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Home



We aim to inspire children to be enthusiastic lifelong learners. We love our natural environment and understand the responsibility we all share by living within it. Through nature play we encourage your child to approach challenges with confidence and creativity. We get messy, we have fun, and we get excited about our discoveries. We help your child to explore the world and their place in it.

Find out more about our goals and our focus in our philosophy statement (PDF 78KB)
(https://www.preschools.sa.gov.au/sites/default/files/blackwood_kindergarten_vision_statement.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.

Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See the bushfire page on the Department for Education's website (<https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) for general information.

Contact us

Preschool director: Mrs Maddy Stewardson

Phone: (08) 8278 3596

Fax: (08) 8278 7263

Email: dl.4608.leaders@schools.sa.edu.au

Street address: 11 Brigalow Avenue Blackwood SA 5051

Postal address: 11 Brigalow Avenue Blackwood SA 5051

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.

Magpies

| Monday | Tuesday | Wednesday | Thursday | Friday |
|------------------|------------------|-------------------|----------|--------|
| 8.30am to 2.30pm | 8.30am to 2.30pm | 8.30am to 11.30am | – | – |

Rosellas

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------|---------|-------------------|------------------|------------------|
| – | – | 12.00pm to 3.00pm | 8.30am to 2.30pm | 8.30am to 2.30pm |

Fees

The parent contribution is \$170 per term. See our enrolment and fees page (<https://www.preschools.sa.gov.au/blackwood-kindergarten/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
- shoes that won't slip off when climbing
- drink bottle containing water
- healthy snack
- 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.

Additional information

We believe in the benefits of nature play and encourage outdoor play every day. We are lucky enough to live in an area close to some wilder nature we can get to easily. We have 2 nature kindy sessions where we take our children to Belair National Park on Wednesdays in terms 2 and 3. Our schedule fits with school drop offs and allows travel time.

Times

Magpies are 8.30am to 11.30am on alternate Wednesdays.

Rosellas are 12.15pm to 3.00pm on alternate Wednesdays.

What to bring

On nature kindy days your child will also need:

- weather appropriate jackets
- gumboots and an umbrella for rainy day walks.

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/blackwood-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 invite you to a parent information session in term 3 where you can ask questions about our kindy and your child's orientation visits.

Towards the end of term 4 we will invite your child to come to 3 orientation visits. This is a wonderful opportunity for your child to get familiar with our environment and staff, the children in their group and for you to meet other families.

Fees

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

The parent contribution is \$690 per year. You can choose to pay the total amount at the beginning of the year or instalments throughout each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) (\$180 in term 1, \$170 in terms 2, 3, and 4).

When to pay

We will put an invoice in your child's pigeon hole.

Payments are due 3 weeks after you receive your invoice.

Please contact us (<https://www.preschools.sa.gov.au/blackwood-kindergarten#contact-us>) if you are having difficulty paying.

How to pay

Cash or cheque

You can pay cash or direct debit. Please put the payment in a sealed envelope with your child's full name on the front. Put the envelope in the payments cupboard next to the office door.

EFT information

You can pay by direct deposit.

BSB: 105078

Account number: 052863540

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: 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: Blackwood Kindergarten

Rating issued: December 2015

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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 97KB)

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

Site context statement

A summary of our:

- general information
- key policies
- curriculum
- staff
- facilities
- local community.

Site context statement (PDF 165KB)

(<https://www.preschools.sa.gov.au/sites/default/files/blackwood-kindergarten-site-context-statement.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/4608_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.

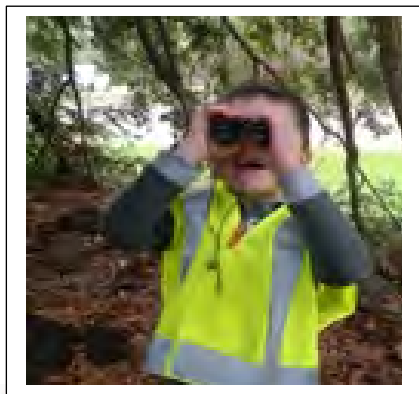
Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

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.



NATURE PLAY... We are explorers of the world.

There has been much research in recent years about the importance of nature play for children and the statistics indicating that children are now spending less and less time in unstructured play in nature or in contact with "wild" nature beyond the fence. Spending time in nature helps children thrive

- * Cognitively, by improving creativity, motivation, concentration, and academic performance (Murray & O'Brien 2002). Communication, observational skills, problem solving and working memory and interest for further enquiry are also enhanced.
- * Emotionally by lowering levels of stress and depression and by increasing confidence and self-esteem (Peacock 2007) and by providing opportunities for developing social skills, collaboration and the executive functions of inhibition and self-regulation.
- * Physically by reducing risks of obesity and myopia and by improving healing and recovery. Children who play in dirt have less allergies.
- * Ethically by not just developing a respect for nature but by developing environmental stewardship and a stronger sense of concern and care for the environment in later life.

The Department for Education and Child Development is promoting Nature play and has developed policies on outdoor play. Forest Schools and Nature Kindies first evolved in the Scandinavian countries, then UK, New Zealand and are now gaining momentum in Australia. They have links to the Educational philosophies of Froebel, Steiner, Reggio Emilia approach, Te Whariki and more recently, post-modernist theories such as Guy Claxton's ideas on Building Learning Power. "To thrive in the 21st century, it is not enough to leave school with a clutch of examination certificates. You have to learn how to be tenacious and resourceful, imaginative and logical, self-disciplined and self-aware, collaborative and inquisitive." (Claxton 2002).

Ken Robinson also claims that creativity is the key to success in the modern world. Forest school philosophy supports the idea of the child as an individual, developing uniquely with different strengths and talents to be valued and nurtured. The focus is on a child-led approach. In Nature Kindy Children use found natural objects to inspire imagination and to problem solve and create and to play symbolically. It plays back into the rest of children's lives and provides stimulation for further exploration back at kindy.

The long term effects of nature play have been explored by Louv (2010) and Barnes (2007) "We need to find the wild in each of us for our own lasting health, but also for the health of the planet. Living a wilder life is a better way to live: it has more meaning. It is better for our minds, our hearts, our souls."

The ethos of Forest school is that

1. The setting is not the usual one (i.e. outside the centre)
2. The area is made as safe as is reasonably possible to facilitate children's risk taking.
3. It happens over time (not a one off visit, minimum 10 weeks of half a day each week)
4. There is no such thing as bad weather, only bad (inappropriate) clothing
5. Trust is central
6. The learning is play based and, as far as possible, child initiated and child led.
7. The blocks of time and sessions have beginnings and ends
8. Sessions are run by trained staff.

At Blackwood kindy we have a lovely outdoor environment with natural loose parts for children to play with. The staff have all read research, and attended Training and Professional Development sessions on Nature Play. We are strong advocates for the benefits of Nature Play to children, and we encourage outdoor play every day. In addition we are lucky enough to live in an area which is close to some wilder nature that we can easily access.

In 2014 Governing Council approved the proposal that we regularly attend Belair National Park for "Nature Kindy" sessions. The head ranger agreed to this proposal and agreed to waive the usual hire fees as well as waive the entry fees for parents driving in. We currently access the park on alternate Wednesdays in Terms 2 and 3, with children being dropped off and picked up from the park rather than our centre in the even numbered weeks of these terms. We meet in an area called Joseph Fisher, with toilets and a shelter for our own use.

Benefit/ risk assessments have been undertaken for all foreseeable circumstances as we do for all excursions outside our centre. These are available for parents. "In the Nature Kindergartens we remove hazards that

children do not see. But we do not remove challenges or risks that children do see and then choose to undertake. Children can choose to climb up a tree and determine for themselves how far they feel comfortable climbing. If we remove all challenges, children lose the ability to risk assess. Our philosophy is to be risk-aware and not risk-averse and to employ a sense of perspective when assessing risks."

Claire Warden explaining Forest School philosophy, adopted in our Nature Play.

When I'm playing outside I'm learning

Absorption Arranging Adapting Action
 Animals Autonomy Balance Belonging
 Calculating Caring Change Cause and Effect
 Chemical Reaction Community Classification
 Creative thinking Construction Co-operation
 Density Communication Creatures Culture
 Connections Confidence Depth Conservation
 Distance Evaporation Exploring Force
 Experimenting Environment Friction Feelings
 Friendship Gravity Height Identification
 Inertia Insects Investigation Initiative
 Independence Invention Light Listening
 Language Manipulating Movement Matching
 Measurement Mass Myself Negotiation Nature
 Nurturing Number Observing Ordering
 Patterning Physics Planning Problem Solving
 Propulsion Plants Questioning Reaction
 Risk Responsibility Self Control Size Shape
 Speed Spatial Representation Suspension
 Scent Seasons Scientific Method Touch
 Temperature Team Work Texture Vibration
 Volume Weight Weather and so much more!

**Playing outside makes me
 happier, healthier, smarter**





All members of Blackwood Kindergarten staff have first aid training and we take first aid kits, Asthma puffers, Epipens etc and mobile phones as per usual excursion procedure. We can contact a Ranger in needed.

3 staff and interested parent helpers (with Police checks) supervise the children at above NQS staff: child ratios.

The Magpie Nature Kindy sessions begin at 8.45am to enable travel time to the park to fit in with school drop offs and give staff time to do a safety scan of the area and unpack cars and set up. They conclude at 11.30am. Rosella Nature Kindy sessions begin at 12.15pm and finish at 3pm. The slight difference in session times is made up during the year when staff provide out of hours kindy activities such as Family fun nights.

Children will probably get dirty (Nature Play includes mud and climbing logs), and may get wet (and remember there is no bad weather only bad/ unsuitable clothing) so we would advise play clothes and weather appropriate jackets (with waterproof coverall pants being supplied by kindy). Sneakers are best footwear, with gumboots and umbrellas brought for rainy day walks, and a change of clothes provided. You may like to purchase a secondhand rain jacket in an Op Shop so that children are not restricted by having to stay "clean". In addition there are safety vests to pull on over clothing to make children highly visible. Children need to bring food and water bottles in their backpacks, remembering they may be hungrier than usual in colder weather and in the open air.

Children will have pre-excursion training regarding safety rules, boundaries etc. The Nature Kindy area will be marked out by flags and children must be accompanied by an adult to leave the home base. There will be signs to indicate that the area is "hired" and not for public access.

Please find below some web links to gain a deeper understanding about Forest Schools and Nature Kindy. Ctrl /click

An article about Nature Kindy <http://naturekindergarten.sd62.bc.ca/proposal/>

An article by Claire Warden who is an inspiration for this pedagogy and well known internationally. <http://nurtureinnature.com.au/claire-warden-nature-pedagogy/>

This ABC recording is an interview with 3 international advocates for nature play who I have heard speak in Adelaide. <http://blogs.abc.net.au/wa/2013/07/nature-plays-a-big-role-in-childhood-happiness.html>

A more in depth interview with Claire Warden <http://www.mindstretchers.co.uk/nature-kindergartens.cfm>

Belair National Park Websites:

http://www.environment.sa.gov.au/parks/Find_a_Park/Browse_by_region/Adelaide_Hills/Belair_National_Park

<http://www.southaustralia.com/info.aspx?id=9000481>

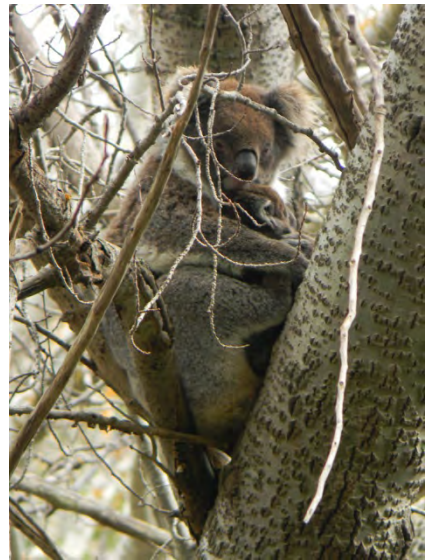
Take the **virtual tour of Belair National Park**, courtesy of **Georama**.

More local information can also be found on the Nature Play SA website and Facebook page.









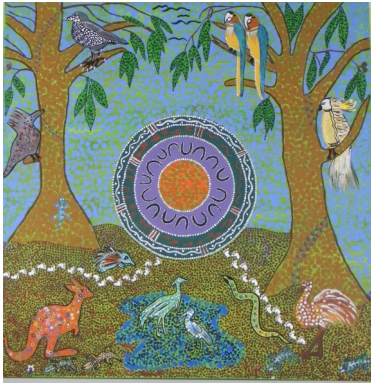


Supporting Sustainable Practices at Blackwood Kindergarten



OUR VISION:

We love our natural environment and understand the responsibility that we all share by living within it. We will observe what it does and learn from it, we will care for it and give back to it when we can. We will play with it and we will take only what we truly need from it.



Education for Sustainability

Being - Children experience the awe and wonder of nature. Children gain an understanding of their local environment and how ecosystems function. Being responsible for our actions (positive and negative) and developing behaviours that are sustainable is part of everyone's learning.

Belonging – Humans are a part of the environment and belong in our environment. Relationships are the foundation to our community shifting towards more sustainable lifestyles. Children are a part of a learning community that values our environment, natural resources and being sustainable.

Becoming – Children are increasingly becoming role models within their community for sustainable practices and behaviours. Children bring a sustainability mind set when facing future challenges and opportunities. Children identify as responsible global citizens.

Education for Sustainability has strong links to the National Quality Standards

An Education for Sustainability approach has strong links to the National Quality Standards (NQS). The NQS talks about sustainability in a physical environment (QA3) but Education for Sustainability really covers all quality areas. For example, sustainability requires leadership (QA7); relationships with and engaging families and children (QA 1, 5 and 6); educators developing knowledge and skills around sustainability (QA4) and promoting a healthy world (QA2).

Our kindergarten works closely with NRM (Natural Resources Management) Adelaide/Mt Lofty region, consulting with Sam Ryan NRM Education Officer, based at Marion Council.

Sam supports our Site Environmental Management Plan (SEMP) & supports our Mitcham Hills Partnership Kindy Directors PLC. We also work with the support of Nature Play SA, OPAL and Health services

Our community has contributed

to our vision statement and nature play development, and we welcome your input into embedding sustainable practices in our kindergarten and homes.



OUR PRACTICE

*NATURE KINDY & Nature Play

In Terms 2 and 3, our Kindergarten sessions are held in the Belair National Park fortnightly on Wednesdays. Children know these sessions as "Nature Kindy". When children spend time exploring nature, whether in a local park, creek, backyard or within the kindy outdoor area, they gain a multitude of physical, cognitive and social benefits:

As children observe, reflect, record, and share nature's patterns and rhythms, they are participating in a process that promotes scientific and ecological awareness, problem solving and creativity. (Deb Matthews Hensley, 1999, Early childhood consultant) Nature Kindy supports the new DECD focus on "Results Plus" supporting learning dispositions and the development of Executive Functions and thinking skills.

Time spent in nature can be categorised into two components: structured and unstructured.

Structured time is characterised by a set way to do things, such as monitoring, projects and field trips.

Unstructured time, often referred to as nature play, is self-guided and fosters imaginative and creative interactions. Both elements are important for a child's development and as a means of understanding and appreciating nature.

An understanding and appreciation of nature is critical in helping us develop a meaningful connection and desire to protect it. There is also research evidence about the positive benefits being in Nature has on wellbeing and mental health.

We welcome Parents as Volunteers at Nature Kindy.

*ENGAGING WITH NATURE

We support authentic learning in a real world context, sparking curiosity, enquiry and engagement. We notice, observe, identify & learn about our local mini-beasts / insects/snails, birds, lizards, koalas, plants and trees. We use natural loose parts such as sticks, pebbles, leaves, mud and clay for sensory, imaginative and symbolic play. We play in all weathers with appropriate clothing. We observe the weather and document changes through tools such as rain gauges, through art, and science experiments. We support literacy and numeracy development by interacting with nature. Ask us how!

***BIODIVERSITY** Over time we have planted a butterfly garden, with indigenous plants to support native Hills butterflies and caterpillars. We have planted gum trees to support future koala generations. We encourage birds with water, planting bird attracting shrubs such as *Correas*, *Erimophyllas* and *Grevillea*. One of our families built a bird feeder for us.



We see many Magpies, Rosellas, Rainbow Lorikeets, and sometimes ducks from Wittunga Park. Apart from koalas, we have visits from possums, and various lizards. At Nature kindy we see kangaroos, emus, kookaburras and water birds. We plant flowering plants such as lavender and beans to attract our native bees.

Children are maintaining a native bee hotel so our solitary native bees such as Blue Banded Bees have a place to lay their eggs. Hollow tree branches are disappearing from many suburban homes. If there were no bees for pollination, every 3rd mouthful of food we eat would not exist. Whilst we have focused on native plants indigenous to the area, we have also planted species that are water wise, or that provide interesting flowers, scents, tastes, leaves etc. for sensory play. *Agapanthus* supports our snail population which excites our children when appearing after rain. We also have visiting spiny leaf insects, silkworms, frogs and so on to extend children's engagement with fauna and insects. We may excursion to Cleland, Wittunga, or Warriparinga and have visits from Animals Anonymous etc. depending on children's interests. Does your family have an unusual pet that could visit kindy?

***ENERGY** At kindy we consciously try to save energy by not using lights on sunny days, turning off appliances, & using minimum heating and cooling settings for comfort. We encourage appropriate clothing and active play in cold weather. We use rechargeable batteries. We encourage positive attitudes to walking.

FOOD GARDEN We plant vegetables and herbs seasonally so that children can learn where healthy everyday food comes from, (not packaged in a supermarket). Children learn to care for the crops organically, experience food using all their senses, and eventually harvest, cook and eat their produce. We save and plant from seeds as well as seedlings. Hand watering with rainwater, weeding, and waiting for crop maturity develops Executive Function of delayed gratification as well as patience. Food not only sustains us but is an important part of culture and social sharing. We cook recipes from different cultures. Numeracy and literacy skills are developed in the garden too. Would you like to share your gardening or cooking skills with us?

WASTE is something we try not to do. We reduce landfill by composting our food scraps and vegetation. We reuse paper for faxes, drawing, composting, and recycle paper towels. We wash yoghurt cartons and milk cartons for art materials, and reuse boxes and all sorts of interesting bits for our making table and woodwork bench. We welcome most containers but NO cigarette packets, match boxes, medicine bottles or toilet rolls please. Clean splinter free softwoods, bottle tops, wool, ribbon, etc. are always welcome for woodwork and craft if you would like to collect for us.

We are encouraging families to utilise re-usable sandwich wraps in an effort to reduce packaging rubbish for landfill (i.e. Gladwrap, yoghurt tubes etc. are not recyclable) and to encourage the packing of whole foods over processed foods for children's lunches. These wraps are included in our Transition fees.

We participate in Clean Up Australia Day each year to clean up litter in the local environment. Children are taught about the recycle symbol and we sort rubbish into appropriate bins.

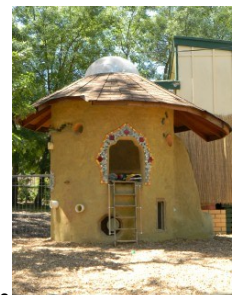


CLIMATE CHANGE We try to reduce our carbon footprint by reducing our energy use. We are careful with water and restrict its use, teaching children not to waste it. At times we do water audits with the children. We buy secondhand resources from Blackwood Lions and Op shops, and have utilized the DECD "Roses" recycling depot. We educate children about finite resources.

AIR QUALITY Our centre is by a busy road. We nurture our trees and shrubs, and teach children about how plants filter our air. We have a picking garden to preserve our food plants. We use organic and eco friendly products where we can.

CULTURE We endeavor to develop a centre culture of caring for our world both locally and globally. As staff we model sustainable practices and connect children's interests to critical thinking and ethical decisions about behaviours which affect our environment and relationships. We support children to construct knowledge, skills, concepts and understandings about sustainability.

COMMUNITY We hope to spread the message of sustainable practices into the wider community. We hope to inspire our families to think about sustainable lifestyles and to commit to small steps towards sustainable practices. We use our community as a resource. We support our community with annual enterprise projects such as raising money for local CFS and also support local business. We support other sites in the Mitcham Hills Partnership as a learning community, and share practice such as Nature Kindy with other sites.



RELATIONSHIPS with families and community members are key to sustaining our centre as a vibrant and ongoing concern into the future. Relationships support the Management and Governance as well as the values and philosophy sustaining our service.

**We value parent involvement at many levels.
Please be involved!**



Blackwood Kindergarten Sun Protection & Hot Weather Policy

PURPOSE

Australia has the highest incidence of skin cancer in the world, with one out of every two people developing some form of skin cancer in their lifetime. Much of the damage can occur during childhood and adolescence through cumulative exposure to the sun. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature ageing. Cancer Council SA advises that we protect our skin when UV radiation levels are 3 and above. This is usually in the months between September and April but may occur in other months. UV levels are usually highest between 10 am to 3 pm, but monitoring levels is recommended. It is important to balance sun protection with safe sun exposure for the production of Vitamin D for bone growth and development. Following this policy will encourage our children and community to take responsibility for effective measures that can prevent skin damage by the sun. During hot weather hydration is a priority.

SCOPE

All children, staff, volunteers and contractors attending our centre will abide by this policy.

OBJECTIVES

- Promote positive attitudes towards skin protection.
- To endeavour that all children attending our centre are protected from harmful ultraviolet rays of the sun.
- Raise awareness of the potential damage that exposure to the sun can cause, in particular between 10.00am to 3.00pm.
- Encourage personal responsibility for skin protection.
- Ensure that hot weather will not adversely affect the health of anyone at the centre.

PROCEDURE DETAILS

- **HATS** Sun Smart bucket style hats are included in Transition Fees for new children. They are also available for purchase at the kindergarten. Children may wear hats that satisfy the Anti-Cancer Foundation guidelines so as to shade the face, back of neck and ears i.e. broad brimmed hat, 5cm brim bucket hat or legionnaire style hat.

- The wearing of a hat outdoors will be compulsory between the beginning of September, to the end of April and when the UV index is 3 or above, monitored daily at kindergarten. Children without a hat during these months will be required to play under the verandah, indoors, or wear a spare hat if available.
- The wearing of hats will be modelled by all staff, and parents/volunteers/work experience students will be asked to comply with the policy if volunteering at the centre.
- All staff, parents and children will wear a hat on excursions and walks as well as for outside play when UV index is 3 or above.
- **SUNSCREEN** Parents will be encouraged to apply sunscreen before bringing children to kindergarten. Children will be assisted to reapply sunscreen (provided by parents) at lunchtime under staff supervision, 20 mins before returning to play outdoors.
- Staff are encouraged to apply sunscreen morning and afternoon.
- **CLOTHING** Parents will be encouraged to provide clothing for their child which protects the skin. It is recommended that clothing should cover shoulders, arms and protect the back of the neck.
- Staff will wear clothing that protects the shoulders, back and neck from sun exposure when on outside duty.
- **WATER** The centre promotes the drinking of water only and provides filtered tap water. Children are reminded to drink water throughout the session and particularly at lunch time. Parents are to provide each child with a water bottle. These are kept indoors for easy access at all times by children. Fruit juice and flavoured milk will be sent home. Staff will model the drinking of water.
- **STAFF** will
- Monitor UV levels on www.bom.gov.au/weather/uv daily and advise children.
- Set up outdoor activities in appropriately shaded areas, endeavouring to avoid children being in direct sun between 10.00am to 3.00pm. Staff will seek shade whenever possible during outdoor activities.
- Staff will include information about the importance of skin protection in the educational program for the children.
- Staff will inform the parent community of aspects of skin protection by keeping current resources such as those through the Anti-Cancer Foundation Resource Centre and sharing these via newsletters and notice-boards.
- Outdoor area will endeavour to provide maximum shade through tree planting, shade structures etc. within the constraints of our Bushfire level 2 rating.
- Staff will provide outdoor play daily to expose children to sunlight for Vitamin D production. Cancer Council SA recommends 10 mins of sunlight before 10am and after 3 pm September to April, and 2 to 3 hours per week cumulative sunlight exposure from May to August.

HEAT PROTECTION STRATEGIES

- Staff will monitor children, selves and other adults to take steps to conserve energy and to ensure their fluid levels are maintained on hot days. Children will be regularly encouraged to drink water. Activities may be modified e.g. Running games allowed in the coolness of morning and discouraged after the day heats up.
- Parents will provide a drink bottle for water for their child.
- Parents are advised to add an ice pack to children's lunch and fruit snack boxes. Lunch boxes will be brought indoors by 9am.
- Water play, shade, air conditioning, fans, appropriate layers of clothing, relaxation time, water misting bottles etc. will be utilised to reduce heat stress
- Excursions outdoors e.g. walks may be rescheduled or cancelled according to weather conditions. Full water bottles will be taken on excursions and extra water taken if no access to drinking water will be available.

On days of extreme heat: ie forecast is over 36°C

- Outdoor play conditions are to be monitored and at the discretion of the staff, children may be required to remain on the verandah or inside the building to play.
- The centre is air-conditioned so there will be no cancellation of sessions according to weather temperature. Parents may choose to keep children at home at their own discretion.
- Any heat stress will be treated with first aid, parents or next of kin notified, and an ambulance called if required.

MONITORING, EVALUATION AND REVIEW

This Policy has been discussed and ratified by Blackwood Kindergarten Governing Council

SIGNED Chairperson KAI LEONG

Director SUE CALDICOTT

Date 20/10/2015

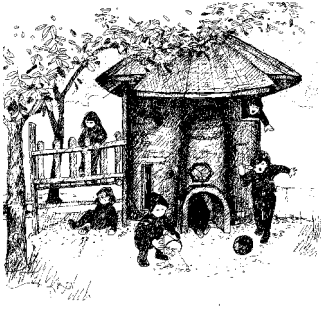
This Policy will be reviewed by Governing Council Date Aug 2016

Associated Documents

See www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/PoliciesandProcedures/

UV Radiation/Sun Protection Procedure no 0477/05

Cancer Council SA www.sunsmart.org.au



Blackwood Kindergarten Healthy Eating Policy

PURPOSE To promote healthy eating for all resulting in physical wellbeing.

CONTEXT Our Kindergarten believes that healthy eating is fundamental to good health throughout life for all people.

In the short term healthy eating maximizes growth, development and activity-both physical and cognitive, while minimizing sickness. In the long term, healthy eating minimizes the risk of diseases and health problems later in life such as heart disease, stroke, diabetes, some cancers, obesity and osteoarthritis.

SCOPE The Department for Education & Child Development Right Bite policy has helped South Australian schools and preschools since 2008 to select healthy food and drinks. Right Bite and Healthy Eating Guidelines are based on the Commonwealth Dietary Guidelines for Children and Adolescents and the Australian Guide to Healthy Eating

OBJECTIVES

Our Kindergarten will therefore encourage healthy eating habits in our preschool children. However, there will be occasions when we may still enjoy special celebrations together with 'sometimes' foods.

We are a breastfeeding friendly site

PROCEDURE DETAILS

We are Allergy Aware "We endeavor to be nut free"

As a health and safety conscious kindergarten, with duty of care to all, we ask that no nuts or item containing nuts (incl. muesli bars, Nutella spread etc.) be brought to kindy as a snack or lunch item. These will be returned in the lunch box to be eaten at home.

Even minute quantities can be life threatening for allergic, anaphylactic children and adults.

PLEASE inform staff if your child has a food or other allergy. This will help us to plan cooking activities as well as to take care of your child's health. While protecting confidentiality, families will be informed through the newsletter /signage if medically advised support of a child or adult with anaphylaxis means some modification to practices within the centre need to be made. This may include the banning of certain foods or items. For example this may be excluding egg from cooking/lunches, excluding cream of tartar from play dough etc. depending on the trigger for the anaphylaxis. Duty of care is paramount in these decisions.

Speak to staff, your GP or Child and Family Health Service if healthy eating is a battle with your child. They may be able to help!

Staff...

- Follow DECS RIGHT BITE healthy eating guidelines. Right Bite Easy Guide and Right Bite Food Spectrum provide a summary of the Right Bite policy using a coloured spectrum of GREEN, AMBER and RED to classify food and drinks into “every day”, “moderate consumption advised” and “sometimes” foods.
- Promote safe, supportive, and eco-friendly eating practices
- Update their First Aid /Asthma/Epipenskills as required
- Promote the social and cultural aspects of eating food
- Encourage the drinking of water only. Kindy tap water is filtered.
- Attend training on healthy eating
- Teach, Promote & Model knowledge, attitudes and skills for good nutrition, healthy food growing, preparation, cooking and eating choices
- List any food allergies of children in the first aid and kitchen cupboards and consult before providing any cooking/eating experience. Endeavour to make these experiences inclusive of all children.
- Provide information to families and caregivers about the *Right Bite Strategy* through a variety of ways including: newsletters, policy review, information on enrolment, pamphlet/poster displays
- Promote the alignment of fundraising with the *Right Bite strategy*.

Parents...

In support of DECD policy, parents are requested to

- please send healthy “Fruit time” snacks and a water bottle for their child/ren each day. No juice or sticky fruit straps please. Some healthy snack ideas are: whole or cut up fresh fruit, fresh or cooked vegetables (e.g. carrot sticks , capsicum, cucumber, snow peas), dried fruit or cheese. They provide children with important fibre, minerals and vitamins & encourage a taste for healthy foods. Fruit stays in your child’s bag.
- Send healthy lunches to kindergarten e.g. a sandwich on whole-meal or grainy bread, sushi, chicken, tuna, wholegrain rice or pasta, salad, wraps, dinner leftovers, fruit/vegetable or yoghurt. Some lunch boxes are very large and should not necessarily be filled! A regular ‘dessert’ or ‘treat’ may become an expectation and potentially develop unhealthy eating habits in the future. Packaged foods in particular are full of empty calories & these sugar filled, fat filled, high salt, preservative and additive filled foods are really not necessary (or beneficial to children’s health) if children have eaten a sufficient portion of healthy lunch. *Please also remember that we promote the drinking of water only, even at lunch time. No Juice or Milk drinks please.*
- *A named ice pack in the lunch box will help keep food fresh. Please use reusable lunch wraps or containers to cut down landfill rubbish. Lunch boxes go in the large tub each morning please. These will be transferred inside after arrivals.*
- Please try to support our healthy eating food policy by reinforcing it at home. Thank you.

Independent eating

Children are encouraged to practice independence with eating tasks e.g. Peeling/ eating whole fruit, or opening a lunchbox. Children are taught to sort their scraps for the compost bin or rubbish bin, although we do encourage zero waste. Kindy Transition fees include a reusable sandwich wrap & pouches which families are asked to use daily to transport food and reduce waste. Please name these. Unprocessed foods without commercial wrapping support your child's optimal health & the environment too.

At Home-healthy eating tips

Lead by example – role model healthy eating

Offer a wide range of fruit and vegetables and allow choice . A new food may need to be tasted many times before it becomes accepted. Praise confidence in having a try.

Encourage healthy eating and discuss healthy food choices when shopping, at the dinner table etc.

Avoid using food as a reward

Avoid rewarding children for eating a disliked food

Allow children to eat to their appetite. Remove uneaten food without comment.

Keep to structured meal time routines

MONITORING, EVALUATION AND REVIEW

This Policy has been ratified by Blackwood Kindergarten Governing Council
Date

This Policy will be reviewed by Governing Council
Date OCT 2016

Associated Documents

For more info on RIGHT BITE see

<http://www.decd.sa.gov.au/eatwellsa/pages/Parentsandcaregivers/42113/>

EYLF
NQS



Blackwood Kindergarten Health and Safety Policy/Procedures

PURPOSE

A guideline to the education and handling of health and safety incidents at our centre.

CONTEXT

All Staff are trained in Red Cross – HLTAID004 Provide an Emergency First Aid Response in Education and Care Setting. This is above NQS requirement of one trained person per site. Certificate HLTAID004 is valid for 3 years from training date, and is updated by staff accordingly. Staff undertake refresher courses for Asthma training and EpiPen training (This includes training for emergency response) as well as Cardio/Pulmonary Resuscitation (CPR) refreshers each year.

All staff, Governing Council members and Volunteers have completed training in Responding to Abuse and Neglect (updated every 3 years)

STAR WHS system is monitored and updated with completed scheduled maintenance and WHS tasks by Director and ECW. All staff are aware of WHS responsibilities.

SCOPE

Staff in partnership with parents and other health care professionals.

- **Administration of First Aid and injury management**
- **Control of Illness and communicable disease**
- **Universal Practices and hygiene**
- **Child Protection /RAN** (see Child Protection Policy)
- **Medical conditions**
- **Administration of medicines**
- **Toileting** (See also, Continence Care plans and toileting policy)
- **Playground and safety audits**
- **Safe play education**
- **Emergency Procedures** (see Emergency Procedures displayed by all exits)
- **Sun Protection** (see Sun Protection Policy)
- **Bush Fire Safety** (see BAP displayed by main exit)
- **Healthy Eating/ Allergy Aware** (see Healthy Eating Policy)
- **Food Handling**
- **Psychological Health and Wellbeing**
- **WHS for staff**
- **Water Safety**

OBJECTIVES

To maintain the good health and safety of all children and adults whilst on site. (Duty of Care)
To support requirements of NQS Quality Area 2 Children's Health and Safety
To promote safe practices and educate for the prevention of harm or illness.
To promote zero work injuries.
To maintain the 'Information privacy principles' from the DECD Administrative Instructions & Guidelines including the following code of conduct:
The confidentiality of families and children must at all times be protected.

FIRST AID/ INJURY

PROCEDURE DETAILS

- Staff will maintain up to date training in First Aid i.e. a 3 yearly refresher in a DECD approved course, currently HLTAID004 Provide an Emergency First Aid Response in Education and Care Setting, as well as refresher courses yearly for Asthma, Anaphylaxis and CPR. At all times there must be a person on site (including employed relief staff) who is up to date with First Aid/CPR/ Asthma and Epipen training.
- First aid will be administered by an "inside" staff person (ECW or teacher) where possible
- Injured party will be supported to remain calm and to feel safe.
- The area adjacent to the kitchen or the bathroom will be used for basic treatment as appropriate if the child/ injured party is mobile/ able to be moved. For serious incident/injury, child/ injured party will be treated in situ if safe, until ambulance arrives.
- Gloves will be worn and universal procedures adhered to for bodily fluids. These will be appropriately disposed of in a sealed bag in a rubbish bin.
- Any spilled bodily fluids will be cleaned up with a hot water/detergent or bleach solution, while maintaining safety of staff and other children. Used towels etc will be placed in laundry bag (e.g. if wrapped around cold pack) or be disposed of in a sealed rubbish bag.
- An injured child/adult will be supervised until recovered sufficiently to return to play/work or has been collected by a parent or an emergency contact, or has left in an ambulance.
- An ambulance if applicable, and a parent, or emergency contact if parent unavailable, will be phoned to collect the child/adult if an injury is requiring medical attention beyond basic first aid, or is a head injury, an injury to genitals or any other condition requiring medical assistance or ongoing observation.
- A record of the injury and treatment as per incident report form will be completed as soon as possible. The comment box must be completed by staff if a parent is phoned, (mandatory for all head injuries etc. as above) any further discussions/ actions taken beyond initial treatment, timed observations of child response etc. to document procedure undertaken. This is viewed and signed by the parent as soon as possible (i.e. at pick up time) and kept in the Incident Record Folder. A copy is offered to parents. This folder is found on the cupboard adjacent to the Office door. The appropriate parent name on the sign in/out sheet is highlighted to alert parents of any incident requiring them to seek information from staff before departure from the centre. In addition, a red First Aid alert notice is placed in mail tube of parent. Parents will be phoned if these communication systems fail.
- In the event of an incident/injury that results or should be expected to result in a visit to a doctor or a serious incident or injury to child/ parents/ volunteers/workers, an IRMS (Incident Response Management System) report is completed on line through DECD Eduportal links as soon as possible by the person in charge, but within 12 hours. Educational Director

Richard Costi (DECD Mt Barker office) is advised, and documentation of the incident and response recorded. These incidents are also reported to ACEQA regulatory board.

- Staff and adult injuries (complete ED155 form) are also documented in the Incident Record folder and an IRMS report completed.
- The first aid kit and emergency asthma kit are kept stocked and reviewed each term by the ECW. A full kit is in the left side of the bathroom cupboard. There is a yearly stocktake and supply by a medical supply service. Children's asthma puffers/ Epipens and Stingose/Antiseptic wipes/Bandaids are in the left hand side bathroom cupboard as per signs.
- Mandated Report regarding abuse or neglect resulting in injury is filed if applicable. Police contacted if applicable.
- Staff and children are debriefed after First Aid incident if necessary. In case of serious incident, counselling is offered to all parties.

CONTROL OF ILLNESS or CONTAGIOUS DISEASE

PROCEDURE DETAILS

- Parents arriving at the centre with children already ill will be asked to take children home.
- If a child becomes fevered or presents with other symptoms of illness e.g. vomiting, headache etc. during a session, the child will be isolated from other children as far as possible e.g. on couch and the child's parent/emergency contact informed to collect the child as soon as possible. Staff will monitor the child until s/he has been collected. Medical advice will be sought or ambulance phoned if necessary. An Incident Report will be completed as above.
- If a child has vomited or had diarrhoea, they must have 24 hours clear of symptoms before returning to kindergarten.
- All children are reminded to wash hands thoroughly after toileting and before eating.
- If a parent reports a contagious illness, or head lice, a sign informing parents will be placed on the outside whiteboard without identifying the ill child. (Reg 173(2) Symptoms and treatment guides from National Health & Medical Research Council (2005) Staying Healthy in Childcare: preventing infectious diseases in childcare (4th Ed) will be displayed. This folder and laminated sheets re disease notification can be found in the office cupboard 2nd door from Right.
- Communicable diseases will be reported to authorities if advised by the above reference.
- Staff will take sick days if ill and the responsibility to find relief staff rests with the person who needs to be replaced. Director will email updated relief staff lists to staff as they become available.
- Parent responsibility lies in keeping sick children home, to inform staff by phone, and to seek medical attention if needed. The child needs to be well before returning to kindergarten.
- Parent responsibility lies in declaring all known allergies or other medical issues to staff so that appropriate care can be taken to support children's health
- As part of induction, all relief staff are to be made aware of any medical conditions and allergies at the centre.
- A list of children's medical conditions with photo ID is updated on enrolment on the kitchen cupboard door and bathroom cupboard to alert staff including relief staff and to facilitate emergency reference. Parents are advised of this procedure and if requiring confidentiality, their child's details will be displayed inside the cupboard door.

UNIVERSAL PRACTICES AND HYGIENE

PROCEDURE DETAILS

- All incidents involving bodily fluids must be dealt with according to Universal Practices. This includes wearing disposable gloves to avoid contamination and the correct disposal of contaminated items such as swabs, and the correct cleaning of surfaces etc e.g. blood spills on the floor. Universal Practice guidelines are displayed above each sink.
- Staff will include in the curriculum the teaching of good hygiene practices. These will be taught to the group and also reinforced in teachable moments such as at fruit time.
- Children will be asked to wash hands when dirty, after toileting or nose blowing, and before eating or cooking.
- Children will be asked to use tissues and to dispose of these in the bin. They will be asked to cough and sneeze into their elbow to reduce airborne/hand borne transfer of germs
- Children will be taught not to touch bodily fluids of others.
- Children will be taught not to share other's bottles, cups, etc.
- Staff will monitor children's behaviour in the bathroom as best they can, and supervise eating to ensure safety and wellbeing.
- Staff will wear gloves for handling toileting/ gastro accidents. Unaffected children will be asked to stay clear of area. The clean-up of all affected surfaces with disinfectant will occur promptly after the child is cleaned up. Soiled underwear and clothing will be bagged/sealed and returned to parent or binned according to arrangements with individual parents. Other staff are informed. Signage re wet floors/ illness will be displayed if needed.
- Staff will wash hands when soiled (e.g. gardening) and before handling any items such as dishes, children's fruit, drink bottle lids etc.
- Gloves, freshly washed hands or tongs etc. will be used when handling food at all times. Bowls, eating implements, cooking implements will be washed in hot soapy water after use. Food spills will be wiped up promptly.
- Parents are advised to provide ice packs for children's lunch boxes. Lunches are stored in the kitchen after children have all arrived. Each child has their own drink bottle. Water bottles are stored indoors. Individual cups are supplied for one use if required.
- The centre will provide adequate supplies of tissues, toilet paper, soap and paper towel, as well as gloves, cleaning implements and cleaning products for adult use.
- The Governing Council will employ a cleaner to maintain hygienic levels of cleanliness. Cleaning of floors, bathrooms, and bins is scheduled Monday to Friday. Other cleaning jobs are on a termly schedule.
- Separate sinks and sponges will be used for cleaning up and for dishes. Dishes are washed after every session. Green sponge is for washing dishes in Kitchen sink. Blue sponges for all surfaces cleaning. Paints etc. are cleaned each afternoon in the art sink.
- Tables will be wiped down after each session or on completion of a messy activity
- Tables/cloths used for lunch or fruit time are wiped down before and after lunch using disinfectant spray.
- Puzzles and other toys will be washed or wiped down with disinfectant solution if obviously soiled or before being returned to storage. There is a termly clean of all furniture including chairs, or more often if warranted.
- Tea towels etc are put into laundry bag daily for weekly washing. Paper towel is used for drying hands.
- Food scraps go into compost bin daily.

- Indoor bins are emptied daily into kerbside bins, and these are emptied weekly.

MEDICAL CONDITIONS

PROCEDURE DETAILS

- On enrolment parents will be asked to provide details of all known medical conditions to staff
- Any child with a medical condition or allergy etc will be required to have a completed individual health care plan and signed by a medical practitioner. These are kept in the folder in the bathroom. All relevant information is detailed on the inside of the kitchen cupboard and passed on to all staff.
- If necessary, support will be requested from DECD Special Services, Novita, Can Do for Kids, Chess or WCH etc
- If necessary an NEP will be written with input from appropriate stakeholders
- If necessary, and approved by parent, other children will be informed of any special care that needs to be taken
- If necessary. Staff will be trained in any procedures e.g. update on Epipen administration
- Anaphylaxis. A notice will be displayed (Reg173 (2) (f)) advising that a child with Anaphylaxis is enrolled at the centre. Known triggers will be avoided or monitored in consultation with child's parents/medical health care plan/staff and kindy community advised.
- Implement Allergy Aware and Anaphylaxis checklist for Education and Children's Services.
- Children will be reminded about dental care including healthy eating, drinking water and tooth brushing at teachable moments.
- Parents will be provided with School Dental Clinic forms in enrolment packs. "Lift the Lip" dental screening service by Dental Clinic will be accessed with parental permission
- Right Bite healthy eating policy endorsed.
- OPAL, Southern Primary Health Services and other healthy eating programs utilised.

ALLERGY AWARE

PROCEDURE DETAILS

- Staff have training in Asthma and Anaphylaxis care and emergency response including Epipen administration and CPR.
- Our kindy is allergy aware. We ask that nuts or any products containing nuts are not brought to kindy. If such items are brought to kindy they will be returned home unopened with a note of explanation
- We have duty of care to all. If a child or staff member has an allergy that results in an anaphylactic reaction, and we have medical advice, then all centre parents will be advised that the specific product e.g. egg, egg cartons etc. will be not be welcome at kindy until the person concerned has permanently left the centre
- Staff will endeavour to do all possible to support children with allergies i.e. replace cooking recipes and ingredients to be inclusive of all.
- Parents will need to provide an individual health care plan signed by a doctor and any medication necessary to support a child with allergies.
- If a child presents with breathing difficulties due to an allergic reaction, we will call an ambulance and administer Ventolin as advised in First Aid Training and Asthma and Anaphylaxis training in the first instance, Administer an Epipen if the child has a health care plan for Anaphylaxis, or administer antihistamine if this is on a child's allergy health

care plan. We will monitor progress and apply CPR if necessary. Child's parent or emergency contact and Education Director Richard Costi will be contacted. An IRMS report will be completed within 12 hours. Debrief (and Counselling if required) for all parties concerned.

ADMINISTRATION OF MEDICINES

PROCEDURE DETAILS

- If a child requires medication e.g. an antibiotic, then an individual medication administration form must be filled out and signed by the parent. These are found in the Health Care Plans folder in the bathroom
- Asthma puffers are kept in the left hand bathroom cupboard labelled with child's name. An individual health plan for asthma, allergy or other medical conditions must be filled out by the GP.
- Other medication must be refrigerated if necessary or kept in the kitchen cupboard above the fridge, out of reach of children and not in a child's bag.
- It is parent responsibility that medication is within use by date. All medication must be labelled by a chemist with child's name and dose to be taken.
- Medication administration by staff must be witnessed by another staff member and signed off.

TOILETING

PROCEDURE DETAILS

- Only staff and the child's own parent/carer are to supervise toileting of children. It is not within a volunteer's job specification to toilet children.
- Volunteers, trades persons etc. are to ask staff to check that the bathroom is clear before using the adult toilet.
- Parents are advised to provide spare clothing in children's bags in case of accidents.
- In case of a toileting accident a child's dignity is preserved and as much privacy as possible provided. Children change in the bathroom.
- Children are encouraged to manage their own toileting and changing of clothes independently while staff are on hand to assist if needed. Children are coached to wipe self if this is a new skill being learnt. The incident is kept positive and matter of fact.
- Staff will use gloves to handle soiled clothes and these will be sealed in a plastic bag to be taken home in the child's kindy bag. Parent will be notified verbally (The child's name on the sign-out sheet is highlighted to alert parent that staff would like to advise them of an incident) or by note/phone call if not collecting their child.
- Children will be reminded to flush toilet (half or full flush) and to wash hands with soap when finished toileting.
- Children are also taught to use one soap squirt and one paper towel for hand washing
- New children are monitored to assist if needed to manage taps etc
- Children are discouraged from playing in the bathroom and to respect others' privacy. "My whole body is private"
- Any spills are mopped promptly and toilet flushing and cleanliness monitored.

- Staff monitor supply of toilet paper, paper towel and soap for replacement, as well as any wetness on floor. Mop and wet floor sign are in bathroom
- Bathroom/toilets/sinks are cleaned nightly by employed Cleaner
- Children in nappies/ just developing toileting self- help may be coached in toilet training according to a continence care plan and with support from parents. Visual schedules or other strategies are used in consultation with parents and other agencies if needed e.g. Down Syndrome Association. Toileting aids such as steps are borrowed from SERU (Special Education Resource Unit) if needed.
- Soiled nappies are bagged and disposed in outside bin. Wipes and gloves are under adult bathroom sink. Plastic bags are in the cloth tube hanging by the large bathroom cupboard. Disinfectant spray for change mat is on the kitchen bench. Disinfectant soap is on adult sink.
- Some spare clothes are in the large bathroom cupboard. There is a diary to record loans.

PLAYGROUND AND SAFETY AUDITS

PROCEDURE DETAILS

- Outside teacher checks for hazards each morning and signs off on the bottom of the sign in sheet. Termly playground safety checks will be done at the beginning of each term by nominated staff member. Risk assessments are completed on any hazards identified and addressed immediately, reported for maintenance or flagged off until dealt with according to assessment. Equipment is checked as it is put out each day. Damaged or unsafe items are binned or put away until repaired.
- Major and minor repairs, site funded works, scheduled servicing and maintenance is done on schedule in consultation with the Facilities Manager from DTEI, according to scheduled maintenance tasks on STAR schedule or at organised working bees.
- Working bees allow parents to contribute some responsibility for children's safety
- Near misses will be recorded on the OHSW notice board sheet, or on the Identified Risk register and reported at staff meeting.
- Risk assessments will be done for new purchases. Kidsafe guidelines are used for outdoor equipment and soft fall guidelines etc
- Tradespeople will be required to adhere to practices which are safe for all e.g. not leaving gates open or tools lying around. Risk assessment matrix in DTAI folder.
- All tradespeople and visitors sign in and report to staff. Staff will monitor and supervise any interactions with children. Induction including Police screening to be completed before beginning work. Asbestos Register etc. to be consulted if relevant.
- Top Eastern gate is kept locked. One entry point through bottom Western gate. Responsible Person in Charge to have gate /building keys on person at all times for emergency.
- Being inside the shed is out of bounds unless children are with a staff member.
- STAR WHS maintenance tasks are monitored e.g. electrical tagging and fire extinguisher checks.
- Any animals visiting are closely supervised and children are taught about safe handling and hand washing afterwards.
- Water troughs and containers are emptied daily. (onto plants if possible)
- Sandpit is inspected and raked regularly for sharp hazards.
- Gardener is employed.

- LPG Gas bottles are secured in locked cage and also turned off for summer.
- Children are encouraged to report anything that makes them feel unsafe.
- Dogs, smoking, illicit drugs and alcohol are not permitted on site.
- Spiders are sprayed for yearly. Vermin traps in sheds.
- Sheds, exits and walkways are kept free of trip hazards etc
- Potentially harmful substances such as WD40, house paint etc. are labelled correctly and kept locked in the steel shed or in the locked storage cupboard behind the kitchen e.g. tools
- Safe Operating Procedures (SOPs) for equipment, and 2 person lifts are displayed where needed.
- STAR WHS system and Chemwatch are accessed by ECW i.e. Material and Safety Data sheets (MSDS) for new products
- Risk assessments are completed for purchases, and for excursions
- Identified hazardous trees/plants are removed. See also BAP (Bushfire Action Plan)
- DECD, Mitcham Council and CFS are consulted as appropriate.
- Paving, hand rails etc are inspected and kept maintained, or installed in consultation with other agencies e.g. Vision SA.

SAFE PLAY EDUCATION

PROCEDURE DETAILS

- Staff supervise children according to Duty of Care and within mandated staff ratios. There is always one staff member inside and one outside when children have free choice play time. An ECW is site funded, above ratio requirements.
- Each term children will be taught about emergency procedures and practice evacuation and evacuation. Practice is recorded and staff evaluate the procedure.
- Children are taught snake safety in Term 1 and this is revised each term.
- Children are taught kindy expectations
 - Rule 1 It is not OK to hurt anyone at kindy with actions or words
 - Rule 2 We look after everything at kindy
 - Rule 3 We are fair
 Safety rules (e.g. keeping sand low, walk inside etc.) are revised on a regular basis and staff also encourage children to contribute their ideas of safe play and rules. Risk taking in play is encouraged, with children supported to do self risk assessments. Boundary training and other safety measures are implemented for play outside the centre. (See risk assessments for Nature Kindy and excursions)
- Child Protection is taught as part of the curriculum. (DECD Child Safe Curriculum). Children are encouraged to be appropriately assertive of their rights and to seek help if feeling unsafe. They are taught to say "Stop I don't like it when you... because.... It makes me feel..." We use restorative justice practices to support children.
- We liaise with Delta Dog, Fire Safety Officers and other agencies to teach safety to children.

EMERGENCY PROCEDURES

PROCEDURE DETAILS

- Emergency procedures are reviewed each term and practiced by staff and children in the first few weeks of each term
- Emergency procedures and BAP are displayed at each exit
- The emergency air horn is located by the Bushfire Phone by the office door
- Emergency Services PH 000 are contacted as needed
- New staff are advised that site is rated 2 (moderate to high risk) for bushfires and advised re BAP
- The kindergarten is a Bushfire Refuge and is equipped with an emergency kit including bottled water and food.
- Parents are reminded re bushfire procedures in term 1 and 4 each year
- Parents are informed by signage if it is a Total Fire Ban Day and advised of Risk Level
- The centre is closed on Catastrophic rated days as advised by DECD
- The Bushfire Action Plan is reviewed each year in term 3 and sent in to DECD Central Office to The Security, Bushfire and Emergency Management Team
- In case of bushfire, children are only released to parents and those adults identified on the bushfire form on enrolment.
- Mitcham Council is advised re any tree branch removal necessary
- Snake Awaay or Adelaide Snake Catchers are contacted if a snake is discovered on site.
- AN IRMS form is completed in case of emergency and Richard Costi Education leader is advised
- Staff or families are debriefed and offered counselling after an emergency if required

FOOD HANDLING

PROCEDURE DETAILS

- Parents will be informed on enrolment that the centre is allergy aware and advised not to bring nuts/nut products on site. Any other triggers for enrolled anaphylactic children will be removed/ banned under medical advice, and families advised.
- Parents are responsible for providing information about any food allergies or intolerances and to complete a health care plan for their child. They will provide any Epipen or antihistamines etc as advised by doctor.
- Staff will protect children according to health care plans per food allergy or intolerance. Cooking activities will be inclusive of all children e.g. egg-free recipes or "NO EGG" egg substitute used with parent approval if there is a child with an egg allergy.
- Staff and children will wash hands with soap before handling food. Staff will wash hands or wear gloves if needing to handle food.
- When cooking, children will be taught and monitored re hygienic practices e.g. no licking fingers or utensils that will continue to be used. These will be washed or replaced. If children touch their nose etc. they will be asked to re-wash their hands before returning to cooking activity.

- Where possible, children will make their own individual serves e.g. their own sandwich, fruit kebab etc. to eat.
- Dishes/utensils are washed in hot soapy water after use.
- Parents will be advised to provide ice packs for children's lunch boxes. Children are monitored at fruit/ lunch time and reminded not to share food at these times.
- Any foods provided by kindy for cooking activities will be freshly purchased or picked, be within use by date and kept refrigerated as needed e.g. dairy products. Remaining ingredients or leftovers will be immediately refrigerated, frozen, composted, or given away as chicken food.
- Foods will be cooked sufficiently, kept heated or refrigerated until consumption according to DECD food handling guidelines. The fridge will be monitored for working order and temperature setting.
- Fruit and vegetables provided by kindy will be washed before use
- Any shared food will be handled with tongs, food handling gloves etc. Food for fundraising e.g. Sausage sizzle, or Cake stall, or provided by parents for social functions must be kept cold or hot, be freshly made/cooked, and must have ingredients listed. It must be kept covered from insects, dust etc. until served. No handling of food and money by the same person when serving.
- Fridge is cleaned out termly. Pantry use-by dates are checked before use and termly. Bushfire supplies checked at end of Term 3 and replaced if out-dated.

PSYCHOLOGICAL HEALTH AND WELLBEING

PROCEDURE DETAILS

- Psychological wellbeing of children and adults is a priority. We work as a team and build a sense of trust and mutual support as a community of learners and colleagues. Children's, parents' and staff achievements and successes are acknowledged in a culture of positive support.
- Staff members are mandated to abide by the DECD Code of Ethics and requested to treat each other with respect. There is no place for undermining, bullying, aggressive tone/action, gossiping or put downs by any staff member, parent. The site Code of Conduct and Grievance Procedure is relevant in guiding the behaviour of everyone on site, children and adults alike.
- Staff members are asked to complete an anonymous psychological health survey Term 4 each year and results are analysed by the director for discussion and action.
- If necessary a Psych Health Action Plan is implemented
- Staff members are advised of counselling services provided by DECD. This information is also on the WHS pin board in the office. "Mental Health" days are supported by the Director as legitimate use of sick leave. Staff members will be supported through Work Cover issues, Counselling etc until the staff member returns to a state of wellbeing. Parents are offered advice re counselling services for themselves or their child regarding grief, trauma etc
- Staff members are encouraged to monitor their own stress levels and to communicate with the Director if work is becoming overwhelming.
- Staff members are encouraged to communicate to the director or other staff if home circumstances/stress is affecting work performance or contributing to any work stress. Confidentiality is to be respected.

- Staff members are encouraged to share good news stories and positive parent feedback at weekly staff meeting. Staff celebrations are an important part of our work culture and time will be made to celebrate successes, end of term, personal achievements etc.
- Professional Development plans will be written end term 4/ beginning term 1 with support of the Director. Plans will be reviewed end term 1/early term 2 and end term 3/early term 4, so that staff can be supported in their professional development within site/Partnership/ DECD goals and in their personal career goals, developing a sense of achievement. Staff development is supported by the Director, the Partnership and through resource allocation.

WATER SAFETY POLICY

For full policy see DECD Preschool Water Safety Procedure #11847/11

PROCEDURE DETAILS

- Children are adequately supervised at all times when having access to any water hazards
- Where a water vessel is used for water play by children, the vessel is emptied after use and stored in a manner to prevent the vessel filling with water e.g. rain when not in use.
- A risk assessment is undertaken for excursions where there is significant water hazard or swimming involved in accordance to requirements of Reg 100 and 101 of the Education and Care Services National Regulations 2011
- Children are to have safe independent access to clean and cool drinking water at all times.
- Fish/Frog ponds and water features which are not able to be supervised at all times or pose an unacceptable risk are to be guarded or have effective barriers in place.

MONITORING, EVALUATION AND REVIEW

This Policy has been ratified by Blackwood Kindergarten Governing Council

Date 27/10/2015

This Policy will be reviewed by Governing Council

Date Nov 2016

| | |
|----------------------|--------------------------------------|
| Associated Documents | DECD Assessment and Reporting Policy |
| | EYLF |
| | NQS |



Blackwood Kindergarten Grievance Policy

PURPOSE

This document provides information about avenues of communication which strengthen the partnership between parents and the kindergarten. This set of procedures is to be followed if a parent/caregiver or staff member wishes to raise a concern which needs to be resolved. Concerns may relate to:

- Children's behaviour and management
- Kindergarten policies
- Children's progress, development and reporting
- Other related kindergarten issues
- Adult's behaviour

CONTEXT

Good relationships between home and kindergarten are critical in ensuring our children reach their full potential.

Our learning and teaching programs are underpinned by our commitment to the following principles:

- Equity and access for all students
- Staff value positive relationships with parents/caregivers and children
- Constant focus on quality and standards
- Accountability

SCOPE

Parents, staff, volunteers and contractors attending our centre can appropriately and informally raise concerns in order to improve or change a situation. Anyone may appropriately raise a complaint which is an expression of grievance or resentment seeking redress or justice.

Where there are Legislated requirements for matters such as misconduct, OHSW issues, Health support planning, Governing Council decisions and functions, allegations about criminal matters, child protection, corruption, staff grievance etc, they will be dealt with by the appropriate procedures.

This Grievance Policy follows the guidelines of the DECD Parent Complaints Policy and Procedure

OBJECTIVES

To maintain positive relationships between home and kindergarten, and between staff, and to make sure that issues are resolved to the satisfaction of all concerned in a respectful, transparent and responsive way.

PROCEDURE DETAILS

GUIDELINES FOR RESOLUTION OF CONCERNS

1. Initially, arrange to talk to the person (Sue, Deb, Cathy or Leanne, or Cheryl at Playgroup) who knows about the situation. Depending on the nature or confidentiality requirements of your concerns you will need to ensure that the staff member is free to give their undivided attention to your discussion. You or the staff member may suggest making a time e.g. after the session, when you can speak privately and without interruption.
2. If, after your discussion you do not believe that the issue has been resolved, make an appointment to speak to the Director Sue Caldicott.
3. Results of this meeting may include the following;
 - the situation is resolved
 - further discussions are held with the people involved
 - outside support for the child/family may be sought
 - your suggestions for a change to centre policy may be brought to the Governing Council for broader debate.
4. If at any stage through this process there is value in organizing a follow up meeting to share successes or ongoing concerns, we urge you to do so. If the kindergarten does not receive further information, it is reasonable to assume that the issue has been resolved.
5. If after steps 1-4 have been followed you are still dissatisfied, approach a DECD Early Childhood Leader Julie Offord or Regional Director Richard Costi from Mt Barker Office. (see below for contact details) who will try to resolve the situation further. The expectation of Mt Barker Office staff will be that the above steps have been followed.

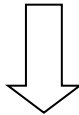
Mediators are available in some communities to assist in the resolution of some concerns, such as counsellors or social workers.

Advocate support might be enlisted in specific areas about particular concerns, such as children with disabilities.

Support people at times may be enlisted to assist in the resolution of concerns or to debrief with the person or attend meetings with another person.

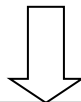
Interpreters can be sourced to assist with communication for families with a language other than English or for the Hearing Impaired

We recognise that positive outcomes can result from resolving grievance. *The grievance should be treated confidentially and privately *Should be dealt with within 14 days *The other person's perception should be valued *Both should have a say *Active listening needs to take place *Aim to resolve the issues *Use negotiation *Be assertive *Be honest *Use the *I feel...when you....* statement *Focus on behaviours *Both parties should feel safe to do this

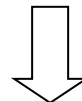


PARENT/ CAREGIVER/STAFF MEMBER RAISES
CONCERNS IN A RESPECTFUL WAY

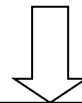
AT A MUTUALLY CONVENIENT TIME MEET WITH
APPROPRIATE STAFF MEMBER TO DISCUSS CONCERN



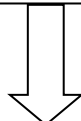
RESOLVED



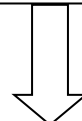
UNRESOLVED



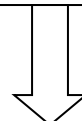
APPROACH DIRECTOR TO ARRANGE MUTUALLY
CONVENIENT TIME TO DISCUSS CONCERN



RESOLVED



UNRESOLVED



CONTACT DECD Parent Complaint Unit for advice and support.

A free Hotline Service has been established for parents on
1800 677 435

DECD.ParentComplaint@sa.gov.au

http://www.dso.sa.edu.au/pcb_form.htm

Any concerns regarding Children's Health, Safety or Welfare contact Education and Early Childhood
Services Registration and Standards Board of SA. Ph. 1800882413

STAFF... CONTACT RICHARD COSTI or JULIE OFFORD
MT BARKER OFFICE PH 83914705 TO DISCUSS UNRESOLVED CONCERNS

ROLES & EXPECTATIONS

Parents can expect:

- A safe learning environment
- Broad, balanced & developmentally appropriate curriculum
- Information about the curriculum & children's learning
- Information about kindergarten policies & procedures
- Opportunities to put forward their point of view & express concerns
- To be treated fairly & equitably & to be listened to
- Opportunities to be involved & to participate in activities of the Kindergarten
- Confidentiality will be maintained
- Resolution of concerns

Staff and Governing Council expect

- Confidentiality will be maintained
- Support for kindergarten policies & procedures such as, Behaviour Management, Sun Protection
- Parents to treat staff with respect & listen to their point of view
- Concerns will be raised at the kindergarten first, through the agreed channels including the kindergarten's documented "Grievance Policy."
- Resolutions supported by all parties

CONFIDENTIALITY STATEMENT

- It is important that your concerns are kept confidential, and although at times you may wish to seek support from friends or an advocate, it is important to do this wisely.
- When the matter is discussed in the child's hearing, it is important that the child understands that you expect that the issue will be resolved at the kindergarten level. Criticism of the kindergarten or teacher does not support the child's education, as it undermines trust & confidence.

Similarly, the staff are expected to keep confidential any concerns that have been raised and must not discuss the issue/s in front of children and other parents, although Governing Council may need to address the issue confidentially. Staff would also expect the matters to be resolved appropriately with parents and caregivers.

MONITORING, EVALUATION AND REVIEW

This Policy has been ratified by Blackwood Kindergarten Governing Council

Signed Chairperson

Director

Date

This Policy will be reviewed by Governing Council

Date 10/2016

Associated Documents DECD Parent Complaints Policy, HR17 Complaint resolution for employees 2000,

Education and Early Childhood Services Registration and standards Act 2011



Blackwood Kindergarten Bullying & Harassment Policy

PURPOSE To ensure that our kindergarten environment is safe, inclusive, conducive to learning, free from harassment & bullying, and respectful of all. To define unacceptable bullying and harassment behaviours.

CONTEXT DFE is accountable to the Minister for Education and Child Development for safe, respectful learning environments. At Blackwood Kindergarten we expect all members of our community to support, respect and protect the rights of others to participate, work and learn in a safe environment free from bullying, harassment, discrimination, violence, or abuse of any form. Bullying is defined as repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Cyber bullying refers to bullying through information and communication technologies such as the internet and mobile phones.

Harassment refers to behaviour that targets an individual or group due to their identity, race, culture or ethnic origin; religion, physical characteristics, gender, sexual orientation, marital, parenting or economic status, age, ability or disability and that offends, humiliates, intimidates or creates a hostile environment.

SCOPE Everyone within or connected to the centre i.e. this policy applies to all children, and all adults including parents and guardians, DFE staff, Tradespersons and Governing Council employees, anyone from the wider community who enters the gates or communicates in any way with or about a member of our kindergarten community.

OBJECTIVES

- To provide a safe environment for all
- To provide an environment conducive to positive well being, learning and work
- That every member of our community takes responsibility for their own behaviour
- To support and to advocate for others who are vulnerable and at risk of harm or injury whether psychological or physical
- To teach children and to model respectful, positive relationships and appropriate behaviour and conflict resolution towards others (see also behaviour guidance policy)
- To deal appropriately with unacceptable behaviours

PROCEDURE DETAILS

Unacceptable behaviour includes but is not confined to, bullying or harassment as defined above, discrimination, intentional physical force either actual or threatened, either provoked or unprovoked.

Bullying and harassment may include hitting, kicking, teasing, threats, name calling, text messages, use of social media, gestures, standover tactics, rumours, putdowns, physical, verbal or nonverbal sexual conduct. It includes indirect as well as direct misuse of power, threat, or continuance over time.

If parents suspect that their child is bullying, is a bystander, or is being bullied at kindy, this must be brought to the attention of staff and not by confronting children suspected of being involved. It is staff responsibility to address behavioural issues. Please stay calm, listen to your child, reassure your child that telling is the right thing to do, and that something will be done about the situation to make it safe.

Staff may document unacceptable child or adult behaviours observed to support any consequent reports which are made in addressing bullying or harassment issues.

Bullying or harassment between children will be dealt with by

- Listening to all involved
- Helping children to appropriately assert themselves and resolve the problem
- Teaching all children about centre values, and centre expectations in appropriately dealing with conflict and anger
- Teaching all children about respecting others and themselves
- Informing parents of all children concerned of the situation and how it has been addressed
- Seeking parent and staff partnership to consistently support children in meeting expectations of behaviour
- Consequences for unacceptable behaviour may include supervised “thinking time” and coaching through appropriate behaviour and language, limited choices, children taking responsibility in repairing any damage, hurt or relationship. (Restorative and reconciliatory actions)
- Seeking DFE counselling or support services if required for children and/or families
- Behaviour plan put into place if necessary in consultation with child, parents, and all staff
- Staff training if necessary to facilitate supporting positive behaviours
- Continued monitoring of all involved

Bullying or harassment between adult and child

- will be addressed with the adult concerned and /or reported to Families SA as a Child Protection issue

Bullying or harassment between adults

- Grievance procedure advises that the issue be raised with the person/s involved. If this is not safely possible or is unsatisfactory in resolving the issue then a report will be made to the Education Director Richard Costi in the first instance and, DFE Central Office, Equal Opportunity Commission, or Police as appropriate

MONITORING, EVALUATION AND REVIEW

This Policy has been ratified by Blackwood Kindergarten Governing Council

SIGNED Chairperson

Director Jade Pudney

This Policy will be reviewed by Governing Council

Date

Associated Documents

Equal Opportunity Act (SA 1984)

Disability Discrimination Act (Commonwealth 1992)

DFE Policies: Child Protection (1990)

Antiracism (1990)

Students with disabilities (2006)

Protective Practices for Staff

Reducing bullying in schools

Mandatory Notification

DFE- Parent Helpline 1800 222 696

www.education.sa.gov.au>Parents and Community>Health and well being>bullying and harassment.

CAFHS parent helpline 1300 364 100

Consequences .

We teach children that their behaviour has an effect on themselves and others. We expect children to take responsibility for their own actions.

Children are still learning to get along with peers and others. We do not use “good” or “naughty” in reference to children. Instead we give children specific verbal praise & encouragement that refers to the behaviour e.g. “remember to walk inside please” “You remembered to ask for a turn. That was good getting along.” We remind children of the rules and check that they understand the consequences if they continue the inappropriate behaviour. Even when speaking firmly, we use positive language and give children the opportunity to try again. If inappropriate behaviour continues, some consequences may be ... redirection to play elsewhere, some thinking time before re-joining an activity, restorative justice e.g. helping repair something that has been broken, looking after another child who has been hurt.

A note on “Time Out”.

Sometimes parents ask us if we use time out. No, we do not remove children from a situation to be left unsupervised. If other steps have not been successful, for a very specific behaviour such as hurting others, we may ask a child to take some “thinking time” away from the situation. In this case, the child will be asked to stand holding a staff members hand, sit out adjacent to the activity, or withdraw to a quieter spot with a staff member. This would be for a brief period i.e. 2 mins. Children who are having difficulty self-regulating their behaviour are not left unsupervised. After a quiet period of “thinking time” the staff member and the child will discuss what has happened and decide on a more appropriate way to play and interact with others. The child will be asked if they are ready to try again. They will be supported in appropriate social play or restorative practice as this is a crucial part of the process in reinforcing positive relationships with others.

Attention seeking behaviour.

You may sometimes see staff ignore a behaviour if it is not dangerous. This means the behaviour will not physically or emotionally hurt another person. This behaviour may be attention seeking, such as calling out or a tantrum. Staff will monitor the child’s actions and positively reinforce the appropriate behaviour when the child has self regulated.

How can parents support this code?

- Please respect individual differences in children which may require different behaviour support strategies.
- Inform staff of circumstances which may impact on your child’s behaviour e.g. separation/ nightmares/ illness/ family death/ divorce etc.
- Bring your child for regular attendance at kindy.
- Support staff goals for your child, working together.
- Approach staff if you have any concerns about your own child’s **or** another child’s behaviour. (see also site Grievance Policy and Bullying Policy on our website).
- Use positive language and feedback to your child about their behaviour.
- Model and promote appropriate behaviour.

Staff will further support this code by ...

- Advising parents about their child’s behaviour in a timely way, sharing successful strategies and goals, respecting confidentiality.
- Raising issues & concerns with the staff team.
- Being familiar with manual handling & Psychological health policies. Seeking further professional advice if needed from DECD or other agencies involved.
- Attending relevant training & inducting new staff.

This site behaviour code was ratified November 2012 and will be reviewed annually with staff & Governing Council. 20/10/15



Blackwood Kindergarten

Site Behaviour Code

At Blackwood Kindergarten we believe that children, staff, parents and community members all have the right to feel safe, secure and valued.

We also all have a responsibility to work together to develop the responsibilities, rules and consequences that ensure that the rights of all are respected. In our preschool program, behavioural expectations are expressed positively and explicitly taught. We teach and support 3 main rules with our kindergarten children...

1. It is Not OK to hurt anyone (Physically or emotionally)
2. We look after everything at kindy (whether friend, toy, furniture, insect, animal or plant.)
3. We are fair

Behaviour is a form of communication and can be taught by role modelling, explicit teaching and by providing immediate feedback.

Staff will endeavour to provide for the safety of children, staff, families and visitors by...

- * Designing appropriate programs and procedures to keep everyone physically and emotionally safe.
- * Making expectations clear to children
- * Supervising children so that they comply with safe rules and practices
- * Warn children about unsafe situations and behaviours and act to ensure the safety of all.

Behaviours we encourage

- Caring and consideration for others
- Friendliness & helping others belong
- Sharing and turn taking
- Cooperation
- Respectful listening and speaking
- Safe play and safe interactions
- Inclusive play & accepting differences
- Confidence
- Problem solving in a fair way
- Appropriate assertiveness
- Conflict resolution using words
- Persistence
- Curiosity
- Team work
- Learning together
- Encouraging others to do their best
- Optimism
- Resilience
- Expressing wants and needs in ways which respect the rights and safety of others
- Self regulation
- Recognising consequences of behaviour
- Restorative practices

Ways we maximize positive behaviours

- Set clear boundaries & revisit our 3 rules often (see page 1)
- Build on children's strengths & successes
- Use positive language
- Model and teach appropriate language and behaviour. Listen to both sides.
- Teach children about Executive Function and self regulation
- Catch children behaving appropriately
- Reinforce appropriate behaviours
- Provide immediate feedback to children
- Teach skills in protective behaviours/ expressing emotions through the Child Safe Curriculum
- Teach social skills
- Support Emotional development
- Provide opportunities for practice.
- Follow up with natural consequences and restorative practices

Behaviours that are unacceptable

- Unsafe play or deliberate scaring
- Hurting in any way, annoying, harassing etc.
- Pushing in, snatching, excluding others
- Name calling, teasing, swearing
- Biting, spitting
- Wasting resources e.g. water
- Disruptive behavior during group learning times
- Hiding from teachers or being out of bounds
- Throwing sand or other items
- Weapon play or fighting that can cause injury

Ways we minimise challenging behaviours

- Discussion and agreement as a staff team and in consultation with parents about individual children's needs and how to support positive behaviours. This may include referring to DECD Support Services and other agencies as well as a behaviour management plan if needed.
- Developing consistent approaches as a staff team, and having consistent logical consequences for poor choices of behaviour
- Having routines
- Minimising transitions through the day
- Establishing and explicitly teaching rules and expectations with input from children
- Providing adequate space and resources for children
- Ignoring some attention seeking behaviours
- Acknowledging feelings
- Positive feedback
- Modelling appropriate language and behaviour
- Using redirection and accompanied thinking time
- Considering individual sensory needs
- Parent discussions
- Developmentally appropriate program
- Opportunity for quiet time



Who we are... by Children, Staff and Parents of BLACKWOOD KINDERGARTEN

Our vision statement...

We are a supportive and inclusive community kindergarten inspiring an enthusiasm for life-long learning. We encourage children to approach new challenges with confidence and creativity. We love our natural environment and understand the responsibility that we all share by living within it. We will observe what it does and learn from it, we will care for it and give back to it when we can. We will play with it and we will only take what we truly need from it.

Our mission...

To support all our families in the education of their children, while maintaining a strong sense of community and a connection to our local natural environment.

Blackwood Kindergarten Community's Philosophy Statement

"We learn something new every day" (Child voice)

We believe our children are capable learners. We encourage children to have a voice in what happens at kindy and to ask questions. As educators and parents we support and guide learning by following up children's interests and enquiry, embedding literacy and numeracy into our play based curriculum. We nurture the strengths and interests of individual children.

"I practice and I get better"

We believe in challenging children to extend their learning, to learn from each other and to develop Executive Functions such as persistence, problem solving, self-regulation and delayed gratification. We support learning dispositions such as a growth mind set. We believe we are all learners together.

"We can swing really high." "You can go fast down the slide"

We believe in the importance of encouraging confidence and supporting healthy physical development.

"The best thing about kindy is playing with friends"

We believe that kindy should be a caring, supportive, friendly and comfortable environment for everyone. We expect staff and families to support the learning of all children and to have a say in our kindergarten.

"We make a good team"

We encourage everyone to share their knowledge, to listen, play, and work cooperatively and collaboratively. We all follow our 3 rules for behavioural expectations. "It's never OK to hurt anyone with words or actions. We look after everything at kindy. We are fair."

"We like going on adventures"

We get messy, we have fun, and we get excited about our discoveries. We help children to explore the world and their place in it. We nurture a sense of identity and belonging within and beyond the family, with peers and within our community. We contribute to our world by learning about other cultures, sharing our own culture, and we believe we can make a difference by helping others less fortunate.

"We look after things" "We don't hurt" "We don't waste water" "We put worms in the veggie patch"

We encourage children to develop a sense of respect and responsibility for each other and their environment. We follow and teach sustainable practices and value our natural play spaces, our hills environment and all the creatures in it. We explore and connect with our local (Belair) National Park through Nature Kindy in terms 2 and 3.