When a starting date has been determined for the child, the child and family are invited for a visit/interview:

- Opportunity for one-to-one conversation with the family and child.
- Opportunity for the family to share information about their context and the child's needs.
- Details about the program and pertinent information contained in the Parent Handbook.
- Completion of Enrolment Form details.
- Walk around the Centre so that the child and family can see 'the program in action'.
- Family given an Information Pack to take home that includes the Parent Handbook.
- Children with additional needs may be referred to DECD Support Services.
- Children with health care needs are invited for a meeting to develop a support plan.

Additional Strategies

- Orientation meeting for parents/careers – an opportunity to introduce staff and clarify Centre programs and routines.

JEAN HORAN KINDERGARTEN SUN PROTECTION GUIDELINES



Rationale:

Australia has the highest incidence of skin cancer in the world with two out of every three people developing some form of skin cancer before they are 70 according to the Cancer Council SA.

Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Sun exposure in the first ten years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life. Cancer Council SA advises people to protect their skin at times when the ultraviolet (UV) radiation index is 3 and above as this is when it is strong enough to cause damage to unprotected skin. For much of South Australia, UV radiation levels are 3 and above on most days from September to April. It is during these months that sun protection is very important. Cancer Council SA recommends that a Sun Protection Policy be in place from September until April when UV radiation levels are 3 and above.

It is highly recommended that UV radiation levels are monitored during the rest of the year as they may still be 3 or above depending on location.

Cancer Council SA also recommends that particular care should be taken during September until April between 10 am – 3 pm when the UV radiation levels are at their highest.

It is important to balance sun protection with safe sun exposure for the production of vitamin D for bone growth and development.

Aims:

The aims of this Sun Protection Policy is to promote to children, staff and families:

- Positive attitudes towards skin protection.
- Lifestyle practices which can help reduce the incidence of skin cancer.
- Personal responsibility for and decision making about skin protection.
- Awareness of the need for environmental changes (such as the supply of shade) to reduce the level of sun exposure when the UV radiation level is 3 and above.

Implementation:

This policy is particularly relevant from September to April. Outside of this time care should also be taken when the UV radiation level is 3 (moderate) and above. The purpose of the policy is to ensure that children are protected from skin damage caused by the harmful rays of the sun.

It is an expectation that all staff and children at our Centre will use the following skin protection strategies and take care to protect children's skin when the UV radiation level is 3 (moderate) and above. Extra care should be taken between the hours 10 am to 3 pm in summer when UV radiation levels are highest.

- When the UV radiation level is 3 and above the children should have access to inside play, lunch, rest time and other activities at ALL times between 10 am and 3 pm.
- Whenever possible outdoor activities will be set up under the veranda or in other shaded areas. Staff should use the shade of trees, pergolas, umbrellas and tents whenever outdoors.
- The sandpit and play equipment area is to always be a priority for shade structure planning. The provision of shady areas is a priority for the service.

Wear appropriate clothing which protects the skin during September to April.

- Staff and children will be expected to wear hats (preferably broad brimmed, legionnaire style, or a bucket hat) whenever they are involved in outside activities. Children not wearing an appropriate hat will be guided to play in the shade.
- Children are encouraged to wear appropriate clothing for sun protection – e.g. shirts with collars, sleeves and longer style shorts/skirts.

At our Kindergarten Staff will encourage the children to wear a hat for outside play throughout the year so that the habit of hat-wearing becomes a skin protection lifestyle behaviour.

Cancer Council SA recommend applying a broad-spectrum, water resistant sunscreen with an SPF of 30+ to clean, dry skin 15—20 minutes before going outdoors.

Parents are encouraged to apply sunscreen on their child before they arrive at Kindergarten in the morning. Please do not allow children to keep sunscreen in their bags. We have bulk sunscreen at our Centre for use if necessary. Parents who know that their child is allergic or needs a special brand should advise Staff (as we know some children are sensitive to certain brands).

We believe that reinforcing the Sun Smart message is an important strategy in the adoption of skin protection behaviours.

- Staff will be encouraged to role model appropriate Sun Smart strategies.
- Skin cancer prevention will be included in appropriate teaching activities.
- Staff will be encouraged to keep up to date with new information and resources from SA Cancer Council.
- Information about the centre's Sun Protection Policy will be available to all new staff/volunteers and families.

For more information please don't hesitate to contact:

SA Cancer Council Helpline 13 11 20 or visit their website

JEAN HORAN KINDERGARTEN CHANGE OF CLOTHING / TOILETING PROCEDURE

- All Families are encouraged to provide their child with a change of clothing in case of accidents (toileting or otherwise). It is not unusual for kindergarten children to have toileting accidents. Children are often happier to change into familiar clothes that they identify as their own. The kindergarten keeps a supply of spare clothes for emergency situations.
- Staff support children in the above circumstances and endeavour to change them in a manner that provides privacy, minimizes anxiety and encourages independence.
- Staff will endeavour to inform another staff member should they need to change a child and do so within hearing of other staff. This is for the protection and safety of all concerned.
- Some children who enrol in Kindergarten are not toilet trained and may require some extra support in this area. It is important that this information is provided to the kindergarten when the child is enrolled in order for staff to plan appropriate support.
- Toileting support may involve reminding a child to use the toilet or supporting them in the toileting process.
- Staff may be able to support a toilet training program but they are unable to take full responsibility for toilet training, this is generally a family responsibility. Specific toileting strategies need to be recommended by a professional, with a focus on developing the child's independence and reflective of educators roles and responsibilities.
Families are responsible for providing all aids and equipment their child may need i.e. nappies, pull-ups, wipes and spare clothes (including underpants)
- The kindergarten will provide the resources staff need to complete their duties, e.g. gloves, and hand wash.
- Wet or soiled clothing will be sent home for washing.

JEAN HORAN KINDERGARTEN PARENT CONCERN, COMPLAINT AND RESOLUTION PROCESS

Policy Statement

The relationship between educators and families is fundamental to the quality of care and education that children receive. Open communication in a respectful way ensures the best outcome for you, your child and the Preschool.

The purpose of this policy is to provide clear and transparent information for dealing with complaints or concerns.

The Department for Education indicates that a child's Preschool should be the first point of contact for parents, followed by the DfE Regional Office, and then the Customer Feedback Unit (CFU) if the complaint cannot be resolved at the local level. Please know that any issues raised with us will be reviewed to improve our processes and procedures to ensure we develop a strong partnership with families.

Making a complaint

1. Talk to the preschool first

Contact the Preschool to arrange a time to meet with the teacher or have a discussion on the phone. They will look into your concerns and get back to you as soon as possible. You may want to put your concerns in an email to your Preschool.

If the matter is not resolved you may want to meet with or write to the Director who will work with you to hopefully resolve the issue. The school or preschool will aim to resolve your concern as soon as possible - ideally within 15 working days.

2. If you are unsatisfied contact the Department's Customer Feedback Unit (CFU)

Phone: 1800 677 435

The CFU will:

- Listen respectfully to your complaint
- Objectively review your issue
- Let you know what has been done and when you can expect to hear about the outcome.

The Department's Chief Executive's office will be advised by the CFU of the outcome of the review. In most cases you can expect to hear of a decision within 35 working days.

Where to get help You can contact the unit on 1800 677 435 to discuss your concerns, or to seek advice about resolving problems.

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DfE Customer Feedback Unit	1800 677 435
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JEAN HORAN KINDERGARTEN REST AND SLEEP PROCEDURE

Rationale: Jean Horan Kindergarten will take reasonable steps to ensure that children's needs for rest are met having regard to each child's age, development and needs.

Scope

This procedure is consistent with the following requirements:

- Education and Care Services National Law and Regulations Regulation 81 Sleep and Rest
- Department for Education Safe sleeping for infants and children Procedure August 2017 Safe Sleeping for Infants and Young Children Procedure
- Safe infant sleeping standards policy directive (SA Health) Safe Infant Sleeping Standards
- Kid safe SA safe sleeping recommendations <https://kidsafesa.com.au/safe-infant-sleeping>

Children of all ages

- A quiet place will be offered for rest and also allowance for calm play.
- Children rest with their face uncovered.
- Our environment and equipment will be safe and regularly checked for hazards.
- Educators will supervise resting and sleeping children. This involves checking/inspecting sleeping children at regular intervals, and ensuring that we are always within sight and hearing distance of sleeping and resting children so that we can assess a child's breathing and the colour of their skin.
- Educators will tailor rest and sleep to reflect the needs of individual children at our service. Factors considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

Babies and Toddlers

We follow the Department for Education's safe resting/sleeping for infants and young children procedure which includes:

- Ensure sleeping environments are assessed to identify and remove potential hazards. Sleeping children are monitored by Educators.
- Prams, pushers, bouncinettes and rockers will not be used unsupervised or as a sleeping environment for children.

This rest and sleep procedure will be reviewed on a regular basis to ensure our practices are consistent with safe sleep recommendations. We refer to the Department for Education safe sleeping checklist for young children as a guide for reviewing our practices to maintain the highest level of safety and wellbeing of every child who attends our service.

JEAN HORAN KINDERGARTEN WATER SAFETY PROCEDURE

Rationale: Early childhood services including Jean Horan Kindergarten are required to have a water safety procedure that outlines how they will manage water safety including water based activities. Services are required to consider water safety and potential water hazards when undertaking excursions. These requirements are in line with Regulation 168 (2) (2) (iii) of the Education and Care National Regulations.

This procedure is informed by the Kid Safe SA Fact Sheet on water safety in education and care settings.

Scope

A water hazard is defined as anything that can hold **5 cm of water and fit a child's nose and mouth** and includes sinks, basins, fish tanks, baths, pool, water courses, ponds, sandpits, water troughs, containers, buckets and anywhere that water pools.

Educators recognise that water play has significant benefits for children. While water play is calming and cooling in warmer weather, it also offers playful learning opportunities to children. Water play assists children to develop gross and fine motor skills, cognitive skills and social and emotional development. All water play must be offered to children in a way that meets both their learning and safety needs.

Detail

Active supervision

Educators will:

- Maintain extra diligence to **ensure children are supervised** when they are in or near water
- Maximise supervisions through **intentional placement** of water troughs
- Observe play and anticipate behaviour
- Apply higher ratios for any water based excursions

Eliminating hazards

Educators will:

- **Empty water troughs and containers after use**
- Remove the plug from the trough **whilst in storage so it will not fill**
- Ensure that sand pit water is draining freely

Restricting access:

- The centre does not use swimming pools or any water play activities that require fencing.

Risk assessments

- Educators undertake a risk assessment for water play which is reviewed regularly
- Risk assessments are undertaken for excursions which feature water based activities

References

Kid safe SA Water Safety in Education and Care Settings fact sheet

JEAN HORAN KINDERGARTEN WORKING IN ISOLATION PROCEDURE

This procedure provides guidance to all staff to facilitate best practice when working in isolation and to reduce incidents of workplace injury and illness.

Due to the nature of Jean Horan Kindergarten being a stand-alone Kindergarten there may be times when staff will be on site and working alone. Instances such as office administration, program preparation and set up are occasions when staff may be working on site alone.

To this instance please ensure the following procedure is followed to reduce the risk of workplace injury and illness.

1. An employee working in isolation should ensure a family member (who has the Director's phone number in case of emergency) is aware of plans to be on site and how long the plan to stay is.
2. An employee working in isolation will ensure doors are locked while working inside.
3. An employee working in isolation will ensure their mobile phone is within reach at all times.
4. If an employee suffers an injury while working in isolation and is able to use the means of communication, contact is to be made immediately for First Aid assistance if required, and then notify the Director.
5. A record of the person working in isolation will be entered into the Sign-In Book.
6. Specific limitations of prohibited activities when working in isolation includes not undertaking hazardous manual tasks and ensuring safe operating procedures are used with any equipment.
7. All employees shall take reasonable care and responsibility for their own health and safety:
 - Ensure they work safely so as to not endanger themselves or others.
 - Follow the requirements of this procedure when working in isolation,
 - Participate in consultative processes.
 - Report any hazards associated with working in isolation.
 - Obey any reasonable instructions to ensure their health, safety and welfare, and that of others.
 - Ensure that they do not endanger their own or another's safety through the consumption of alcohol or any other drug.