



SETTLERS
FARM
CAMPUS

Settlers Farm Campus Kindergarten parent handbook www.preschools.sa.gov.au/settlers-farm-campus-kindergarten

Find out more about our goals and our focus in our philosophy statement (PDF 131KB) (https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten/our-centre/things-to-know/settlers_farm_philosophy_statement.pdf)

Volunteering If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschools and children's centres (<https://www.education.sa.gov.au/working-us/volunteers/volunteering-schools-preschools-kindergartens-and-childrens-centres>) and have a chat to us about how you can get involved.

We invite you to join the governing council, which meets twice a term to make sure the preschool runs smoothly. Read through what a governing council does (<https://www.education.sa.gov.au/working-us/governing-councils/about-governing-councils/what-governing-councils-do>) and speak to us to register your interest.

Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Contact us

Preschool director: Miss Jasmin Cox

Phone: (08) 8280 6188 Fax: (08) 8280 6283

Email: dl.2693.leaders@schools.sa.edu.au

Street address: 2 Du Villars Street Paralowie SA 5108

Postal address: PO Box 605 Salisbury South SA 5106

What we offer

We offer a number of programs and services to support your child's early years learning (<https://www.education.sa.gov.au/schools-and-educators/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-birth-year-10>).

Preschool program

Times Your child can attend preschool for 30 hours over a fortnight.

Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 3.15pm	8.30am to 3.15pm	8.30am to 11.30am odd weeks	–	–

Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 11.30am even weeks	8.30am to 3.15pm	8.30am to 3.15pm

Fees

The parent contribution is \$480 per year. See our enrolment and fees (<https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten/getting-started/enrolment-and-fees>) page for more information.

To keep our focus on the children, community and curriculum, all incursion and excursion events are included in the kindergarten fees. This allows your child to fully participate in the curriculum and all the additional programs we offer.

What to bring

Children need to bring these items each day:

- bag
- sunsafe hat (a bucket hat is provided in term 1)
- change of clothes
- drink bottle containing water only (can be refilled)
- healthy snack
- healthy packed lunch.

Food must be in line with our healthy food and nutrition policy (PDF 140KB)

https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten/our-centre/things-to-know/settlersfarm_healthy_food_and_nutrition_0.pdf

Please write your child's name on all their belongings.

What not to bring Children should not bring these things: food containing eggs and nuts (some children have allergies that can be dangerous) unhealthy food or drink (lollies, chocolate, chips, fizzy drinks) toys from home.

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Additional information

Please put sunscreen on your child before they come to kindergarten. We will support your child to re-apply as outlined in our skin protection policy (PDF 107KB)

(https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten/our-centre/things-to-know/settlers_farm_campus_kindergarten_sun_protection_policy_2020.pdf).

Please read our drop-off and pick-up procedure (PDF 195KB)

(https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten/our-centre/things-to-know/settlersfarm_drop_off_and_pick_up.pdf)

We always need junk materials that you probably have at home eg boxes, clean bottle tops/yoghurt containers. Please speak to us about what is suitable/appropriate.

Your child's birthday will be celebrated with a song and a sticker. We are unable to share cakes.

Each term we visit the Settlers Farm Campus R-6 junior primary playground or classroom's as part of our transition policy so children become familiar with the school. We also attend the Resource Centre, Early Years assemblies and other celebrations and special events. Please advise where your child will be going to school. The school and Kindergarten will contact you and advise of transition days.

Support services

Where possible, bilingual assistants are employed to support children who have English as an additional language or dialect.

Children with special needs are able to access our early intervention program. Specialised assessment and support (eg speech pathology) are available free of charge from the Department for Education for eligible children. We are also able to provide information about, and referrals to, other services. If you have any queries about your child's development please discuss them with us and we can refer or advise you.

Literacy and library

Literacy group times are held each full day. We have a library for you and your child to borrow books. Reading with your child every day will help their literacy development. You can also borrow books from the Salisbury West Library (<http://www.salisbury.sa.gov.au/Learn/Libraries>).

Learning kits

These kits help strengthen your child's literacy and numeracy skills. Each kit contains a book and a variety of items which may include puppets, puzzles and board games.

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Settlers Farm Campus OSHC

OSHC is not provided by the kindergarten but is available for kindergarten children. Care for up to 60 children is provided in the morning, up to 120 children in the afternoon, and up to 120 children during vacation care.

Times

Monday to Friday, 6.30am to 8.30am and 3.05pm to 6.00pm

Vacation care: 6.30am to 6.00pm

Cost

Program costs are provided upon application.

Additional information

For more information please read the Settlers Farm Campus OSHC website (<https://www.settlersfarmcampusoshc.com/>).

Early entry

Early entry is currently only available to children who identify as Aboriginal, Torres Strait Islander or are under the guardianship of the minister. Please speak to us for more information.

Disability support

There is support available for children with disability (<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Enrolment and fees

When your child can start preschool

Your child is entitled to access 1 year (4 terms) of preschool.

Term 1, 2023 – January intake

Children who turn 4 years old before 1 May can continue to start preschool at the beginning of the year.

Term 3, 2023 – July intake (mid-year)

Children who turn 4 years old from 1 May to 31 October can commence preschool at the start of term 3.

All preschool children will receive 600 hours of preschool across 4 terms.

Children starting preschool in the 2023 mid-year intake, will complete terms 3 and 4 plus terms 1 and 2 of the following year. They will then start school in term 3, 2024 for the 2024 mid-year intake.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options. If your child is Aboriginal or under the guardianship of the minister they are eligible to start preschool after they turn 3.

Enrolling your child You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten#location>).

If you don't live in our catchment area you should indicate at least 2 other preschool options on your form. If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts We will contact you in term 3 about an orientation session.

This will be a 1-hour session where you can ask questions. Before they start preschool your child can come to pre-entry transition visits. These will be in term 4 and will be a chance for your child to meet the staff and other children.

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Fees

We ask you to contribute towards the cost of your child attending preschool. The parent contribution is \$480 per year. This includes excursions and incursions. You can choose to pay the total amount at the beginning of the year or to pay instalments of \$100 or as nominated via Esidebit.

When to pay

We will invoice you at the beginning of the year via your child's name pocket. Payments are due by week 6 of each term. Please contact us if you are having difficulty paying.

How to pay

Bank transfer is the preferred method.

Parent contribution can be paid via cash payments.

Immunisations

When you enrol your child you will be asked to provide evidence of their immunisation status (<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhoodservices-immunisation-requirements>).

Reports and plans

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Exceeding NQS |
| 3 | Physical environment: | Exceeding NQS |
| 4 | Staffing arrangements: | Exceeding NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Exceeding NQS |

Rating for: Settlers Farm Campus Kindergarten

Rating issued: October 2014

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 762KB)

https://www.preschools.sa.gov.au/settlers-farm-campus-kindergarten/our-centre/reports-and-plans/settlers_farm_qip.pdf

Settlers Farm Campus Kindergarten parent handbook www.preschools.sa.gov.au/settlers-farm-campus-kindergarten

Annual report

A report on our progress, achievements, highlights and challenges for the year. Annual report (PDF) http://docs.decd.sa.gov.au/Sites/AnnualReports/2693_AnnualReport.pdf

Parenting support

Giving your child a strong start in the early years Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life. We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program (<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-southaustralia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart) (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.



Government of South Australia
Department for Education

Settlers Farm Campus Kindergarten Philosophy Statement

At Settlers Farm Campus Kindergarten we acknowledge that all children are capable and competent learners. We provide them with the opportunities to further grow and develop as individuals in a positive and nurturing environment. Children's learning and creativity is supported through hands-on real life experiences within a play based curriculum using the Early Years Learning Framework and the Preschool indicators; literacy and numeracy.

All educators, families and children work respectfully together in partnership to create a welcoming and supportive learning environment. An environment responsive to the uniqueness and potential of each individual child, their culture, family diversity and our community. We acknowledge the importance of traditional culture and heritage to the Kaurna people and other Aboriginal Nations.

We share the same vision as Settlers Farm Campus R-6 to support continuity of learning:
"Settlers Farm Campus as a community works together to inspire our students to develop respectful relationships, be resilient and maximise their potential".

Our aims are to.....

- Provide a play based curriculum, driven by children's voice, interest and flexible to their needs.
- Encourage the curiosity, risk-taking, exploration, creativity and love of learning.
- Promote a strong sense of well-being through developing collaborative and nurturing partnerships with children, families and our community.
- Incorporate the 'Child Protection Curriculum' to assist children with the knowledge and understanding to keep safe.
- Incorporate the 'You Can Do It!' Early Childhood Education program supporting children to develop a healthy growth mindset to be powerful learners (children to be confident, organised, persistent, able to get-along with others, and to develop emotional resilience).
- To extend children's confidence to engage in reciprocal conversations in contexts driven by trusting relationships.
- To provide communicative strategies inclusive of all children and their needs; key word signs and visual displays.

Allergy (and anaphylaxis) aware

Checklist for education and children's services

First aid

- Staff are trained in **first aid** (Basic Emergency Life Support – DECS BELS) including anaphylaxis first aid using prescribed adrenalin via Epi-pen®
- First aid protocols ensure safe secure storage and immediate access to a child/student's Epi-Pen®, and other first aid equipment. Storage needs to ensure Epi-pen® will remain at the correct temperature
- First aid protocols encourage self management while acknowledging that staff are responsible for managing first aid emergencies.

Planning for safety

- Every child/student with anaphylaxis has a care plan and MedicAlert registration
- Every child/student/adult with anaphylaxis has an agreed **worksite support plan**. This reflects the ages and stage of development of the child, and the nature of the service, and includes planning for:
 - informing all relevant staff including all relieving teachers
 - camps and excursions
 - special programs such as swimming, sports days and visiting presenters/programs
 - movement between services, for example between school and out of schools hours care
 - evacuation and invacuation
 - class activities such as **craft** where exposure to egg and milk cartons, sedds, play dough (chocolate essence) and egg shells may occur
- **Parents** are responsible for providing the care plan and any medication and ensuring that medication provided has a current expiry date
- **Parents and families** of children with a care plan are included in, but not ultimately responsible for, worksite education and planning for their child
- Care and support planning is **reviewed routinely** (for example at times of parent/family-teacher interviews) and always at times of transition (home → childcare → preschool → new school)
- Staff and children/students **understand and apply allergy aware practices** Families of children with anaphylaxis can contribute to planning for cooking lessons, class parties etc
- **All families** in the pre/school community are regularly informed about allergy aware policy and practice in education and children's services

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Food allergy

- Everyone is encouraged to wash their hands before and after eating Note: Some students may require non-soap based washes, eg those with eczema
- Food is not given as a reward/treat
- Children do not share or swap food, unless under supervision (for example special events, as pre-arranged and agreed with the family)
- Food and nutrition education incorporates education about food allergy and any practical activities are planned with an assumption that some participants have a food-related allergy
- Food should not be supplied to children with anaphylaxis unless pre-arranged and agreed with the family. It is assumed any product might have traces of nut or other food allergy ingredients unless confirmed otherwise
- Food preparation follows standard precautions to avoid cross contamination. People preparing food (including volunteers, teachers, canteen helpers) need advice on strategies to ensure that food is not cross contaminated
- Planning camps and excursions takes into account food supply services, including discussing the full menu with families (including product details)
- Be aware of using food as a fundraising exercise, eg supplying chocolates to all students in the school to sell
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Messages adapted from

be a MATE: Make Allergy Treatment Easier

- Take food allergies seriously
- Know what your friends are allergic to
- Don't share your food/drink with friends who have food allergies
- Don't pressure your friends to eat/drink something
- Use your "bullying no way" strategies if you see anyone being bullied, including someone being bullied about their allergies
- Get adult help immediately if your friend feels sick, especially after eating something.

Allergy Australia Inc www.allergyfacts.org.au

(adapted with permission from the **Be A Pal** programme developed by The Food Allergy and Anaphylaxis Network www.foodallergy.org)



Settlers Farm Campus Kindergarten ASSESSMENT AND REPORTING PROCESS

ASSESSING

- All learners can expect to participate in the construction of a planned learning and teaching program, based on the *Early Years Learning Framework (EYLF)* and *implementation guidelines for indicators of preschool numeracy and literacy* which responds to their needs, interests, prior experiences and achievements.
- Assessment and reporting practices will:
 - Promote the ongoing development of dispositions, knowledge, skills of all young children
 - Use a variety of strategies which respond to the diversity of children and families
 - Reflect the holistic nature of young children's learning, development and the professional judgement of Educators.
- Assessment information will be used to inform decision-making about the learning programs and priorities for curriculum development.
- The development of a *One Plan* or learners with special rights will include an Individual Learning Plan (ILP) that specifically addresses learner access, participation and achievement within the context of the outcomes in EYLF.

RECORDING

All educators contribute to:

- recording evidence of learner achievement
- learner achievement data to inform planning, practice and waves of intervention

Record keeping takes the form of:

- Portfolios—available for children and parents to access at all times.
- Anecdotal observations of children—dated and recorded
- Learning notes reporting to parents about their child's progress, strengths and areas of development in Numeracy and Literacy within DfE guidelines during Terms 1, 2 and 3. This information informs the Statement of Learning on exit from kindergarten.
- Preschool speech and language Screener (2015).
- Photographs
- Literacy—PASM (Phonological Awareness Skill Mapping) tool.
- Numeracy—'Four Top 5' of numeracy (subitising focus).
- Yakka tracker—monitoring children's communication skills
- Wellbeing checklist— to monitor children's wellbeing
- Early Intervention—speech/language, numeracy, literacy, motor skills
- Individual Learning Plans—Aboriginal children and Preschool Support recipients.
- Work samples and Learning stories—displayed then filed in portfolio.
- Programming suggestions which reflect children's voice/interests and used in fortnightly planning.
- Literacy and Numeracy groups.
- Tracking and monitoring children's achievement and progress through 'MiniMarkt' (secure online program).

REPORTING

All teachers:

- prepare a 'Statement of Learning', based on the five Learning Outcomes of the *Early Years Learning Framework* and *DfE Indicators of preschool numeracy and literacy*, which is provided to the child's parents/carers and passed on to the school the child will attend.
- will report on an ongoing basis, both planned and informal— parents receive information about their child's progress verbally and written (learning notes and 'Statement of Learning').



Settlers Farm Campus Kindergarten

Behaviour Management Code

2022

We believe that everyone has the right to be safe. Children learn best when they experience success and have a positive self esteem.

We believe that consistency and partnerships with families through frequent conversations are important in promoting acceptable behaviour. *Educators and families need to share this responsibility, creating a safe and secure environment and modelling appropriate behaviours at all times.*

We accept that children may feel upset, frustrated and angry at times and we will support them in expressing these feelings appropriately.

We understand that children at kindergarten are still learning how to behave appropriately and communicate and that some children will need more support than others to learn these skills. Inappropriate Behaviour is documented by educators to enact appropriate intervention strategies which may include the use of SMARTER goals in a behaviour support one plan (example attached).

At kindergarten children will be encouraged to:

- Demonstrate acceptable behaviours and respect others personal space
- Participate and be involved in group discussions to establish rules and expectations around acceptable and unacceptable behaviour.
- Keeping ourselves and others safe
- demonstrate emotional resilience (express feelings, wants and needs)
- be confident (take risks, try new things)
- make good choices (A and B choices)
- be co-operative, share and take turns
- solve problems
- communicate effectively-verbally and non-verbally
- be tolerant
- get along with others- be friendly
- respect and care for others
- take responsibility for their own actions
- Talk to an educator when issues arise

ACCEPTABLE BEHAVIOUR:

- Being polite/using manners
- Following instructions
- Helping
- Listening (5 L's)
- Using appropriate social language and actions (e.g. "stop, I don't like that", "making good choices").
- Participating appropriately in activities
- Valuing other people's property (including something they have made or built)
- Caring for our environment; people, animals, garden and equipment
- Walking safely inside the building.
- Being kind- filling bucket
- Using traffic lights to connect emotions (early warning signs)

To promote acceptable behaviour Educators will:

- Discuss with children the appropriate ways to behave at kindergarten (with regard to a child's individual learning needs).
- Model appropriate behaviour.
- Have fun and be positive.
- Be consistent in our approach to behaviour management.
- Encourage and support families to promote acceptable behaviour.
- Implement "You Can Do It" program in the curriculum
- Support children to develop skills to self-regulate their behaviour in order to recognise, manage and communicate their feelings (verbally and non-verbally).
- Use visual prompts and sensory aides.
- Make learning relevant and manageable for all children.
- Ensure that children are being acknowledged when they make positive choices in managing their behaviour.

UNACCEPTABLE BEHAVIOUR:

- Any/all actions that harm another person (physically and emotionally).
- Disrupting other people's learning.
- Playing unsafely with equipment.
- Transferring any object into a weapon; pointing weaponised objects at others and using unsafely.
- Climbing furniture/fences/gates.
- Damaging our garden.
- Running inside the building.
- Destruction of property and resources.
- Graffiti.
- Self-harm.
- Emotional behaviours:
 - Verbal abuse
 - Threats
 - Bullying
 - Racial taunts

- Yelling and screaming at others
- Swearing
- Name calling
- Speaking unkindly or rudely, teasing.
- Isolating/excluding

To minimise unacceptable behaviour Educators will:

- Provide positive feedback during play experiences to promote acceptable behaviour
- Use visuals prompts.
- Redirect disruptive behaviour.
- Offer choices/give warnings.
- Support children to have the language to communicate their feeling's/problems before resorting to unacceptable behaviour and warning of consequences.
- Redirect to a safe place for persistent unacceptable behaviour; particularly a child who physically/intentionally hurts another child or educator.
- Remove other children away from the child demonstrating inappropriate behaviour (invacuate/evacuate).
- Educators to document inappropriate behaviours and/or physical restraint.
- Discuss with parents any concerns about their child's behaviour to promote a consistent approach.
- Be consistent and follow through when managing behaviours.
- Be fair and patient.
- Value children as individuals.

References:

- *Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings 2nd edition, 2019*, Department for Education and Child Development, Catholic Education South Australia, and Association of Independent Schools of South Australia, 2019.
- *National Quality Standard, 1.2.3, 5.1.2, 5.2.2*

Reviewed: 18th November 2019, 16th May 2022

Endorsed: 11th March 2020,

To be reviewed: 2024

One Plan

Writing aims and goals (SMARTAR)

Who	What (action words)	Under what conditions (where, with whom, level of prompt)	How many times (success measure) accuracy, fluency, automaticity, transfer	By when (time frame)

S – Specific **M** – Measureable **A** – Attainable **R** – Realistic **T** – Time Bound **A** – Agreed Upon **R** – Reviewed



Settlers Farm Campus Kindergarten

Child Protection Procedure

Confidentiality will be respected and maintained at all times, throughout all phases of the child protection process and the matter will ONLY be discussed with other professionals who are responsible for ensuring the safety of all children. All educators at Settlers Farm Campus Kindergarten are mandatory notifiers. Educators have a legal responsibility to contact CARL on 131478 or online where they suspect abuse has occurred.

The decision to report any suspected cases of child abuse or neglect will be seen as a fundamental professional responsibility of any person employed at the kindergarten. Please refer to the DECD 'Child-safe environments OUR COMMUNITY RESPONSE TO CHILD ABUSE AND NEGLECT Guidelines for mandated notifiers and information for organisations' policy (April 2017) and DfE Child protection in schools, early childhood education and care (February 2021) that guides the centre's procedures.

The fundamental professional responsibility of a caregiver to contact Department of Child Protection will take priority over the client/worker relationship considerations.

The Kindergarten's main responsibility in this area is to ensure the safety of each and every child and support the children's right to feel safe and secure in their environment. Parents receive information informing them of the ideas and concepts being introduced to their child through the implementation of the Keeping Safe: Child Protection Curriculum that is delivered by trained early childhood teachers.

The contact person for child protection concerns in this site is the Director or other certified supervisor. This is the process for all volunteers and students.

References:

- Keeping safe: Child Protection Curriculum
- DECD Child-safe environments OUR COMMUNITY RESPONSE TO CHILD ABUSE AND NEGLECT: Guidelines for mandated notifiers and information for organisations April 2017
- DfE Child protection in schools, early childhood education and care February 2021
- DfE Protective practices for staff in their interaction with children and young people: guidelines for staff working or volunteering in education and care settings September 2020
- Managing allegations of sexual misconduct in SA education and care settings July 2020
- Responding to problem sexual behaviour in children and young people: Guidelines for staff in education and care settings October 2019
- Early Years Learning Framework: Outcome 1: Children have a strong sense of identity - Children feel safe, secure, and supported
- National Quality Standard 2.2.3
- Education and Care Services National Regulations: Regulation: 168 (2) (h). Regulation: 84
- <https://www.education.sa.gov.au/supporting-students/child-protection/child-protection-policies-and-guidelines>
- <https://www.education.sa.gov.au/working-us/ran-ec-training/ran-ec-tools-concerns-notifications-and-records>

Created: 30th May 2018
Reviewed: 20th May 2021
To be reviewed: as needed



Settlers Farm Campus Kindergarten CURRICULUM POLICY

Curriculum encompasses all the interactions, experiences, routines and events, planned and unplanned, that occur in an environment designed to foster children's learning and development (Educators Guide to the Early Years Learning Framework for Australia, p10).

Our Curriculum Policy is based on the following:

1. Children are provided with a curriculum that:

- reflects our play-based philosophy.
- is child driven; inclusive of their interests, needs and culture.
- meets individual and group developmental needs.
- allows for the expression of personality and uniqueness.
- stimulates a sense of wellbeing.
- Features nature play environments which fosters a respect for the environment and sustainable practices.
- celebrates and respects cultural diversity, including Indigenous Australian culture.
- promotes the development of literacy and numeracy awareness and skills.
- promotes and develops children's learning dispositions.
- Promotes the development of children's vocabulary/ communication skills.

We ensure this by:

- providing a play-based program that supports *The Early Years Learning Framework* for Australia principles and the *DfE Indicators of Preschool Numeracy and Literacy*.
- building positive relationships with children and their families.
- establishing individual and group goals through observations; waves of interventions using big and little data.
- providing open ended activities that foster and reflect children's voice, interests and creativity.
- providing a nurturing environment where children feel safe, secure and valued.
- implementing the Keeping Safe: Child Protection Curriculum.
- Collecting evidence of learning throughout the year:
 - Literacy focus: Phonological Awareness Skill Mapping Tool (PASM) Term 1, Term 2 and Term 4 to track and monitor progress.

- Heggerty- curriculum tool to support the development of PASM skills
- Vocabulary and communication improvement/development through book based learning and monitored through yakka tracker termly.
- Numeracy focus: The 4 Top 5 (subitising).
- Early Assistance and/or referred to Support Services (e.g. Speech Pathologist, Special Educator, Psychologist), as needed.
- Photos through our program in action- recording engagement in learning.
- Portfolios- children's work and learning stories.
- One plan's for Indigenous children, Preschool support and Guardianship of the Minister children (children and young people in care).
- Children grouped into small groups to promote engagement, wellbeing and targeting individual skills and knowledge.
- Learning Notes (Term 1, 2 and 3).
- 'Statement of Learning' distributed to families and child's enrolled school on exit from Kindergarten in Term 4.
- Programming focussing on children's voice, interests and needs, using observations and assessments – Plan, Do, Review.

2. Parents/caregivers should be fully informed of the programming cycle, their child's development, general care practices and should be encouraged to be involved in the programming process:

We ensure this by:

- establishing and maintaining children's portfolios
- providing opportunities for the verbal and written exchange of information regarding children's learning and development between families and the centre (e.g. Learning notes, Governing Council meetings, learning notes, conversations; formal and informal and parent suggestion box.
- displaying the curriculum, including 'spontaneous activities' and the sites 'Philosophy statement'.
- providing opportunities for parent/caregiver participation in kindergarten events (e.g. cooking, incursion/excursions, fundraising, clean-up day).
- providing families with information about daily events through regular newsletters, window displays, notes in children's individual note pockets, email, and on the kindergarten's Facebook page.
- to encourage 'parent/caregiver voice' through questionnaires/surveys and use the information to support children's learning and development.
- informing families of children's engagement in the program through 'our program in action' display & books.
- Sharing our community book throughout the year.

3. Educators are supported throughout the programming cycle.

We ensure this by:

- providing the appropriate level of programming time (non-contact) according to the preschool enterprise agreement and set-up time.
- giving educators the opportunity to access support services (DfE speech pathologists, Special Educator, Psychologist).
- supporting educators' professional learning needs.
- Staff meeting minutes emailed to educators
- Communication book for all educators
- Term planner emailed to all educators
- providing literature to support all educators
- Performance and Development Reviews (6 monthly).

Sources: Educators' Guide to the Early Years Learning Framework for Australia 2010.

Reviewed: 27/03/2019, 21/10/2021

Endorsed: 27th October 2021

To be reviewed: 2023



Settlers Farm Campus Kindergarten Drop-off and pick-up procedure

When you and your child arrive at the kindergarten:

- On arrival, please sign your child 'in' with time and signature (located on the sign in area under the verandah).
- Help your child to place their bag in their named locker and put their named lunch box in the lunch trolley. Snack and water stay in their bag.
- If you are running early, please stay with your child until session starting time – 8.30am. This allows educators to be fully prepared for the day. Gates will not open until 8:30am and locked at 9:15am.
- Bring your child into the kindergarten and greet educators (for safety reasons, children are not permitted to play outside unless an educator is supervising).
- Encourage your child to find their name card to put into the 'names' box (this is part of the roll) and encourage the children to develop self-help skills.
- Please see that your child is happily settled into an activity before you leave, and tell them you are going so that they do not suddenly miss you and become upset.
- If your child has trouble separating from you, please approach an educator for support.
- If someone other than a known contact will be collecting your child, please inform an educator so this can be documented in the staff communication diary -Please note, identification will be required on collection of your child.

At the end of the session, please:

- On departure, please sign your child 'out' with time and signature (located on the sign in area under the verandah).
- Please collect your child between 2.55pm and 3.15pm. During this time, an educator will be available to chat to you about your child's day.
- Please make a single line to wait for your child to be dismissed by an educator (due to high numbers of children leaving at once).
- Ensure that your child has been farewelled by an educator before leaving. Educators will only allow children to leave the centre with parents or carers unless notified that someone different is to collect your child. Ensure they know the end of session times and routines if they are unfamiliar with the kindergarten.
- Collect any artwork/creations that your child has done during kindergarten and child's belongings including lunch boxes on the table.
- Check your child's note pocket and lost property.
- Should an emergency arise or if you are going to be late, please telephone 8280 6188 or 0448 192 082 so an educator can reassure your child.
- If your child is not collected by 3.15pm and we are not able to contact you, you will be charged \$1 per minute for each minute that you are late from 3.15pm to 3.30pm.
- At 3.30pm, if you have still not collected your child (and we have had no contact with you), they will be sent to Settlers Farm Campus OHSC (Out of Hours School Care) where you will need to pay a fee for this service.
- Be careful to allow only the children in your care to exit the gate with you.

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If you are dropping off or collecting your child between 9.15am and 2.15pm, please enter via Du Villars Street's pedestrian gate, ensure to keep this gate closed on entry/exit for safety reasons and ring the staff door bell

Please collect your kindy child prior to collecting school children



Settlers Farm Campus Kindergarten

Environmental Sustainability Policy

Rationale:

Settlers Farm Campus Kindergarten support children to explore the importance of sustainability in everyday practice- the concept that humans are dependent on, and impact on the natural world (Browett and Ashman, 2008) that's changing quickly. We are committed to protecting our environment to ensure a sustainable future for our children through developing children's respect for, and enjoyment of the natural environment and living things, whilst furthering their appreciation of its beauty (Hughes, Climbing the Little Green Steps, 2007).

Aims:

The Settlers Farm Campus Kindergarten Community:

- Promote respect for, and an appreciation of, the natural environment
- Foster understanding and respect for the natural environment, and the interdependence between people, plants, animals and the land
- Support the development of positive attitudes and values in line with sustainable practices
- Ensure that all educators and children engage in sustainable practices during the operation of the service.
- To comply with regulation 113 of the Education and Care Services National Regulation February 2018 – the outdoor space must allow children to explore and experience the natural environment.
- To comply with standards and elements of 3.2.1, and 3.2.3 of the National Quality Standards, 2018:
 - 3.2.1 Inclusive environment: Outdoor and indoor spaces are organised and adapted to support every child's participation and to engage every child in quality experiences in both built and natural environments.
 - 3.2.3 Environmentally responsible: The service cares for the environment and supports children to become environmentally responsible.

Strategies:

Encourage educators, families and children to engage in innovative practices and appreciate the wonder of the natural world while protecting the planet for future generations:

- Educators will make sustainable practices a part of the daily routine. These include:
 - Recycling
 - Reusing
 - Reducing
 - Gardening
 - Composting- worm farm and organics bin
 - Energy conservation
 - Water conservation (e.g. water saving taps, using rain water tank, discussions and teaching children to turn taps off after use)
 - Sustainable equipment purchases

- Include recycling as part of everyday practice at the kindergarten, e.g. recycling bottle tops, soft plastics, aluminium foil, paper, and yoghurt containers.
- Yellow recycling bins and red landfill bins are provided throughout the kindergarten.
- Role model sustainable practices.
- Encourage children to take home bread scraps and place in their green bins.
- Discuss sustainable practices with the children and families as part of the kindergarten curriculum.
- Provide information to families on sustainable practices that are implemented at the kindergarten and encourage the application of these practices in the home environment.
- Share ideas between educators, children and families about sustainable ideas, implementation and resources. This can be done at Governing Council meetings, through emails, newsletters, displays, the kindergarten's Facebook page, and conversations.
- Role model energy and water conservation practices of turning off lights and air-conditioning when a room is not in use, emptying water play containers onto garden areas, aim to purchase equipment that is eco-friendly where possible.
- Educators will reduce the amount of plastic and disposable equipment they purchase and select materials that are made of natural materials and fibres.
- Appropriately dispose of electronic waste.
- Seek to embed sustainable practices in the education and care service. The concepts of "reduce, re-use and recycle" will become part of everyday practice for both children and educators to build lifelong attitudes towards sustainable practices.
- Use local Council and Government departments as sources of information on sustainable practices used in the local community e.g. liaise with the Natural Resource Management to keep up to date on practices and ideas for sustainability.
- Access new information through the Wipe Out Waste (WOW) website <http://www.wow.sa.gov.au/> such as Professional Development, and current best practice strategies.
- Educators to access professional development with a focus on sustainable practices.
- Recycling show in term 1

Evaluation:

The Kindergarten reflects sustainable practices. Educators, children, families and the wider community will learn together and embrace environmentally friendly practices.

References:

Hughes, M. (2007) *Climbing the little green steps: How to promote sustainability within early childhood services in your local area*, Gosford and Wyong Council: www.gosford.nsw.gov.au and www.wyong.nsw.gov.au
Education and Care Services National Regulations, 2018
National Quality Standards, 2018, 3.2.1, 3.2.2 and 3.2.3

Reviewed: 27th May 2020, 27th June 2022

Endorsed: 24th June 2020,

To be reviewed: June 2024

Settlers Farm Campus Kindergarten Governing Council

The Governing Council plays an important part in the management and development of our kindergarten. It is responsible for ensuring that the community's wishes and ideas are incorporated into the education program, and is a key body in kindergarten decision making. The Governing Council have input into planning long and short term goals for the centre, including financial management e.g. ways in which funds will be raised and spent. Meetings are held twice per term and you are welcome to attend these meetings to see how decisions are made and provide ideas. Most Governing Council members value gaining a better insight into their child's educational environment, getting to know educators better, and making friends with others on the Governing Council. We can't do it without you – as the saying goes "many hands make light work".



Settlers Farm Campus Kindergarten Healthy Food and Nutrition Policy



Rationale

"Preschools have an important role in promoting healthy eating, physical activity and an environment that supports and promotes a healthy lifestyle. Good nutrition is important throughout life and has a long-lasting and positive impact on children's growth, development and health. Preschool's play an important role in promoting healthy foods and creating a culture of healthy eating" (Right Bite Reckoner).

At Settlers Farm Campus Kindergarten we aim to promote nutritional eating habits in a safe, supportive environment for all children. We believe that early childhood is an important time for establishing lifelong healthy eating habits and can benefit the children in these ways:

- Short term: maximises growth, development and activity levels whilst minimising illness.
- Long term: minimises the risk of diet related diseases later in life, e.g. heart disease, strokes, some cancers and diabetes.
- Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning experiences.
- Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.

Therefore:

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

Curriculum

Our kindergarten's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*.
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health.
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food.
- integrates nutrition across the curriculum where possible, e.g. edible vegetable garden.
- integrates the Early Years Learning Framework, Preschool indicators of Numeracy and Literacy, and the National Quality Standard.

The Learning environment

Children at our kindergarten:

- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- are required to bring their own named drink bottle filled with water only
- eat in a positive, social environment with educators who model healthy eating behaviours
- eat while seated
- use the kindergarten garden to learn about and experience growing, harvesting and preparing nutritious foods

Our kindergarten:

- 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

Our kindergarten will ensure a healthy food supply for kindergarten activities, celebrations and events, strictly limiting availability of high fat, high sugar, or processed foods to no more than twice a term, in accordance with the Healthy Eating Guidelines.

We will display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters, email and on the kindergarten's Facebook page.

Food and water supply

Parents/caregivers are encouraged to provide healthy food and drink choices in line with the **Right Bite** strategy.

Educators will ensure that food provided to children by the kindergarten is in line with the **Right Bite** strategy and will ensure healthy food choices are promoted and are culturally sensitive and inclusive. Our kindergarten has the following guidelines for families for food brought from home:

Snack Time

Parents/caregivers are encouraged to supply foods that:

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

Parents/caregivers are asked to supply foods such as:

- Fruit/vegetables
- Cheese
- Savoury sandwiches
- **Home-made savoury food (no nut or egg products such as quiches)**
- Home-made muffins (e.g banana, blueberry, apple, savoury)
- Air popped popcorn
- Dry crackers, savoury shapes, 'Grain waves', dried noodles, pretzels, mini bites (rice crackers).
- Muesli bars (No chocolate chip)
- Yoghurt (in an insulated bag with an ice pack)
- **NO NUT OR EGG PRODUCTS** – due to children's allergic reactions

From time to time there may be a restriction on certain foods if a child is attending with particular food allergies.

At Kindergarten we may have children attending with severe Anaphylaxis through touch and digestion of Nuts, Eggs and other products. To ensure children's safety we ask for no nut or egg products at Kindy and we may ask you to consider other alternative foods for other allergies.

Parents/Caregivers are required to provide enough snacks for two snack times (morning and afternoon) in an insulated lunchbox with a freezer brick or frozen water. Snacks are to be packed in a separate container to lunches and be kept in children's bags in a locker under the verandah. A small lunch box containing your child's lunch is to be placed in a crate and will be put in the fridge by educators.

Lunch Time

For lunch, the healthy eating guidelines will be in place.

Parents/caregivers are encouraged to follow the centre guidelines and ask educators if they have any issues/concerns.

A healthy lunch box might include:

- a sandwich
- sushi
- fruit/vegetables
- yoghurt/custard
- vegie sticks
- savoury rice (**NO EGG**)
- falafel and hummus
- pita bread
- salad wrap
- rice cakes with savoury filling

Please do not include chocolate, rollups, hot chips, pies, etc. This also includes home-made sweet foods (e.g. cupcakes, biscuits, donuts). Please ask educators if you are unsure.

Please note that due to food safety regulations we will not be able to heat or cook any foods for lunch. All lunch boxes will be refrigerated each day, unless as requested by parents/caregivers and signed consent form. Educators will discourage non-healthy food choices. Children will be encouraged to eat other healthy alternatives that they have brought with them, or if life threatening (e.g. egg or a nut based sandwich such as Nutella or Peanut butter) will be offered an alternative sandwich. A note will be sent home with children to inform parents/caregivers that their food does not fit in with our Healthy Food and Nutrition Policy and guidelines.

Food safety

Our kindergarten:

- promotes and teaches food safety to children during learning/cooking activities.
- encourages educators to access professional learning as appropriate to the *Healthy Eating Guidelines*.
- provides adequate hand washing facilities and/or hand sanitiser for everyone.
- promotes and encourages correct hand/face washing procedures with children and educators.
- cook healthy options and whenever possible provide recipes for families.
- ensures all children are appropriately supervised when participating in preparing food for cooking.

Working with families, health services and industry

Our kindergarten:

- invites parents/caregivers to be involved in the review of our kindergarten food and nutrition policy.
- provides information from various sources, including the *Right Bite Strategy* to parents/caregivers through a variety of ways including:
 - newsletters, emails, kindergarten Facebook page
 - policy development/review
 - information on enrolment
 - pamphlet/poster displays
- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

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This Healthy Food and Nutrition policy has been established after consultation with educators and parents/caregivers within the kindergarten community.

References:

Easy guide to healthy food and drink supply for South Australian schools and preschools policy (2015)

<https://edi.sa.edu.au/library/document-library/policy/child-and-student-support/the-easy-guide-to-healthy-food-and-drink-supply-for-south-australian-schools-and-preschools.pdf>

Eat well SA schools and preschools healthy eating guidelines (2004)

<https://edi.sa.edu.au/library/document-library/guideline/early-childhood/eat-well-sa-schools-and-preschools-healthy-eating-guidelines.pdf>

Right bite ready reckoner

<https://edi.sa.edu.au/library/document-library/guideline/early-childhood/right-bite-ready-reckoner.pdf>

National Quality Standard 2.2 and Regulation 168 (2) (i)

<https://www.acecqa.gov.au/nqf/national-quality-standard/quality-area-2-childrens-health-and-safety>

Right Bite Policy (2007)

Promoting Healthy Eating and Nutrition In Education and Care Services, 2012.

Get Up & Grow: Healthy Eating and Physical Activity for Early Childhood - Staff/Carers Book, 2009.

Reviewed: 18th November 2019, 10th February 2021 (due to Fruit Fly), 30th May 2022

Endorsed: 11th March 2020, 10th March 2022, 29th June 2022

To be reviewed: 2024



Settlers Farm Campus Kindergarten SUN PROTECTION POLICY

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.

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 during childhood and adolescence 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 healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency.

Objectives:

This SunSmart policy has been developed to:

- encourage children and educators to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- provide a safe outdoor environment that ensures children and educators have sufficient shade and access to adequate sun protected areas
- ensure 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 SunSmart Policy.

Implementation:

This policy is for implementation for all year long. The purpose of the policy is to ensure that all members of Settlers Farm Campus Kindergarten (SFCK) are protected from skin damage caused by the harmful rays of the sun. When the UV is below 3, educators and children are encouraged to head outdoors without sun protection for vitamin D.

It is an expectation that all educators, children and volunteers of SFCK will use the following skin protection strategies:

- 1 Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above.
 - 1.1 The daily UV rating and the sun protection times will be available on the notice board.
- 2 Use available shade whenever outdoors when UV levels are 3 and above. The sandpit and verandah are 100% shaded.
- 3 A combination of sun protection measures are considered when planning outdoor activities such as excursions and water based activities.
- 4 Wear appropriate clothing which protects the skin.
 - 4.1 Children, educators and volunteers will be expected to wear a broad brimmed hat, legionnaire style hat, or a bucket hat whenever they are involved in outside activities, between 1st August to the 30th April, and when UV levels are 3 and above at other times. Children who do not have appropriate hats are asked to play in a suitable area fully protected from the sun. A reminder note will be given to parents of children who forget to bring a hat or are wearing a non-SunSmart hat, e.g. cap, beanie, hoodie.

- 4.2 When outside, children are encouraged to wear loose fitting clothing that covers as much skin as possible, e.g. no singlets, muscle/tank tops, or shoe string strap dresses/tops. Tops with collars or higher necklines and elbow-length sleeves, along with longer style shorts, dresses and skirts are preferred. A reminder note will be given to parents of children who attend in non-SunSmart clothing. Spare SunSmart clothing will be available at the kindergarten for children to wear outside on days when UV is 3 and above.
- 5 The kindergarten to provide broad-spectrum, water resistant sunscreen with an SPF of 30 or higher, for children to apply to clean, dry skin at least 20 minutes before going outdoors for activities, between 1st August to the 30th April and reapplied every 2 hours when outdoors, and more often during water activities.
- 5.1 Parents will be responsible for applying sunscreen to their child before kindergarten, and there will be sunscreen available at the kindy.
- 5.2 Educators will monitor the expiry date of sunscreen and discard when out of date and keep it in a place protected from heat.
- 6 Reinforcing the SunSmart message in the learning program. Kindy activities, displays, and in general kindy procedures are an important strategy in the adoption of skin protection behaviours.
- 6.1 Sun protection is incorporated into the learning and development program
- 6.2 The SunSmart policy is reinforced through educators and children's activities and displays
- 6.3 When enrolling their child, families are informed of the centre's Sun Protection policy. Educators and families are provided with information on sun protection and vitamin D through family newsletters, emails, noticeboards/displays, and the centre's website and Facebook page. Families are required to give permission for educators to apply sunscreen to their child, and/or provide own sunscreen if child is allergic.
- 6.4 For WH&S, educators, parents and visitors are encouraged to role model sun protection practices when involved in outdoor centre activities including wearing a suitable hat, sun protective clothing, sunscreen, sunglasses and seeking shade.
- 7 The 'Settlers Farm Campus Kindergarten's Sun Protection Policy' will be evaluated on a regular basis (at least every three years by Cancer Council SA's SunSmart Team) to ensure the policy remains current and relevant.
- 7.1 Policy issues will be discussed at educators' and parent meetings (Governing Council).

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 excursion
- Regulation 113 – Outdoor space–natural environment
- Regulation 114 – Outdoor space–shade
- Regulation 168: Policies and procedures (2)(a)(ii)–sun protection
- Regulation 170 – Policies and procedures to be followed
- Regulation 171 – Policies and procedures to be kept available
- Regulation 172 – Notification of change to policies or procedures.
- Work Health and Safety Act 2012

National Quality Standards:

This SunSmart policy and procedures link to:

Quality area 2: Children's health and safety.

There are also links to:

Quality area 1: Educational program and practice

Quality area 3: Physical environment

Quality area 5: Relationships with children

Quality area 6: Collaborative partnerships with families and communities

Quality area 7: Leadership and service management

For more information please don't hesitate to contact:

Settlers Farm Campus Kindergarten 8280 6188 or 0448 192 082

For further information:

Cancer Council Helpline 13 11 20

or visit their website on: <https://www.cancersa.org.au/cut-my-risk/SunSmart/early-childhood-centres>

Reference:

SunSmart early childhood policy guidelines, Updated by Cancer Council SA, January 2020

Reviewed: 4th March 2020

Endorsed: 20th March 2020

To be reviewed: March 2023



Settlers Farm Campus Kindergarten

Sleep, Rest, Relaxation and Clothing Policy

Aim

Settlers Farm Campus Kindergarten aims to meet each child's needs for sleep, rest and relaxation in a safe and caring manner that takes into consideration the preferences and practices of each child's family.

Implementation

Most children benefit from periods of rest which help them grow and prepare them for meaningful learning experiences. Relaxation periods are included in all children's daily routine consistent with their developmental needs, including a short period of relaxation when children attend for a full day.

Educators have a legal obligation to ensure children are safe and are offered sleep or rest when they need it. If a child is displaying signs of tiredness, educators must offer the child to sleep or rest for a reasonable period. A quiet place will be designated for rest and sleep, away from interactive groups.

Educator Responsibilities

To promote children's safety and wellbeing during sleep and rest periods, educators will ensure:

- sleep and rest environments are quiet and restful;
- there are comfortable spaces for children to engage in quiet activities if they're not sleeping or resting;
- inside educators will provide adequate supervision of sleeping and resting children;
- ratios are maintained at all times children are sleeping and resting;
- hanging cords or strings from blinds, curtains, mobiles or electrical devices are away from mattresses;
- heaters and electrical appliances aren't near mattresses;
- information about safe sleeping practices is included in the kindergarten's information booklet and displayed in the parent information area;
- accommodate each child's and family's preferences, for rest, sleep and clothing, including cultural and religious preferences, to the extent they are consistent with this policy;
- provide children who do not require sleep or rest with quiet, meaningful activities;
- encourage children to communicate their needs for sleep and rest and make appropriate decisions about these needs;
- communicate with families if their child has had a sleep, if their child is tired at the end of the day, or if their child is unwell;
- children are to sleep and rest with their face uncovered;
- regular checks of all sleeping or resting children paying particular attention to breathing patterns and skin colour. Checks will be more frequent if there are increased risk factors e.g. medical conditions or sleep issues;
- temperature of rest environment monitored to ensure it's not too hot or cold;
- the sleep and rest environment and equipment will be safe and regularly checked for hazards. This includes all equipment complying with the Australian Standards.
- educators implement the safe sleeping practices in this policy at all times;

Hygiene

To ensure sleeping environments are hygienic educators will:

- clean mattress with disinfectant and wash linen and blanket covers after each use before being stored in storeroom.

Children's Clothing

To ensure children's comfort and safety at the service, they must wear clothing that is suitable for the weather, lets them explore and play freely, and minimises the risk of injury.

Educators will encourage parents to dress their children in clothes that:

- are loose and cool in summer and warm enough for cold weather including outdoor play in winter;
- protect them from the sun during outdoor play;
- do not restrict them or compromise their safety when playing, sleeping or resting e.g. clothing that could present as a choking hazard;
- footwear that is stable and supportive e.g. no thongs, clogs or backless shoes which can cause children to trip;
- clothing that allows easy access for toileting e.g. elasticised trousers and track pants rather than buttons, zips, belts etc.;
- can get dirty when children play i.e. children should not come in their best clothes.

Families must clearly label all clothing with the child's name.

Educators may remove jewellery and teething necklaces if children wear them to the service. Some clothing items and jewellery, for example, can strangle or choke young children.

Amber Teething Necklaces and Bracelets - based on Australian Government product safety warnings, we do not allow children to wear amber teething necklaces or bracelets at our service. This is to minimise the risk of choking on the beads if the necklaces or bracelets break apart.

Educator responsibilities

To ensure children's comfort educators will:

- ensure children are appropriately dressed for the weather, play experiences, and rest and sleep
- provide clean spare clothing to children if needed
- encourage children to use smocks and Nature Play onesies for messy play and art experiences to protect their clothing.

Sources

Education and Care Services National Law and Regulations: Regs 81 Sleep and Rest

NQF - ACECQA QA2 2.1.1 Wellbeing and comfort - Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

Early Years Learning Framework - Children take increasing responsibility for their own health and wellbeing

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www.preschools.sa.gov.au/settlers-farm-campus-kindergarten

Work Health and Safety Act 2012

Work Health and Safety Regulations 2012

Red Nose https://rednose.com.au/downloads/RN2256.3_Cot_Bed_DL_NOV2017_SinglePageDL-web_.pdf

NHMRC: Staying Healthy Preventing infectious diseases in early childhood education and care services
<https://www.nhmrc.gov.au/guidelines-publications/ch55>

Product Safety Australia

DECD Safe sleeping for infants and children Procedure July 2017

Created: 30th May 2018

Endorsed: 27th June 2018

Reviewed: 27th May 2020

To be reviewed: May 2022