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Home



Find out more about our goals and our focus in our philosophy statement (PDF 642KB)

(https://www.preschools.sa.gov.au/sites/default/files/berri_community_preschool_philosophy.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. See volunteering in schools, preschool and children's centres

(<https://www.decd.sa.gov.au/supporting-students/parent-engagement-education/volunteers/volunteering-schools-preschools-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.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) 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: Mrs Katrina Papageorgios

Phone: (08) 8582 1880

Fax: (08) 8582 3084

Email: dl.6505.leaders@schools.sa.edu.au

Street address: 1A Fiedler Street Berri SA 5343

Postal address: 1A Fiedler Street Berri SA 5343

What we offer

We offer a number of programs and services to support your child's early years learning (<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool program

Times

Your child can attend preschool for up to 15 hours per week.

Group 1

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 2.45pm	8.45am to 2.45pm alternate weeks	8.45am to 2.45pm	–	–

Group 2

Monday	Tuesday	Wednesday	Thursday	Friday
8.45am to 2.45pm alternate weeks	8.45am to 2.45pm	–	8.45am to 2.45pm	–

Fees

The parent contribution is \$80 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/berri-community-preschool/getting-started/enrolment-and-fees>) for more information.

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- piece of fruit or vegetable
- packed lunch.

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

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

Occasional care

Occasional care is for children under school age who aren't in any other early childhood education and care programs, such as preschool, childcare or family day care. It promotes young children's development by giving them access to high-quality early childhood education.

It may help parents to take part in a range of activities including non-work and casual work commitments.

Priority of access

The education department has a priority of access policy (<https://www.education.sa.gov.au/parenting-and-child-care/your-childs-education/childcare-and-preschool/occasional-care>) to decide who can get into occasional care. This might mean that some families get more sessions than others.

Talk to us about enrolling in occasional care.

Berri Community Preschool parent handbook

www.preschools.sa.gov.au/berri-community-preschool

Times

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	–	–	9.00am to 12.00pm

Cost

This program costs \$5 per session and \$2.50 for siblings.

If you have an Australian Government Pensioner Concession or Health Care Card, the cost is \$1.50 per session and 75 cents for siblings.

What to bring

Children need to bring these items:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- nappies if required
- drink bottle containing water
- a piece of fruit.

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 of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

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 guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool 1 term earlier, in term 4 the year before starting their preschool year, if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 6 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

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/berri-community-preschool#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 September about an orientation session. We will run an information session during term 4 for parents of children about to start preschool.

Your child can come to pre-entry transition visits before they start preschool. We run 2 pre-entry sessions during term 4. These sessions give your child the chance to meet our staff and other children.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$320 per year. You can choose to pay the total amount at the beginning of the year or pay 4 instalments of \$80 each term

(<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost

(<https://www.preschools.sa.gov.au/berri-community-preschool/getting-started/what-we-offer#berriprograms>).

When to pay

We will invoice you by week 1 each term via your child's note pocket.

Payments are due in by week 5 each term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or cheque at the kindy. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments box on the kitchen bench.

EFT information

You can pay by direct deposit.

BSB: 105052

Account number: 210021940

Please put your child's full name as the reference.

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-childhood-services-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: Meeting NQS

Quality Area Ratings

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

Rating for: Berri Community Preschool

Rating issued: June 2018

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 10MB)

(https://www.preschools.sa.gov.au/sites/default/files/berri_community_preschool_qip.pdf)

Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community
- partnership arrangements with other groups.

Site context statement (PDF 94KB)

(https://www.preschools.sa.gov.au/sites/default/files/berri_community_preschool_centre_context.pdf)

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/6505_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-south-australia/?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.

Berri Community Preschool Uniform Order Form

The Berri Community Preschool offers hats, jumpers and polo shirts to those families who wish to purchase them. We do keep a small quantity in stock throughout the year, but pre ordering any of the items below helps us greatly. If you would like to place an order, please fill in the form below and return to one of the Preschool Staff before the end of your child's pre entry sessions. We will endeavour to have all orders ready by the beginning of your child's preschool year next year.

If you are unsure of sizing, colours etc, please see one of the staff to show you some samples.

Name of child: _____

Item	Size	Colour	Quantity	Price	Sub Total
Plain Bucket Hat	One size fits all			\$9.00	
Polar Fleece Jumper				\$25.00	
Polo T Shirts				\$20.00	
				Total	

Polo T Shirts: Available in sizes 4, 6 & 8 in burnt orange, royal blue, purple, pink, red and black. (red and black not pictured) (the gold no longer available).



Polar Fleece Jumpers: Available in sizes 4 & 6 in royal blue, black and maroon. (black not pictured)

Bucket Hats: available in one size fits all, in orange, purple, pink, dark blue, light blue.



There are a small number of crew Necked jumpers available for \$18. These will not be reordered.

Paid:

Berri Community Preschool Uniform Order Form

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Polar Fleece Jumpers: Available in sizes 4 & 6 in royal blue, black and maroon. (black not pictured)

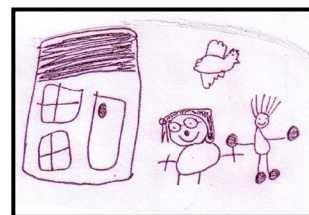


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Paid:

Berri Community Preschool



Key Process for Transition to School from Berri Preschool to feeder schools in the Berri area.

We know that success at school can have a long term impact on children's lives. A successful beginning to school is important. These key processes ensure:-

Purpose: *To ensure ...*

- That preschool children have a seamless and relevant transition to school in the term prior to commencement.

The Transition from Preschool process is underpinned by:

- Our shared values and beliefs about the importance of effective and supportive transition to school
- DECD transition to school resources.
- National Quality Standards – Quality Area 6 – Collaborative Partnerships with Families and Communities
- The 5 domains of the Learner Wellbeing Framework (Emotional, Physical, Social, Cognitive, Spiritual)
- Shared leadership across the partnership and collaboration across the preschools and school.

Operational Issues: *How this will work in practice*

- The school will negotiate times and dates with the preschool Director and a school representative mid-term 3 each year. The Preschool staff will only provide support to students transitioning to other DECD sites.
- Letters to parents and students outlining the visit dates and requirements will be sent home before the end of term 3. Enrolment forms need to be returned to the school of choice prior to term 4 visits.
- In week 1 term 4 the Transition Teacher from each site will visit the preschool and meet the children.
- Visits will commence in week 2 and increase in length of time.
- Visits will be fortnightly and will conclude in week 6 with a full day visit.
- Each feeder school will vary their transition to suit their availability of teachers..

Week	Visit Commences	Visit Concludes	Supervision Notes
Week 5	9.15 a.m.	12.15 p.m.	Parents encouraged to stay during visit and attend a parent meeting at 9.30 a.m. Children will need a hat, water bottle and fruit. Preschool staff will assist during the visit and walk the children back to preschool at the end of the visit.
Week 6	8.55 a.m.	2.30 p.m.	Children will need to bring a packed bag consisting of a hat, water bottle, fruit, recess and lunch. Children will stay for lunch and recess play times. Parents are encouraged to leave and return at 2.30 p.m. Preschool staff will assist during the visit.
Week 7	8.55 a.m.	2.30 p.m.	Children will stay for lunch and recess play times. No kindy staff will be present for this visit.

Roles & Responsibilities: *Include the people involved*

School Staff Responsibilities	Preschool Staff Responsibilities
<ul style="list-style-type: none">• Meet with the preschool staff and negotiate dates for the visits.• Nominate a transition teacher to manage the transition process.• Communicate information about transition to parents of transitioning students.• Facilitate opportunities for information sharing and ensure that the special needs of individual students starting transition are met.	<ul style="list-style-type: none">• Provide names of enrolling children to the feeder schools• Provide copies of the Statements of Learning at the end of Term 4.• Provide information regarding individual children and any special needs or requirements.• Meet and negotiate the dates of the visits.• Ensure all parents receive communication from the school• Attend the first visit and provide support to the students at DECD sites.• Review the transition process at the end of each year in preparation for the next year.

We believe that the staff is one of the centre's most valuable resources. In order to provide a high quality program, we aim to:

- *value the skills and knowledge that each individual staff member brings with them,
- *encourage ongoing professional development,
- *maintain a safe and supportive working environment that sustains a work life balance.

We believe that parents and families are the child's first educators. To complement and support this, we aim to:

- *welcome parents and family members with respect and sensitivity,
- *encourage communication between staff and parents and carers,
- *respect individual family needs,
- *recognise and respect the diversity of families,
- *create, support and encourage involvement at our site

We believe that the centre is a valuable community resource. In order to make a significant contribution, we aim to:

- *build relationships with other community agencies and advocate for families in our community,
- *provide an accessible, flexible and high quality service in response to changing community needs,
- *promote respect for, and pride in, our immediate environment and encourage good environmental practice in the broader community.

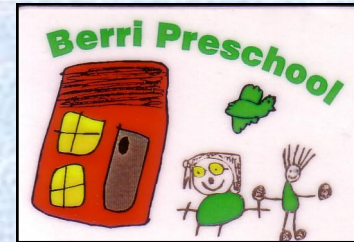
Berri Community Preschool is a stand alone preschool centre that is committed to the wellbeing, health, care and education of all children, families, staff and members of our community. Through consultation, we have established our core values to be:

***respect, *responsibility, *resilience**

We value and promote a sense of ownership through collaboration and participation which maximises positive learning outcomes for all.

We believe that each child is individual, unique and important, and has the right to develop to their full potential. To facilitate this, we aim to:

- *provide a curriculum based on 'Belonging, Being, Becoming' that allows children to explore, imagine, create, problem solve, develop independence, socialise, have fun, and learn through play.
- *provide an educational environment that caters for each child and family's needs,
- *provide opportunities for children and their families to become involved in centre programs and services,
- *provide opportunities for children and their families to develop stable and caring relationships with staff and others,
- *provide information about other services available in the local community.



Berri Community Preschool

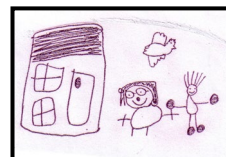
**** Our Philosophy ****

Our Values & Principles

- *Responsibility
- *Respect
- *Resilience



**Launching into
Learning**



HOT WEATHER and SUNSMART POLICY

This policy recognises that children are at greater risk of suffering from heat illness than adults. A child's ability to respond to environmental heat and acclimatise to heat is due to physiological differences.

"Children sweat less and get less evaporative cooling than adults. In warm and hot weather they have greater difficulty getting rid of heat; they look flushed, and feel hotter and more stressed than adults".

Source "Sports Medicine Australia"

Crucial to this policy is:

- All employees, including leaders, must take reasonable care to protect their own health and safety and that of others in the preschool.
- All employees ensure strategies are in place to reduce the risk of heat illness or burn injuries.

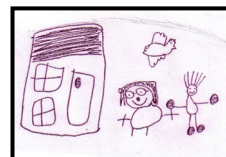
At Berri Community Preschool we aim to keep everyone safe at all times and, in particular, during periods of hot weather. Reasonable steps will be taken to identify and manage risks, and every reasonable precaution will be taken to protect children from harm and hazards.

The preschool will:

- Provide a comfortable and safe environment for all children.
- Provide heating and cooling to maintain a comfortable temperature for all children.
- Seek sun protection advice from the Cancer Council of South Australia.
- Recognise the risk of heat stress is a factor of both air temperature and relative humidity levels.
- During hot weather, check all surfaces in the preschool ensuring children are not at risk of contact burn injuries.

Strategies to reduce the risk of heat illness will include:

- Shade: During periods of hot weather activities will be conducted in shaded areas.
- Drinks: Children will be required to bring a drink bottle containing water and children will be reminded to drink regularly. Staff will top up children's water bottles with water as necessary.
- Clothing: Parents are encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and in clothing that fits with our Sun Protection Policy.
- Lunch: Parents are encouraged to pack food in insulated containers where possible. A fridge is provided for storing all children's lunches.



At morning group time daily a check will be done on the UV rating using “Willy Weather” on the internet.

The following measures will apply on days when the UV radiation levels are high and when educators feel conditions warrant it:

- Modified outdoor activities will be offered to children in the morning. These will be located in shaded areas.
- Everyone will be expected to wear a hat outdoors when the UV levels are in the yellow, orange, red or purple areas.
- There will be no outdoor activities offered in the afternoon and children will remain indoors if the readings are extreme.

As our preschool has effective cooling we do not have an Early Dismissal Clause.

References

- Sports Medicine Australia
www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email-version.pdf
- DECD Guidelines for Developing a Preschool Hot Weather Policy
www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/interactions
- National Quality Standards - Standard 2.3.2 Children’s Health and Safety
- Cancer Council of SA, refer to: www.cancersa.org.au/aspx/sunsmart.aspx

This policy has been developed in consultation with the Governing Council, staff and families of the centre and will be reviewed and evaluated regularly and modified as required to ensure continued relevance for Berri Community Preschool. This policy will be shared with all new staff and families, and available on the website and in the preschool policies folder.

Policy Issued: November 2017

Policy Review Date: 2019



GOVERNANCE POLICY

Rationale

Berri Community Preschool will meet its legal and financial obligations by implementing appropriate governance practices that support our aim to provide high quality care that meets the objectives and principles of the National Quality Framework, the National Quality Standards and the Early Years Learning Framework.

Governance in schools and preschools is the responsibility of the governing council whose role is directed by the [constitution](#) and [code of practice](#). In this model of governance:

The cooperative role of governing council and school staff is emphasised.

Management and governance are clearly separated.

The focus is on improving student learning outcomes.

The broad directions are set and monitored by the governing council.

The site leader and staff are responsible for reporting.

Joint areas of accountability are minimised.

Governing Councils:

Set Broad Direction (In conjunction with the site leader)

The governing council identifies and incorporates, where possible, student, parent and community input and values into the broad direction of the preschool. The preschool director brings the staff perspective to these undertakings. The broad direction may include a future vision, a statement of purpose and a set of values that clearly focus on improving student learning.

Develop Broad Directional Policy

The governing council develops broad policy statements that facilitate the achievement of the preschool vision and broad direction.

Initiate and Approve Recommendations and Strategies

All recommendations must conform with government policy, industrial agreements, DECD policy and direction and site decision making structures.

Directors work with parents, staff and students to develop recommendations and strategies to achieve the broad site directions jointly set with the governing council. These strategies will include but are not restricted to:

A Quality Improvement Plan that is developed in consultation with the staff and community. This plan must incorporate state and federal requirements as well as local priorities that will achieve the broad direction set by the governing council.

The allocation of resources to best achieve the objectives of the Q.I.P. Resource allocation must take into account risk management, sustainability and industrial and accountability requirements. The budget recommendation will be developed with the Finance officer, Director and staff and must be directed towards the Q.I.P. Draft budgets and the final recommendation will be presented to the governing council by the Treasurer. The governing council has final responsibility for budget approval.

Through decision making structures the director will engage the staff and parents in the development of the Q.I.P. These plans are presented to the governing council for comment and approval.



Monitor Progress

The governing council monitors the site budget and progress towards the broad directions set and the targets of the Q.I.P. This is done at each governing council meeting where the director and treasurer provide information and data as a part of their reports against the plans, priorities and budget. A summary of these forms the basis of the Annual Report.

Management and Leadership

Site management and educational leadership is the responsibility of the director and staff. It is not a part of the governance role involving the governing council and wider community.

If individual community members have an issue with a staff member they should attempt to resolve the matter directly with the staff member at an early stage. If this is not successful then the matter should be referred to the director.

If individual community members are concerned with management decisions or have an issue with the director they must discuss these with the director and if not satisfied with the result then refer the matter to the District Director.

This policy has been developed in consultation with the Governing Council, staff and families of the centre and will be reviewed and evaluated regularly and modified as required to ensure continued relevance for Berri Community Preschool. This policy will be shared with all new staff and families, and available on the website and in the preschool policies folder.

Policy Issued: March 2018

Policy Review Date: March 2020



FOOD, BEVERAGE AND NUTRITION POLICY

This policy is in line with the *Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools* incorporating the *Eat Well SA DECS Healthy Eating Guidelines (2004)*.

Rationale

Berri Community Preschool promotes safe, healthy eating habits in line with the ***Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools*** and relates to the DECD Learner Wellbeing Framework.

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 and development, activity levels and improves behaviours critical to educational success and performance.
- Long term: minimises the risk of diet related diseases later in life such as diabetes, obesity, osteoporosis, dental decay, cardiovascular disease and cancer.
- Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in the learning environment.

Therefore:

- staff at this preschool model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment for all children
- parents and caregivers are encouraged to supply healthy foods that fit within the ***Right Bite*** strategy for their children at preschool. Using this strategy, food supplied on a daily basis by families must be selected from the GREEN section of the spectrum.

Curriculum

Berri Community Preschool's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates nutrition across the Early Years Learning Framework where possible
- ensures that healthy eating learning programs are inclusive of the socio-economic and cultural aspects of the preschool community.

The Learning environment

Children at our preschool:

- have fresh, clean water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- will be actively encouraged to consume fresh fruit and vegetables daily
- 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:

- 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
- provides food and nutrition related play opportunities
- is a breastfeeding friendly site

Food supply

Our preschool:

- encourages healthy food and drink choices for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- encourages food choices that promote chewing, for oral muscle development
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool activities and events in line with the *Right Bite* strategy
- displays nutrition information and promotional materials about healthy eating
- promotes the alignment of fundraising with the *Right Bite* strategy

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

Fruit Time

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

- provide children with important minerals and vitamins
- encourage a taste for healthy foods
- promote the eating of foods with a variety of textures

At fruit time children can select from the following:

Fruit	Washed fresh fruit, canned fruit in natural juice (not syrup) and dried fruit
Vegetables	Fresh vegetables – raw or cooked
Dairy	Yoghurt or cheese

Lunch Time

Parents and carers are encouraged to supply food at lunch time to:

- provide children with fibre and protein
- encourage a taste for a variety of healthy foods
- promote the eating of a savoury selection first, before fruit or dairy

At lunch time children can select from the following:

Breads	White, multigrain, wholemeal, rye, hi-fibre bread or rolls. Focaccia, lavash, Lebanese or pita bread, raisin or fruit bread, tortillas, rice cakes (large) and Turkish bread
Cereals	Rice, pasta, noodles, polenta or burghul/cracked wheat
Legumes	All forms of prepared beans and peas – baked beans, red kidney beans, soy beans, mung beans, lentils, chickpeas, peas, bean curd and tofu
Lean meat, fish & poultry	Lean chicken, ham, beef, lamb, pork, canned tuna or salmon and eggs.
Fruit	Washed fresh fruit, canned fruit in natural juice (not syrup) and dried fruits
Vegetables	Fresh vegetables – raw or cooked
Dairy	Yoghurt or cheese



Drinks

Children must bring a drink bottle containing only water to preschool every day

Celebrations

Our preschool acknowledges birthdays and special occasions with a pretend cake, stickers and certificates. Cakes and other food items are not to be brought in as part of these celebrations.

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- encourages staff to access training as appropriate to the *Right Bite Strategy*
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff
- ensures that children are seated and supervised when eating, and only eat communally at the designated times
- stores children's lunches in the fridge daily

Beverage safety

Scalds and burns from hot liquids are a common cause of hospital admission in 0 to 4 year olds. A child's skin is thinner and more sensitive than an adult's and will therefore experience a more severe burn. Children's natural curiosity, impulsiveness, mode of reaction and lack of experience in assessing danger are contributing factors to the vulnerability of children at this age. Common scenarios that can lead to a child being scalded include when a child pulls a cup of tea, coffee or hot water from a table or bench, or when a child runs into a person holding a hot drink resulting in the hot drink spilling over the child's body.

Our preschool:

- ensures that hot drinks in ceramic unlidded cups are only prepared and consumed in a safe manner in an area that is inaccessible to children, this means on the kitchen bench away from children's access
- insulated covered cups are provided for staff who wish to consume hot drinks whilst supervising children
- safely locates kettles and power cords out of reach of children

Food-related health support planning

- Our preschool liaises with families to ensure a suitable food supply for children with specific health needs that are related to food issues (eg. allergy, intolerance and illness).
- If a child with a serious food allergy (eg. eggs), commences at Preschool, a separate policy for the duration of that child's involvement with the preschool will be developed and communicated to parents and staff.
- It is the responsibility of parents/ caregivers to notify the centre if their child has a special dietary need.
- Due to the lethality of nut allergies, Preschool is a nut free zone.



Working with families, health services & industry

Our preschool provides information to families and caregivers about the *Right Bite Strategy* through a variety of ways including:

- newsletters
- policy development/review
- information on enrolment – new parent meeting and information pack
- pamphlet/poster displays

This policy has been developed in consultation with the Governing Council, staff and families of the centre and will be reviewed and evaluated regularly and modified as required to ensure continued relevance for Berri Community Preschool. This policy will be shared with all new staff and families, and available on the website and in the preschool policies folder.

Policy Issued: November 2017

Policy Review Date: 2019



FIRST AID POLICY

(including incident, injury, trauma, illness, anaphylaxis and allergy responses.)

Berri Community preschool is committed to ensuring that children in our care are provided with the best possible care.

This policy is written in accordance with Education and Care Services National Regulations. The regulations relating to this policy include:

- Regulation 90 – Medical Conditions Policy
- Regulation 91 – Medical Conditions Policy to be provided to parents
- Regulation 94 – Authorisation requirements – Anaphylaxis or Asthma emergency
- Regulation 136 – First Aid Qualification
- Regulation 173 – Prescribed information to be displayed

When children with an allergy or a known anaphylactic reaction to an identified allergen, attend Berri Community Preschool, all possible precautions will be taken to ensure that such children are not exposed to that allergen whilst at the Preschool.

The following actions will be taken to minimise any risk:

1. Obtain medical information

- On enrolment, parents will be required to provide an ASCIA action plan for allergic reaction/anaphylaxis - (Appendix 1), which has been completed by a registered medical practitioner. It will include the following information
 - Clear identification of the child.
 - Documentation about the allergic triggers.
 - Documentation about the first aid response including any medication required.
 - Identification and contact details of the registered medical practitioner.
- On enrolment, parents will be asked to sign a consent form that will give the preschool permission to display photo identification of their child, ensuring all staff are aware that a child enrolled at the preschool may suffer an anaphylactic reaction, what their allergen is, and what action should be taken to assist the child in an emergency.
- Enrolling parents will be responsible for providing the action plan and medication and for ensuring that the medication provided has a current expiry date.
- Staff will ensure that the plan is reviewed regularly, and always at the time of transition to school.
- On enrolment all parents whose child has an allergy or is at risk of an anaphylactic reaction, will be given a copy of this policy.

2. Education of educators

- Education of educators in the recognition of the risks, and in understanding the steps that can be taken to minimise an 'at risk' child's chance of an anaphylactic reaction by all preschool staff, is a vital step in the prevention of a critical incident.
- In accordance with Regulation 136 – Berri Community Preschool is committed to ensuring that all qualified staff in the centre are trained in anaphylaxis awareness. (21827VIC – Course in Anaphylaxis Awareness). Education will be updated every 3 years in accordance with the ACEQA guidelines.



- Berri Community Preschool will display the names and qualifications of all staff on the parent notice board.

3. Practical strategies to avoid exposure to known triggers

- Avoidance of specific allergens is essential to the prevention of an anaphylactic reaction.
- Education of children, staff and parents is critical in this goal.
- Berri Community Preschool is a nut free zone, this information is provided to parents on enrolment - in the new parent pack, and this status is displayed on the parent notice board.
- If a child enrolled at the preschool is at known risk of an anaphylactic reaction, this information will also be displayed in the staff kitchen area.
- For children that have an allergic reaction to other products, when this allergen is identified, it will be removed where possible from the preschool environment. e.g. – egg cartons removed if an enrolled child has an egg allergy.
- When the allergen is environmental, e.g. bee stings – Educators will have a “bum-bag” that will contain the child’s action plan and the Epi-pen/Ana-pen; this will be carried at all times by the person supervising outdoor activities.
- Children with an anaphylactic reaction will not be excluded from any activities that are undertaken within the preschool environment, unless directed by the parent, or unless it will have a known detrimental effect on the child’s health.

4. Age appropriate education of children with severe allergies.

- Berri Community Preschool recognises the importance of parents having the core responsibility for teaching children about allergies. The preschool also recognises that it has a responsibility to ensure a safe environment for children in care, including the education of children at the preschool including education about food allergy.

5. Food Policy measures

- Berri Community Preschool will ensure that the following measures occur:
 - There will be no trading or sharing of food, food utensils or food containers
 - Items for the children’s use e.g. – water bottles, cups, lunch boxes etc, will be clearly labelled.
 - The use of food in regard to cooking classes or science experiments will be restricted when a child with a known allergen is present.
 - All staff should be aware about the measures necessary to prevent cross contamination during the handling, preparation and serving of food, when this occurs.

Refer to the Food Safety Policy and Healthy Eating and Nutrition Policy for more information on general safety measures undertaken within the centres environment.



6. Storage of medication

- Children's medication will be stored inside First Aid cupboard in the bathroom and individual children's medication will be placed in labelled bags within baskets.
- This cupboard is locked with the key hanging high beside the back door.
- The cupboard is readily accessible by all staff members at all times.
- First aid kits are checked regularly and contents kept in date as required by WH&S.
- Portable first aid kits are available to be taken on excursions.
- When a child requiring an adrenaline pen (Epi-Pen / Ana-Pen) is involved in outside play, the supervising adult will have the child's medication and Action Plan with them at all times, in a 'bum-bag'.

7. Consent

- Berri Community Preschool will always obtain consent for the administration of medication when an enrolled child is at risk of an anaphylactic or asthma attack.
- In situations of medical emergency, staff shall:
 - Ring 000
 - Administer a bronchodilator - (Ventolin) - in the case of an Asthma attack
 - Gain verbal consent for Ventolin if able
 - Complete the required documentation as soon as practicable.

This policy has been developed in consultation with the Governing Council, staff and families of the centre and will be reviewed and evaluated regularly and modified as required to ensure continued relevance for Berri Community Preschool. This policy will be shared with all new staff and families, and available on the website and in the preschool policies folder.

Policy Issued: May 2018

Policy Review Date: May 2020

Policy information sourced from

1. ASCIA Guidelines for Prevention of food anaphylactic reactions in Schools, Preschools and Child care.
2. Education and Care Services National Regulation 2012
3. Allergy and anaphylaxis aware – checklist for Education and Children's Services.
4. Managing Anaphylaxis in child care settings
5. Australasian Society of Clinical Immunology and Allergy – www.allergy.org.au



Assessment Policy

The National Quality Standards states that:

All learners can expect regular formal and informal reports on their progress, which include confirmation of the Developmental Learning Outcomes they have achieved. Learners can expect their achievements to form the basis for the construction of their ongoing learning program.

We will address the standards 1:1 and 1:2

regulation 76 Information about educational program to be given to parents

regulation 74 Documenting of child assessments or evaluations for delivery of educational program

With this as our rationale, Berri Community Preschool will assess and report upon children's learning in a variety of ways.

Profile Book

Each child will have a scrap book which will be titled their 'Profile Book'. This book will contain work samples and anecdotes to record children's learning progress whilst they are at Preschool. This will include individual Learning Stories on the child.

Developmental Termly Reports

This report is based upon the DECD Numeracy and Literacy indicators and will be completed for children at the end of each term at preschool. This report will be placed in each child's Learning Journal and can be accessed by parents at any time.

An end of year DECD statement of intent will be completed for every child and given to parents and the school they are enrolling at.

Informal Child Interviews

Children will be interviewed by staff three times during their time at preschool. These interviews will be used as a tool to gather information about children's knowledge of concepts and their thinking skills. The completed interviews will be included in the children's Profile Books.

Parent Interviews

All parents will be offered an interview in term 2 to discuss their child's first term report and help set learning goals for their child with the teaching staff for the remainder of the year.

This policy has been developed in consultation with the Governing Council, staff and families of the centre and will be reviewed and evaluated regularly and modified as required to ensure continued relevance for Berri Community Preschool. This policy will be shared with all new staff and families, and available on the website and in the preschool policies folder.

Policy Issued: June 2017

Policy Review Date: June 2019



ASSESSMENT OF CHILDREN'S DEVELOPMENT AND HOW IT IS COMMUNICATED TO PARENTS

The following table outlines the ways we observe, assess and record children's development throughout their time at Berri Community Preschool. It also outlines how the information collected is communicated to parents as a way of keeping them informed about their child's progress.

	Assessment Processes	Communicated to Parents by...
Term 1	Profile books	Ongoing evidence of child's learning through photos and work samples. Accessible to parents at all times.
	Interview One	Inserted into Child's Profile book and available to parents at all times.
	Learning Stories	A minimum of one learning story per term will be placed in the Child's Profile Book.
	Anecdotal Observations	Discussed with parents as required.
	Statement of Intent using DECD indicators	Copy placed into Child's Profile book for parents to view.
Term 2	Profile Books	Ongoing evidence of child's learning through photos and work samples. Accessible to parents at all times.
	Interview Two	Inserted into child's Profile book and available to parents at all times.
	Anecdotal Observations	Discussed with parents as required.
	Learning Stories	A minimum of one learning story per term will be placed in the Child's Profile Book.
	Interview with parents	Record of parent expectations for their child's learning.
	Statement of Intent using DECD indicators	Copy placed into Child's Profile book for parents to view.
Term 3	Profile Books	Ongoing evidence of child's learning through photos and work samples. Accessible to parents at all times.
	Interview three	Inserted into Child's Profile Book and available to parents at all times.
	Anecdotal Observations	Discussed with parents as required
	Learning Stories	A minimum of one learning story per term will be placed in the Child's Profile Book.
	Statement of Intent using DECD indicators	Copy placed into Child's Profile book for parents to view.
Term 4	Profile Books	Ongoing evidence of child's learning through photos and work samples. Accessible to parents at all times.
	Anecdotal Observations	Discussed with parents as required
	Learning Stories	A minimum of one learning story per term will be placed in the Child's Profile Book.
	Statement of Intent using DECD indicators	Provided at the end of Preschool and passed onto the child's school
	Photo disc/ USB	Each child is given a disc/USB consisting of individual photos of themselves whilst he/she has been at Preschool.

At times other assessment techniques, tools and processes may be used as a way of finding out more information of each child's development. These processes will be discussed with parents as necessary.



ANAPHYLAXIS AND ALLERGY POLICY

Berri Community Preschool is committed to ensuring that children in our care are provided with the best possible care.

This policy is written in accordance with Education and Care Services National Regulations. The regulations relating to this policy include:

- Regulation 90 – Medical Conditions Policy
- Regulation 91 – Medical Conditions Policy to be provided to parents
- Regulation 94 – Authorisation requirements – Anaphylaxis or Asthma emergency
- Regulation 136 – First Aid Qualifications
- Regulation 173 – Prescribed information to be displayed

When children with an allergy or a known anaphylactic reaction to an identified allergen, attend Berri Community Preschool, all possible precautions will be taken to ensure that such children are not exposed to that allergen whilst at the Preschool.

The following actions will be taken to minimise any risk:

1. Obtain medical information

- On enrolment, parents will be required to provide an ASCIA action plan for allergic reaction/anaphylaxis - which has been completed by a registered medical practitioner. It will include the following information
 - Clear identification of the child – photo attached.
 - Documentation about the allergic triggers.
 - Documentation about the first aid response including any medication required.
 - Identification and contact details of the registered medical practitioner.
- On enrolment, parents will be asked to sign a consent form that will give the preschool permission to display photo identification of their child, ensuring all staff are aware that a child enrolled at the preschool may suffer an anaphylactic reaction, what their allergen is, and what action should be taken to assist the child in an emergency.
- Enrolling parents will be responsible for providing the action plan and medication and for ensuring that the medication provided has a current expiry date.
- Staff will ensure that the plan is reviewed regularly, and always at the time of transition to school.
- On enrolment all parents whose child has an allergy or is at risk of an anaphylactic reaction, will be given a copy of this policy.

2. Education of educators

- Education of educators in the recognition of the risks, and in understanding the steps that can be taken to minimise an 'at risk' child's chance of an anaphylactic reaction by all preschool staff, is a vital step in the prevention of a critical incident.



- In accordance with Regulation 136 – Berri Community Preschool is committed to ensuring that all qualified staff in the centre are trained in anaphylaxis awareness and management. (ASCIA Anaphylaxis e-training). Education will be updated every 3 years in accordance with the ACEQA guidelines.
- Berri Community Preschool will display the names and qualifications of all staff on the parent notice board.

3. *Practical strategies to avoid exposure to known triggers*

- Avoidance of specific allergens is essential to the prevention of an anaphylactic reaction.
- Education of children, staff and parents is critical in this goal.
- Berri Community Preschool is a nut free zone, this information is provided to parents on enrolment - in the new parent pack, and this status is displayed on the parent notice board.
- If a child enrolled at the preschool is at known risk of an anaphylactic reaction, this information will also be displayed on the parent noticeboard.
- For children that have an allergic reaction to other products, when this allergen is identified, it will be removed where possible from the preschool environment. e.g. – egg cartons removed if an enrolled child has an egg allergy.
- When the allergen is environmental, e.g. bee stings – educators will have a “bum-bag” that will contain the child’s action plan and the Epi-pen/Ana-pen; this will be carried at all times by the adult supervising outdoor activities.
- Children with an anaphylactic reaction will not be excluded from any activities that are undertaken within the preschool environment, unless directed by the parent, or unless it will have a known detrimental effect on the child’s health.

4. *Age appropriate education of children with severe allergies.*

- Berri Community Preschool recognises the importance of parents having the core responsibility for teaching children about allergies. The preschool also recognises that it has a responsibility to ensure a safe environment for children in care, including the education of children at the preschool including education about food allergy.

5. *Food Policy measures*

- Berri Community Preschool will ensure that the following measures occur:
 - There will be no trading or sharing of food, food utensils or food containers.
 - Items for the children’s use e.g. – water bottles, cups, lunch boxes etc, will be clearly labelled.
 - The use of food in regard to cooking classes or science experiments will be restricted when a child with a known allergen is present.
 - All staff should be aware about the measures necessary to prevent cross contamination during the handling, preparation and serving of food, when this occurs.



6. Storage of medication

- Children's medication will be stored inside, in the basket labelled "Individual Children's Medication", and stored with the First Aid Kit.
- When a child requiring an adrenaline pen (Epi-Pen / Ana-Pen) is involved in outside play, the supervising adult will have the child's medication and Action Plan with them at all times, in a "bum-bag".

7. Consent

- Berri Community Preschool will always obtain consent for the administration of medication when an enrolled child is at risk of an anaphylactic or asthma attack.
- In situations of medical emergency, Berri Community Preschool staff shall:
 - Ring 000
 - Administer a bronchodilator - (Ventolin) - in the case of an Asthma attack
 - Gain verbal consent for Ventolin if able.
 - Complete the required documentation as soon as practicable.

Please note:

Copies of all documentation referred to in this policy can be found in the Health File located in the kitchen and in the NQS Folders located in the office.

This policy has been developed in consultation with the Governing Council, staff and families of the centre and will be reviewed and evaluated regularly and modified as required to ensure continued relevance for Berri Community Preschool. This policy will be shared with all new staff and families, and available on the website and in the preschool policies folder.

Policy Issued: November 2017

Policy Review Date: 2019

Policy information sourced from:

1. ASCIA Guidelines for Prevention of food anaphylactic reactions in Schools, Preschools and Child care.
2. Education and Care Services National Regulation 2012
3. Allergy and anaphylaxis aware – checklist for Education and Children's Services.
4. Managing Anaphylaxis in child care settings
5. Australasian Society of Clinical Immunology and Allergy – www.allergy.org.au

Berri Community Preschool

Behaviour Management Code



Reviewed May 2017

At Berri Community Preschool, we believe that:

- *Everyone has the right to feel and be safe all the time at kindergarten.
- *Children learn best when they experience success and have positive self esteem.
- *Behaviour changes quicker when it is handled in a positive way
- *Staff and parents need to share responsibility by:
 - being as consistent as possible
 - creating a safe, secure environment for children
 - modelling appropriate and respectful behaviour
- *Behaviour has consequences which increase or decrease choices in life
- *Individuals need to accept responsibility for their own behaviour
- *All children should feel empowered to stop inappropriate behaviour by saying, “Stop it. I don’t like it”, and / or to seek help from an adult.
- *Our preschool is accountable to the parents and community to provide a safe, welcoming and stimulating environment which will enhance the development of children's life skills and competencies, in which every child and family is valued and respected.
- ***Children** at preschool function at various stages of development, and their behaviours often reflect their verbal communication skills. It is the role of staff and parents to assist children to learn to communicate effectively, and to meet their individual needs.
- *All children have the right to learn and play in a friendly, safe, supportive environment.
- *We recognise that **parents** are significant educators of the child and acknowledge that a partnership between parents and staff will lead to the most effective learning.
- *Consequences for appropriate and inappropriate behaviours will be logical.
- *Inappropriate behaviours will be talked through to work out solutions/resolutions.
- *Rules help to respect our rights and to encourage responsibility.
- *All **staff** should have the right to teach in a friendly, co-operative, supportive environment.

***At Berri Community Preschool we encourage the following acceptable behaviours:-**

- We respect and care for each other
- We share equipment
- We take turns
- We are co-operative
- We consider other people’s feelings
- We are polite to everyone
- We follow the “5 L’s” of Listening
- We are helpful
- We use appropriate language and actions to express feelings
- We are friendly
- We follow the 3 Kindy Rules:-
 - *We are kind to each other
 - *We share and take turns
 - *We walk inside

(These 3 positive rules have been carefully considered for the following reasons – 3 rules are achievable for children to remember, the rules encompass many of the above behaviours and they keep the children safe.)

***How do we maximize Positive Behaviours at Berri Community Preschool?**

- The Berri Community Preschool will provide a secure, caring and stimulating environment which will encourage children to co-operate, enhance their self esteem, encourage their ability to interact with others and will promote acceptable behaviour.

- Staff will ensure that their communication with children shows respect at all times.
- Staff will use role modelling, explanations, voice intonations and facial expressions as methods to encourage desired behaviours. Shouting and negativity will be avoided at all times.
- Staff will reward positive behaviours with smiles, praise, stickers, facial expressions etc.
- Staff will use observational skills in order to identify potential problems and use methods such as redirection and diversion to either avert or manage situations.
- Staff will, as required, receive training/support to recognise developmentally appropriate behaviours.
- Staff will be trained / supported in strategies for guiding appropriate behaviours and it is expected that they will receive support from parents and management in dealing with difficult behaviours.
- Staff will assist with social skill development by modelling appropriate behaviour, explicitly teaching appropriate behaviour and by providing opportunities for behaviour rehearsal.

***What type of behaviour is not acceptable at Berri Preschool?**

*Hurting others' feelings (name calling, bullying, teasing, destroying what someone has made without their permission)

*Harming others (hitting, biting, spitting, pushing)

*Swearing & inappropriate language

*Running inside

*Gun play

*Endangering self and others

*Disrespect towards others, animals and other people's property (inappropriate throwing, kicking, and shouting)

***How do we minimize challenging behaviours at Berri Community Preschool?**

- We ignore behaviour if it is attention seeking and /or not dangerous.
- When we observe unsafe / unacceptable / aggressive behaviour occurring we will:- *remind the child of the right for people to be safe all the time at kindergarten
 - *give a warning
 - *offer the options of staying at the activity and changing the behaviour or removing themselves
 - *redirect the play or the child
- When unacceptable behaviours are persistently repeated we will develop a behaviour modification plan for that child in consultation with the parents.
- Children will have access to a quiet area
- Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and asked to work with the staff and outside agencies (eg Child, Adolescent Mental Health Service, if appropriate) to ensure positive techniques are consistent and clear, leading to acceptable behaviours. Behaviour guidance in the centre will comply with current relevant legislation and local and departmental policy
- Limits to behaviour will be clearly expressed in positive terms and reinforced consistently in a developmentally appropriate way, building on each child's strengths and achievements.
- Children will receive a friendly reminder about inappropriate behaviour but where necessary a few minutes away from the group with an adult may be beneficial to the child. It will not be for punishment and will be explained to the child that it is for safety reasons.
- If children consistently display unacceptable behaviour that threatens the health and welfare of themselves, other children or staff:-

- Staff will record instances/occurrences of unacceptable behaviours clearly indicating date, time, what happened, action taken and signature.
- Staff will meet to examine records of behaviours against developmental checklists and plan appropriate responses/strategies to ensure consistent relevant management.
- Reviews will be conducted regularly to assess behaviour modification and progress and reassess strategies.
- Referrals to appropriate support agencies may be required/recommended at the instigation of either the parents or the staff, this may include assessment by health or educational personnel and the development of a Negotiated Education Plan.

Responses to inappropriate behaviour will reflect the dignity and rights of the child.

Kindergarten staff will respond to inappropriate behaviour by:

- Distracting and redirecting children
- Planned early intervention - support time
- Assisting in the development of problem solving and communication skills
- Encouraging and reinforcing appropriate behaviour
- Setting limits where safety is an issue
- Inform parents of strategies
- Redirection to another activity
- Calming activities
- Repairing damage caused
- A consistent approach by parents and kindergarten staff

Where inappropriate behaviour is persistent, **withdrawal from that area** (of either the child, or the rest of the group) will be used.

The guideline for **withdrawal** is one minute for each year of the child's age.

The **withdrawal** will be in an area where the child can be supervised by a member of staff.

Re-entry from withdrawal will involve staff encouraging and modelling appropriate behaviour for the child to rehearse, to enable the child to participate more effectively in the group and be recognised for his/her success.

- If a child is withdrawn, it will be within the room for a short period of time, (quiet thinking chair) or near the teacher if in the playground.
- Children will reflect on what was done, what rule was broken, and future behaviours
- After counselling, there will be re-entry into the group
- Explicit teaching of social skills will be explicitly taught using eg role play, social stories, songs

***Informing Children:**

We accept that:

- All children feel angry, frustrated and upset at times and need help to express their feelings appropriately.
- Children learn from experiences and not just being talked with about what acceptable behaviour looks and feels like.
- Children need to experience and know how to manage negative feelings from other people and they are not always going to "get it right".

- Remind the child of the right for people to be safe all the time at kindergarten
- Give a warning
- When unacceptable behaviours are persistently repeated we will develop a behaviour modification plan for that child in consultation with the parents.
- Children will always be made aware of the consequences of their action.
- Staff will ensure that appropriate behaviour is acknowledged/commended/celebrated.

Staff will remind children of acceptable behaviours.

- All children and animals will be treated with respect
- All property will be treated with respect
- Children will listen and follow adult directions.

Appropriate behaviours will be recognised and reinforced by:

- Verbal encouragement
- Tangible rewards
- On-going positive feedback/reinforcement
- Stickers, certificates, stamps
- Special activities

***Consulting and informing parents:**

- When unacceptable behaviours are persistently repeated we will develop a Behaviour Modification Plan for that child in consultation with the parents.
- Where a child continues to behave in an unacceptable manner, parents/guardians will be consulted and encouraged to work collaboratively with the staff and outside agencies (if appropriate/necessary) to ensure positive techniques are consistent and clear, leading to acceptable behaviours.
- For continued occurrences of inappropriate behaviours a meeting between parents and senior staff will be arranged to discuss concerns, to ensure that there is no conflict between home and centre expectations and to formulate further strategies.
- When we have ongoing concerns about a child's behaviour or learning, we will invite parents to participate in a joint Child Development Planning process and/or DECS Behaviour Support Staff for assistance with ongoing planning.

***How Parents can help support the Site Behaviour Code:**

- Parents will be provided with clear guidelines about acceptable behaviours, involvement in determining appropriate strategies for dealing with poor behaviour, avenues of support for parenting skills as well as non-judgmental communication from staff.
- Parents/adults/visitors/volunteers will refer **all** behaviour issues to staff.
- Parents/adults are not to approach children to ask them questions about behaviour incidents, try to investigate issues or discipline any one else's child except their own.
- Parents who wish to discipline their own children will not at any time use any form of corporal punishment or use unacceptable language (eg swearing, humiliating or threatening).
- Agencies (external governmental, departmental, community) that can support staff, parents and the child will be consulted as required.
- As the child nears school entry age discussions will occur re placement and transition to school plan.

- We support the right of any parent who believes our Behaviour Code is not being implemented appropriately to have their grievance addressed. Please refer to Grievance Procedure pamphlet if you feel your concerns are not being addressed.

***Informing staff:**

- Staff meets regularly to discuss & monitor behaviour strategies & emerging issues.
- Processes are identified to inform staff of current behaviour issues.
- Clear documentation of behaviour issues is accessible to all staff.
- Staff consistency in the approach to behaviour management is maintained through effective communication processes.
- Staff share T & D information and attend training opportunities.

***How staff can help support the Site behaviour Code.**

Staff will:

- Model appropriate behaviour which encourages positive and responsible behaviour in the areas of:
 - socially acceptable behaviours,
 - positive interaction with peers
 - maintenance of a safe and caring environment.
- Provide opportunities for children to take risks and accept that sometimes there are negative outcomes involved in this process
- Respect and value children within the context of the family
- Encourage children to accept responsibility for their own behaviour.
- Clearly explain limits / boundaries to children
- Identify for children where they have “free choice”, “limited choice” and “no choice”.
- Use positive reinforcement, encouraging appropriate behaviour
- Use positive language to reinforce rules (eg “We walk inside” rather than “Don’t run”).)

Staff will remind children of acceptable behaviours.

- All children and animals will be treated with respect
- All property will be treated with respect
- Children will listen and follow adult directions.
- Use early intervention to avoid escalation of conflict
- Be consistent and follow through when managing behaviour
- Be fair and patient
- Help children to recognise and express their feelings
- Provide opportunities for problem solving
- Provide opportunities for talking and asking questions
- Give children opportunities to extend their development and build their confidence enabling them to meet new challenges
- Provide access to additional Special Needs support with an adult where possible
- Ensure centre and equipment are safe
- Behaviour Management strategies in the centre will comply with current relevant legislation and local and DECS policy.
- Referrals to appropriate support agencies may be required/recommended at the instigation of either the parents or the staff.

- After the child has been repeatedly requested to respond positively and strategies applied do not result in an improvement in behaviour, the Director may discuss issues such as alternative care, the limiting of attendance etc. giving consideration to the health and safety of other children and staff at the centre. Modifications in attendance will be reviewed on a frequent and regular basis, identified in the Behaviour Plan.
- Incidents of severe and threatening behaviours to the child/ other children/ staff will be officially documented (ED155) and held both on site and forwarded to relevant departments.

Staff will encourage and support children to:

- Have their feelings acknowledged and assisted to express and manage them appropriately.
 - Settle their differences in a peaceful manner and to engage in age appropriate problem solving.
 - Be appropriately assertive
 - Feel safe
 - Develop confidence in their own ability
 - Be happy and positive about themselves and others
 - Share equipment, attention and time
 - Show initiative
 - Take risks
 - Problem solve
 - Communicate effectively
 - Express their feelings, wants and needs appropriately
 - Work together cooperatively
 - Respect others and equipment
 - Take responsibility for their own actions
- **NEXT REVIEW DUE: April 2019**