

## Table of contents

- Home
- What we offer
- Enrolment and fees
- Reports and plans
- Parenting support
- Policies and guidelines
  - [callington\\_sun\\_smart\\_policy](#)
  - [callington-kindergarten-philosophy-statement](#)
  - [callington\\_kindergarten\\_-\\_supporting\\_childrens\\_individual\\_needs\\_policy](#)
  - [callington\\_kindergarten\\_-\\_strategies\\_and\\_practices\\_for\\_the\\_safe\\_supervision\\_of\\_children\\_at\\_kindy](#)
  - [callington\\_kindergarten\\_-\\_nappy\\_changing\\_procedures](#)
  - [callington\\_kindergarten\\_-\\_medication\\_policy](#)
  - [callington\\_kindergarten\\_-\\_hygiene\\_and\\_infection\\_control\\_policy](#)
  - [callington\\_kindergarten\\_-\\_hot\\_weather\\_policy](#)
  - [callington\\_kindergarten\\_-\\_healthy\\_eating\\_policy](#)
  - [callington\\_kindergarten\\_-\\_grievance\\_and\\_complaints\\_management\\_policy](#)
  - [callington\\_kindergarten\\_-\\_general\\_information](#)
  - [callington\\_kindergarten\\_-\\_emergency\\_policy](#)
  - [callington\\_kindergarten\\_-\\_clothes\\_changing\\_procedures](#)

## Home



At Callington Kindergarten we offer high quality education within a loving and caring atmosphere. We support cooperative behaviour and the development of the social and emotional skills that are crucial to your child becoming a powerful learner.

We recognise and respect your child and family for the knowledge, culture and ideas you bring to our learning community and we believe in the power of strong and trusting relationships to develop your child's strengths and we empower your child.

You can find out more about our goals and our focus in our philosophy statement (PDF 36KB)

(  
[https://www.preschools.sa.gov.au/sites/g/files/net4016/f/callington\\_kindergarten\\_and\\_occasional\\_care\\_philosophy\\_statement.pdf](https://www.preschools.sa.gov.au/sites/g/files/net4016/f/callington_kindergarten_and_occasional_care_philosophy_statement.pdf)).

## Volunteering

If you'd like to volunteer with us, we'd love to hear from you. You might be able to help out with cooking, gardening, maintenance work or sharing an interest or talent you have. See volunteering in schools, preschools 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 ensure the smooth running of the preschool. 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 (<https://www.decd.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) on the Department for Education's website for general information.

## Contact us

**Preschool director:** Mrs Elise Coulthard

**Phone:** (08) 8538 5123

**Fax:** (08) 8538 5419

**Email:** [dl.6560.leaders@schools.sa.edu.au](mailto:dl.6560.leaders@schools.sa.edu.au)

**Street address:** North Terrace Callington SA 5254

**Postal address:** Callington Road Callington SA 5254

## 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.

Kindy group

Monday	Tuesday	Wednesday	Thursday	Friday
–	8.30am to 3.15pm	8.30am to 3.15pm	8.30am to 1.30pm (Weeks 2,5,8)	–

## **Fees**

Our parent contribution is \$85 per term. See our enrolment and fees (<https://www.preschools.sa.gov.au/callington-kindergarten/getting-started/enrolment-and-fees>) page for more information.

Special Access: \$70 per term.

This includes the provision of a sun hat for your child.

## **What to bring**

Children need to bring these items each day:

- bag
- nappies if required
- change of clothes
- 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 (if your child needs a security toy please let us know)
- sun hat (we will keep your child's sun hat at kindy).

## **Bus service**

Your child may be able to access the Callington Primary School (<http://www.callingtonps.sa.edu.au/>) bus service from Kanmantoo. Approval is required from us and the school and is subject to availability. Please speak to a member of our staff or to a Callington Primary School (<http://www.callingtonps.sa.edu.au/contact.html>) staff member to learn more.

## **Additional information**

Our staff are all internationally accredited Marte Meo (<https://www.martemeeo.com/en/>) practitioners. Marte Meo is a world renowned program that we use to support your child's well-being. We focus on your child's needs, support their emotional and social development and encourage them to use their inner strength.

The Marte Meo program supports the education department's Early Years Learning Framework.

Through our kindy your family can access the services of a wellbeing officer. The wellbeing officer can provide you with support, information and assistance across a wide range of parenting, financial and family issues. This is a free service.

You will also have access to our children's literacy kits and parent library. A range of literacy kits, books and videos are available for borrowing and are located above the children's lockers and near the back door. Please complete the borrowing book whenever you borrow an item.

## **Occasional care**

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

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

## **Priority of access**

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

Talk to us about enrolling in occasional care

## Times

Children can generally go to 1 session a week.

Your child may be able to access both sessions on Wednesdays for a full day of care. Talk to our Occasional care worker about this option.

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	9.00am-12.00pm  Over 2's only - session run in kindy time	9.00am to 12.00pm  Under 2 and over 2's	–

## Cost

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

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

## What to bring

- bag
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack
- packed lunch if staying all day on Wednesday.

## Additional information

We will provide a sun hat for your child.

## 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/callington-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.

As families often move from our Occasional Care program into kindy, or arrive new to the area during term time, we offer individual enrolment tours and visits as required by each new family.

## Before your child starts

We will contact you as soon as possible about an orientation session. This will be a 1 hour session where you can ask questions.

Before your child starts preschool you can come to pre-entry transition visits. These will be in term 4 (<http://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>) and will be a chance for your child to meet the other staff and other children.

## Fees

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

The parent contribution is \$280 per year. You can choose to pay the total amount at the beginning of the year or to pay 4 instalments of \$70 at the beginning of each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have an additional cost (<https://www.preschools.sa.gov.au/callington-kindergarten/getting-started/what-we-offer#callingtonprogram>).



## **When to pay**

We will invoice you at the start of each term. Your invoice will be put in your parent notice pocket.

Payments are due by the end of each term

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

Please contact us if you are having difficulty paying.

## **How to pay**

Cash or cheque

You can pay by cash or cheque at the kindy. If you are paying by cash or cheque, please put the money or cheque in a sealed envelope with your child's name on the front. Put the envelope in the payments box at the kitchen bench.

EFT information

You can pay by direct deposit.

BSB: 105025

Account number: 117887140

Please put your child's 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>).

## Plans and reports

### 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

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

**Rating for:** Callington Kindergarten

**Rating issued:** April 2017

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

#### Quality improvement plan

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

Quality improvement plan (PDF 109KB)

([https://www.preschools.sa.gov.au/sites/default/files/callington\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/callington_qip.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/6560\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/6560_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.



## Callington Kindergarten and Occasional Care Sun Protection Policy

### Policy Number

Reviewed and Updated 02/2021

### Link to NQS for ECE

2.1.1  
2.3.2  
3.1.1  
3.1.4  
6.1.1  
6.1.3  
6.2.2  
7.3.2

### Policy statement

- Callington Kindy has a duty of care to ensure that all children and staff are protected from overexposure to UV radiation whilst at the centre, by using a combination of sun protective measures when the UV index is 3 and above.
- In line with Department for Education and Cancer Council SA Guidelines, and this Centre's SunSmart status, this policy is implemented in terms 1, 3 and 4, and whenever the UV is 3 and above at other times. To assist with production of vitamin D, sun protection is not required during term 2, when the UV is below 3. Sensible sun protection when the UV is 3 and above does not put people at risk of vitamin D deficiency.
- To assist with implementing this policy staff are encouraged to access the daily sun protection times via the free SunSmart app, [www.myuv.com.au](http://www.myuv.com.au) or [www.bom.gov.au](http://www.bom.gov.au).
- It is understood by staff/carers, children and families that there is a shared responsibility between the service and other stakeholders that the Sun Protection Policy and procedures are accepted as a high priority.
- In meeting the kindergarten's duty of care, it is a requirement under the Work Health & Safety Act 2012 (SA) that management and staff implement and endorse the service's Sun Protection Policy, and ensure a level of protection to all persons who access the service's facilities and/or programs.

## Rationale

Australia has the highest incidence of skin cancer in the world, with two out of three Australians developing some form of skin cancer before the age of 70. Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Much of the damage occurs during childhood and adolescence. Research suggests that severe sunburn is a contributor to skin cancer and other forms of skin damage such as wrinkles, sunspots, blemishes and premature aging. Most skin damage and skin cancer is therefore preventable.

Early childhood services are ideally placed to help reduce the incidence of skin cancer and the number of related deaths by encouraging all members of the Kindergarten community to use effective skin protection.

## Strategies and practices

The aims of the Callington Kindergarten Sun Protection Policy are to promote among staff, children and parents;

- Positive attitudes towards skin protection
- Encourage children and staff to use a combination of sun protection measures whenever UV Index levels are 3 and above
- Assist children to be responsible for their own sun protection

Work towards a safe outdoor environment that provides shade for children and staff at appropriate times.

## Managing the physical environment

### *Shade provision, outdoor play and outdoor play equipment*

- Staff will utilise the shaded areas of the outdoor environment for play.
- A combination of sun protection measures including the availability of shade will be considered when planning and programming for outdoor play experiences or excursions.
- Outdoor equipment that is not fixed will utilise the shaded areas of the outdoor environment at all times of the day.
- The kindergarten will continually assess the shade coverage of the outdoor play environment and seek avenues to improve the conditions if required.
- Care is taken during peak UV radiation times and the service will plan and program for outdoor play experiences and excursions outside of these times, where possible.
- Outdoor play equipment that is fixed will be monitored for usability throughout the day by staff/carers.
- Infants less than 12 months of age are not exposed to direct sunlight when the UV is 3 and above. Staff/carers will ensure that the infants outdoor play environment utilises as much dense shade as possible.

## Protective behaviours and practices

### *Hats*

- All children must wear an approved sun protective hat that is either: a broad-brimmed, bucket or legionnaire's style, when outdoors.
- It is recommended that a sun protective hat adequately covers the face, back of the neck and ears.
- **Due to the risk of children becoming entangled in hat cords and choking, the service recommends that the cords are removed from hats.**
- Children who do not have a hat will be asked to play indoors, however this may not always be possible due to staffing ratios. Therefore, children without hats will be restricted to shaded

areas when outdoors if children cannot be supervised indoors, or provided with a sun safe Kindy hat.

- Spare hats may be available for children who do not have a hat. The service will ensure that hats are laundered after each use to minimise cross infection (for example, head lice).

#### *Clothing*

- The Kindergarten will provide all children free of charge a broad brimmed sun hat to use at kindy – this hat must stay at kindy but will become the property of the child when they transition to school.
- Clothing should be loose fitting and made from closely woven fabrics assist in protecting children from exposure to the sun.
- Children are encouraged to wear shirts have a collar to protect the nape of the neck and longer sleeves (at least elbow length).
- Children are also encouraged to wear longer style skirts and shorts.
- **Sleeveless shirts, dresses and singlets are not considered as appropriate clothing to protect children from the sun. Children may need to change their clothing or not be allowed to access outdoor play.**
- All infants under 12 months) must not be exposed to direct sun, and must be -covered at all times by clothing, hats and wraps. Sunscreen can be applied to small areas of exposed skin, not protected by clothing or hats, for infants 6 months and older.

#### *Sunscreen*

- SPF 30 or higher broad spectrum, water resistant sunscreen is applied to exposed skin of children.
- The kindergarten does supply sunscreen. Parents are encouraged to apply sunscreen to their child at the start of each session.
- Permission will be sought at enrolment from the family for the service to apply sunscreen.
- Sunscreen must be applied at least 20 minutes before commencing outdoor play (or as per manufacturer's instructions).
- Sunscreen must be reapplied every two hours if remaining outdoors. Some children may present with an allergic reaction to sunscreen. In this situation, the service will stop applying the sunscreen, notify the family and request that a hypoallergenic sunscreen be supplied by the family for the child to use.

#### *Eye protection*

- The kindergarten supports the use of a sun protective hat to protect eyes from UV radiation.
- If sunglasses are worn when persons are outdoors, the service recommends close fitting, wraparound sunglasses that meet the Australian Standard AS/NZS 1067.1:2016. Novelty tinted glasses do not protect against UV radiation and are not recommended for sun protection.

#### **Role modelling by staff, carers, students and volunteers**

- Children learn through example and role modelling is an important strategy in children's services to maintain quality standards.
- Staff, students and volunteers must comply with the Sun Protection Policy as per the-Work Health & Safety Act 2012 (SA).
- Staff, students and volunteers must wear a sun protective hat and clothing, apply SPF30 or higher broad spectrum, water resistant sunscreen, and seek shade whenever possible when supervising outdoors or facilitating children's play experiences and excursions. It is recommended that appropriate sunglasses are worn when outdoors.

## Children

- Children's play and learning experiences will reflect the importance of sun protection behaviours and practices.

## Families

- Sun protection behaviours and practices are outlined in the Parent Handbook, enrolment forms, newsletters and excursion permission forms.
- Signed permission will be sought from families in the enrolment form so that staff can apply sunscreen to children's exposed skin areas (face, arms, hands, legs, back of the neck).
- Sun safety information will be displayed on notice boards.
- Families will be encouraged to implement the service's sun protection behaviours and practices when engaged in service experiences and excursions. For example, parents must wear a sun protective hat when volunteering on excursions.

## Policy review

---

- The service will review the Sun Protection Policy and procedures, and related documents, including behaviours and practices every 12 months.
- Families are encouraged to collaborate with the kindergarten to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to actively be involved.

## Links to other policies

---

- Allergies
- Enrolment of new children and families to the service
- Health, hygiene and wellbeing
- Meeting children's individual and group needs
- Work health and safety
- Physical activity and outdoor play environments
- Planning play experiences and excursions for children
- Protective behaviours
- Staff as role models

## Sources and further reading

---


- Work Health & Safety Act 2012 (SA)
- Cancer Council SA. (2019). *Early childhood centre SunSmart policy guidelines*. Retrieved 4 March 2019, from <https://www.cancersa.org.au/prevention/sunsmart/sunsmart-program/early-childhood-centres/resources-early-childhood/>
- Cancer Council Australia. (2018). *Position statement: Sun protection in the workplace*. Retrieved 23 February 2018, from [https://wiki.cancer.org.au/policy/Position\\_statement\\_-\\_Sun\\_\(UV\)\\_protection\\_in\\_the\\_workplace](https://wiki.cancer.org.au/policy/Position_statement_-_Sun_(UV)_protection_in_the_workplace)
- Cancer Council Australia. (2018). *Position statement: Sun protection and infants (0-12 months)*. Retrieved 23 February 2018, from [https://wiki.cancer.org.au/policy/Position\\_statement\\_-\\_Sun\\_protection\\_and\\_infants\\_\(0-12\\_months\)](https://wiki.cancer.org.au/policy/Position_statement_-_Sun_protection_and_infants_(0-12_months))
- Cancer Council Australia. (2018). *Position statement: Risks and benefits of sun exposure*. Retrieved 23 February 2018, from [https://wiki.cancer.org.au/policy/Position\\_statement\\_-\\_Risks\\_and\\_benefits\\_of\\_sun\\_exposure](https://wiki.cancer.org.au/policy/Position_statement_-_Risks_and_benefits_of_sun_exposure)

- Cancer Council Australia. (2018). *Position statement: Eye protection from ultraviolet radiation*. Retrieved 23 February 2018, from [https://wiki.cancer.org.au/policy/Position statement - Eye protection](https://wiki.cancer.org.au/policy/Position_statement_-_Eye_protection)
- Cancer Council Australia. (2018). *Fact Sheet: Sunscreen*. Retrieved 23 November 2018, from [https://wiki.cancer.org.au/policy/Fact sheet - Sunscreen](https://wiki.cancer.org.au/policy/Fact_sheet_-_Sunscreen)

**Policy created date** 02/2021

**Policy review date** 02/2022

### Signatures

Director:  Elise Couillard

Governing Council Chairperson:  Stephanie Evans



# Callington Kindergarten and Occasional Care Philosophy Statement

At Callington Kindergarten and Occasional Care:

\*We recognise, value and respect every child and every family for their knowledge, culture and ideas they bring to our learning community.

\* As a whole site staff team we practice the Marte Meo pedagogy, using a strengths-based approach, that is developmentally appropriate for each child, building on their individual ideas and personal interests.

\*We believe in the power of strong and trusting relationships to develop these strengths in every child, every day and in every learning moment.

\*Through the Early Years Learning Framework, Literacy and Numeracy Indicators, we empower the children to activate their learning and support them to share this joy with their families.

\*Through a play-based curriculum, we promote the development of learning dispositions and support the children to develop the passion to be life-long learners.



<p>Callington Kindergarten Supporting Children's Individual Needs Policy</p>
--

Policy Number        8

Link to NQS for ECE Principals: 1.11

1.2.1

2.1

4.1.2

4.1.4

5.1

5.2

5.3

6.1.3

6.2.1

7.3.2

### Policy statement

---

- Callington Kindergarten staff recognise that the individual needs of children<sup>1</sup> are important factors in their development and overall wellbeing.
- Callington Kindergarten staff understand that the individual needs of children can, at times, affect their play and learning, which affects how staff plan for children's experiences.
- The kindergarten is committed to maintaining positive lines of communication when collaborating with children, families, staff and external agencies to meet the individual needs of children.
- It is understood by staff, children and families that there is a shared responsibility between the kindergarten and other stakeholders that the Supporting Children's Individual Needs Policy is accepted as a high priority.

---

<sup>1</sup> For the purpose of this policy, 'child' or 'children' is any person(s) aged from birth to eighteen years (UNICEF).

## **Rationale**

---

Callington Kindergarten staff believe that the emotional and developmental needs of children are crucial to supporting their life long learning. The kindergarten staff believe that in order to best provide for the development and wellbeing of every child they must have a clear understanding of the skills and needs of each individual child. This is an ongoing process as children's needs and skills change quickly.

## **Strategies and practices**

---

### **Individual health needs**

- The kindergarten collects and maintains detailed information on every child's personal health needs.
- For example, a health need can include:
  - a medical condition, such as asthma, diabetes or Attention-Deficit Hyperactivity Disorder (ADHD);
  - an allergy, such as bee stings or hayfever; or
  - a food allergy, such as nuts or lactose.
- When a specific health need is identified a health plan is developed in conjunction with the child's family and medical professional.
- The kindergarten may require confirmation from health care professionals about children's health needs.
- This can include information about:
  - the child's current health status;
  - medication requirements;
  - first aid plan and procedures, for example during an asthma attack;
  - potential adverse reactions to medication.
- Kindergarten staff will undertake appropriate training to support the child's medical needs to a reasonable level (where reasonable level is described as training that is within the staff comfort and skill level).
- The staff will maintain a record of the child's level of health for each day they access Kindy if required by medical personnel, or in discussion with parents.
- The Kindy staff may contact specialist organizations (e.g. Women's and Children's Hospital) for more information.

### **Individual developmental needs**

Adopting a holistic approach needs to be considered when addressing children's individual needs. Callington kindergarten's practices support children's:

- physical;
- emotional;
- social; and
- cognitive needs.

Callington Kindergarten, through every day experiences and routines, encourages, supports and promotes practices and strategies, which develop a child's emotional, social and cognitive wellbeing.

- Children identified as "at risk" or having an identified additional need are supported with an Individual Learning Plan and short term learning plans.
- Where identified as appropriate children are referred to DECS Early childhood support services, with parental consent.

- Families are able to access the ILP, short term plans, conversations with staff and their child's portfolio to maintain timely information about their child's progress.

Support for individual needs may cover any or all of the following areas:

- *Dressing and undressing*
- *Healthy eating*
- *Play and learning experiences*
- *Rest and sleep*
- *Toileting*
- Protective Behaviours and Practices

#### *Staff/Carer professional development opportunities*

Callington Kindergarten is committed to ongoing training and development for all staff.

### **Policy review**

---

- The service will review the Supporting Children's Individual Needs Policy and procedures, and related documents, including behaviours and practices every 12 months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

### **Links to other policies**

---

- Behaviour guidance
- Child protection
- Diversity and equity
- Enrolment of new children and families to the service
- First aid
- Healthy eating
- Hygiene and infection control
- Illness
- Immunisation
- Medication
- Privacy and confidentiality

### **Sources and further reading**

---

- Frith, J., Kambouris, N., & O'Grady, O. (2003). *Health & safety in children's centres: Model policies and practices* (2<sup>nd</sup> ed.). NSW: School of Public Health and Community Medicine, University of New South Wales.
- Matthews, C. (2004). *Healthy children: A guide for child care* (2<sup>nd</sup> ed.). NSW: Elsevier.

- National Health and Medical Research Council. (2005). *Staying healthy in child care: Preventing infectious disease in child care* (4<sup>th</sup> ed.). Canberra: Author.
- Oberklaid, F. (2004). *Health in early childhood settings*. NSW: Pademelon Press.
- UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved January 18, 2007, from [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

### Useful Websites

---

- Centre for Community Child Health - [www.rch.org.au/ccch/index.cfm?doc\\_id=427](http://www.rch.org.au/ccch/index.cfm?doc_id=427)
- HealthInsite - [www.healthinsite.gov.au](http://www.healthinsite.gov.au)
- National Health and Medical Research Council - [www.nhmrc.gov.au](http://www.nhmrc.gov.au)
- NSW Multicultural Health Communication Service - [www.mhcs.health.nsw.gov.au](http://www.mhcs.health.nsw.gov.au)
- Raising Children Network – [www.raisingchildren.net.au](http://www.raisingchildren.net.au)

**Policy created date** 1/10/2017

**Policy review date** 1/10/2018

### Signatures

Director

# Strategies and practices for the safe supervision of children at Kindy

---

## **Principles of active supervision**

Supervision is one of the most important care giving strategies and skills required by staff/carers to develop and master. Active supervision is a combination of listening to and watching children play, being aware of the environment and its potential risks, the weather conditions, the time of day, managing small and large groups of children, and an understanding of child development including theories about how children play.

It is also crucial that staff/carers are aware of the different ages, personalities, behaviours and characteristics of the children in their care. How children interact, communicate and play with one another is dependent on staff/carers building relationships with children to learn about who they are, how they react in certain situations and discover their interests. These are vital skills to develop as they assist staff to predict children's play patterns, which affects how staff/carers plan and establish environments and coordinate supervision strategies to maximise children's safety and ability to play free from harm or injury.

## **Positioning of staff in the environment**

- There will be at least one staff member inside and one staff member outside at all times when children are present in those areas.
- If a staff member is required to leave the area eg to toilet they must notify the other staff and allow time for them to reposition to best supervise the children. Students and volunteers do not meet legal supervision standards and are not to be the sole adult supervising an area at any time.

## **Scanning the environment**

- Whenever possible staff should position themselves to have the best view of the entire play space, if this is outside then supervision of the gates should be addressed also.
- Staff should regularly scan the area to check where all the children are.

## **Listening when children play**

- Listening to children's play has several purposes; for children's whereabouts, actions, safety as well as to support their development.
- Staff need to listen for potential risks such as choking, crying, gasping or silence.
- Staff also need to listen to children's conversations to ensure the wellbeing of all children is being met in the play.

### **Knowledge of the environment and its potential risks**

- Staff need to be aware of the potential hazards both inside and outside the Kindergarten:
  - The gates may be left open unintentionally by adults.
  - The kitchen door must remain closed
  - Supervision of children in the toilet area
  - Supervision of children on the climbing

Please refer to the service's Occupational Health and Safety Policy.

### **Setting up the environment**

- When setting up the play environment staff must be alert for any potential hazards e.g. checking the outdoor play area for rubbish, checking the depth of the soft fall, checking for bees, spiders or snakes.
- At times the staff may set up more challenging climbing to support safe risk taking, the placement of such equipment and play and learning experiences affects active supervision strategies and placement of staff in closer proximity to the area.

Please refer to the service's Maintenance of Buildings and Equipment Policy.

### **Knowledge of the children in care and understanding how groups of children interact and play together**

- Staff will maintain a high level of knowledge and understanding of the individual needs and developmental levels of every child attending the kindergarten.
- Staff will support the wellbeing and safety of all children by acting in a pro-active, positive manner to support children with challenging behaviours.
- Staff will be aware of each child's health needs daily and maintain close supervision of those at risk.

### **Transitioning groups of children**

- At times staff are required to transition children to and from the bus or the Reception classroom. Staff must alert other staff members to the movements they are about to make.
- Staff are to remain with the children until another adult takes responsibility on their arrival.
- Staff transitioning children to the school bus must use the school gate access not move along the car park pathway.

**Promoting play and learning experiences**

- Supervision of children should enhance and extend their play and learning experiences.
- Staff should monitor whether they should join an activity to support learning or remain separate to allow the social constructive learning to develop.

**Children's arrival and departure from the service**

- Children are accompanied to the kindergarten by an adult and signed in and out by an adult.
- Staff will maintain an up to date arrival and departure sheet on the bench.
- Staff will complete a separate role of the children by 9.30am
- Staff will compare sign in sheet with role at 9.30
- Any changes to pick or drop-off arrangements are documented in the staff/parent diary on the kitchen bench.
- Staff are made aware of any custody issues when they arise.
- Children arriving to Kindy from the school bus are met by staff and signed in and out by staff.

Please refer to the service's Supporting Children's Individual Needs Policy.

**Transporting children**

- The transportation of children occurs when the Kindy participates in an excursion, the school bus or a hire bus is used.
- Parents are required sign a form stating they are aware their child will be travelling on a bus and they consent to this activity.



# Nappy changing procedures

- Staff member to notify other staff that they are in process of changing a child.
- Collect child's bag with clean nappy and clothes.
- Put on gloves
- Disinfect surface with spray provided, wipe over with paper towel and dispose in rubbish bin.
- Collect child and place on change area.
- Staff will remain with child **always** when on change area.
- Placed soiled nappy and wipes in disposable bag – keeping one hand on the child
- Redress child and release to the play area.
- Disinfect change area again
- Place all disposable items (including gloves) in the disposable bag, tie and place within another disposable bag.
- Secure and place within the Specialised Nappy Disposal bin located in the bath area.
- Wash hands as per guidelines.
- Record detail of nappy change.
- Notify staff that you are back on the floor.
- Change bin is emptied on Fridays by an outside service provider.



## Callington Kindergarten Medication Policy

Policy Number 5

Issue Number 1

Link to NQS for ECE Quality areas: 1.2.2  
2.1.1  
2.1.3  
2.1.4  
2.3.1  
2.3.3  
4.1.1  
4.3.1  
6.1.3

### Policy statement

---

- Callington Kindergarten has a duty of care to ensure that all staff and children are provided with a high level of protection during the hours of the service's operation.
- Callington Kindergarten's Medication Policy reflects the following principles:
  - safe principles and practices to administer medication;
  - hygiene practices;
  - an acute attention to detail;
  - the maintenance of accurate records;
  - up to date professional development knowledge of administering techniques;
  - first aid qualifications;
  - licensing and/or legislative requirements;
  - recommended advice and practices from a medical source;
  - open communication between staff/carers, families and children; and
  - the accountability of staff when administering medication.
- The basic principles of medication administration will be adhered to at all times in the service. **The five principles are the right:**
  - **child;**
  - **medication;**
  - **dose;**

- method;
  - date and time; and
  - expiry date of the medication.
- Medication can only be administered when the kindergarten's **Education and childcare medication log** has been completed and signed by the child's parent or legal guardian.
- At Callington Kindergarten medication is administered to a child by a staff member only.
- The service will endeavour to ensure that staff are witnessed by another person when administering medication to children.
- It is understood by staff, children and families that there is a shared responsibility between the service and other stakeholders that the Medication Policy and procedures are accepted as a high priority.
- In meeting the kindergarten's duty of care, it is a requirement under the *Occupational Health & Safety Act* that staff implement and endorse the service's Medication Policy and procedures.
- The kindergarten reserves the right to contact a health care professional<sup>1</sup> if staff are unsure about administering medication to a child, even if the parent or legal guardian has requested the medication to be administered.

## Rationale

---

**Administering medication should be considered a high risk practice. Families place a high level of trust and responsibility on staff/carers when they are administering medication to children. Authority must be obtained from a parent or legal guardian before staff/carers administer any medication (prescribed or non-prescribed).**

Please refer to:

- National Health and Medical Research Council. (2005). *Staying healthy in child care: Preventing infectious disease in child care* (4<sup>th</sup> Ed.). Canberra: Author.

## Strategies and practices

---

### Definition of medication

- The term 'medication' can be defined either as prescribed or non-prescribed. For the purpose of this policy, 'prescribed' medication is:
  - authorised by a health care professional; and
  - dispensed by a pharmacist with a printed label, which includes the name of the child being prescribed the medication, the medication dosage and expiry date.

---

<sup>1</sup> For the purpose of this policy, 'health care professional' can include the child's: medical practitioner (or doctor of medicine); allied health professional, such as a speech therapist, nutritionist or child psychologist.

All medication that does not meet the criteria for prescribed medication, can be considered non-prescribed. This includes over-the-counter medication; medication dispensed by a naturopath/homeopath; or considered complementary or alternative such as vitamins and cultural herbs or remedies.

- Examples of prescribed medication include antibiotics; Ventolin for asthma; or Ritalin for Attention-Deficit Hyperactivity Disorder.
- Examples of non-prescribed medication include topical or antifungal creams for nappy rash or eczema; paracetamol; ibuprofen; antihistamine for an allergy; or teething gel.

### **Handwashing and hygiene practices**

- Remove bandaids and discard in bin
- Lather hands and wrists with soap
- Rub areas between fingers as well as palms and backs of hands
- Rub for at least 15 seconds
- Rinse thoroughly under running water
- Dry hand thoroughly
- Re-apply any bandaids required

Please refer to the service's Hygiene and Infection Control Policy.

### **Maintaining clean and hygienic environments**

Staff maintain a clean and hygienic environment by

- Spray and wipe toilet area at the end of each session or earlier if needed
- Wash dishes after each session
- Clean and disinfect tables at the end of each session and after lunch
- Sweep, mop and vacuum floors at the end of each day
- Wash and disinfect children's toys on a regular basis

Please refer to the service's Hygiene and Infection Control Policy.

### **Assessing the need for administering medication**

- Staff will observe child's symptoms, condition and overall well being in relation to the information provided by parents/carers.
- If concerned staff will attempt to contact parents to confirm the use of medication and document the call.
- Staff will complete documentation required for the administration of medicine.

### **Exclusion guidelines**

- There are specific exclusion periods required when children have communicable conditions, these are clearly detailed in the "You've Got What" 4<sup>th</sup> edition 2009 SA Health.
- Kindergarten staff are required by law to enforce these exclusion limits for the safety of all children and adults attending the centre.
- Parents will be clearly notified of when their child can return, this may be a time constraint or a physical determination (eg scabs falling off).
- Ultimately, the safety and welfare of children is the first priority of a service and all medication should be administered in accordance to the service's Medication Policy, in conjunction with parent or guardian authorisation, and legislative guidelines.

### **Authorising the administration of medication**

- Parents must fill in the medication log and sign it before staff are able to administer any medication, prescribed or not. If for any reason a parent has not completed the form and staff feel the medication is required they will do everything possible to contact the parent for verbal consent.
- Staff are required to enforce this policy at all times.

### **Medication plan**

- A medication plan is to be completed by the treating doctor when medication is to be administered on an ongoing basis. This plan needs to cover the following details:
  - Child's name who requires the medication;
  - Child's parent or guardian's name and signature;
  - Name of the medication;
  - Dose required;
  - Method of administration, for example oral, eye, ear, inhaled;
  - Time and date of administration;
  - Expiry date of the medication;
  - Special instructions, such as medication that needs to be administered an hour before a meal or before a child falls asleep; and
  - Known family history to allergies involving medication. If so, what are the symptoms?

### **Storage and disposal of medication**

- Medications have the potential to be dangerous to other people and so safety/security of the medication must be paramount. Storage must cater for the individual requirements of the medication:
  - Correct temperature
  - Exposure to air/sunlight
  - Safety

Disposal of medication is the parent/carer's responsibility.

### **Administering medication to a child**

At Callington Kindergarten only staff are allowed to administer medication.

#### **Procedure**

- Staff member to check the written instructions as recorded in the medication plan or medication log.
- Staff member to check the expiry date on the medication
- Staff member checks that they have the correct child by asking the child and confirming with another staff member.
- Staff member checks that they have the correct medication for the correct child.
- Staff member checks the correct dose by comparing the medication log to the container.
- Staff member checks the correct method of administration against the log and the container.

- Staff member checks the time of administration against the log and the container.
- Staff member administers medication, if possible while observed by another staff member.
- Staff members document the administration of medication and counter sign.
- Staff members continue to observe child to check that the medication has had the desired effect.
- Staff member confirms with parent/carer that the medication was administered and returns medication (if not permanently located at Kindy) to parent.

#### **The importance of a witness**

- When administering medication it is preferable to involve a second staff member throughout the entire process.

#### **Documenting the administration of medication**

- All administration of medication will be documented on the medication logs which will be filed and achieved as per DECS instructions.

#### **Prolonged use of medication**

- Will require the parents/carers to provide the centre with a completed medication plan filled out by their medical professional.

#### **Staff professional development opportunities**

- Callington Kindergarten aims to maintain and strengthen the skills and knowledge of all staff in relation to administering medication to children.
- Staff will complete Basic First Aid training, asthma training, epi-pen training in an ongoing manner to maintain their skills.

#### **Excursions**

Callington Kindergarten believes in the inclusion of all children in all kindy experiences, including excursions. Strategies to support this with children on medication are as follows:

- Staff will take the completed medication log/plan on the excursion
- Staff will take the required medication (with parental approval) in a temperature controlled pack inside the emergency bag.
- Staff will take the parent/carer's contact information on the excursion
- Staff will complete the administration protocol as normally required at Kindy.

#### **Policy review**

---

- Callington Kindergarten staff will review the Medication Policy and procedures, and related documents, including behaviours and practices every 12 months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

## Procedures

---

The following are examples of procedures that Callington Kindergarten may employ as part of its daily practices.

Examples:

- Employee induction procedure.
- Policy development and review procedure.
- Student and volunteer induction procedure.

## Links to other policies

---

The following are a list of examples:

- Enrolment of new children and families to the service
- First aid
- Hygiene and infection control
- Illness
- Occupational health and safety
- Privacy and confidentiality
- Supporting children's individual needs

## Sources and further reading

---

- Frith, J., Kambouris, N., & O'Grady, O. (2003). *Health & safety in children's centres: Model policies and practices* (2<sup>nd</sup> Ed.). NSW: School of Public Health and Community Medicine, University of New South Wales.
- Matthews, C. (2004). *Healthy children: A guide for child care* (2<sup>nd</sup> ed.). NSW: Elsevier.
- National Health and Medical Research Council. (2005). *Staying healthy in child care: Preventing infectious disease in child care* (4<sup>th</sup> ed.). Canberra: Author.
- Oberklaid, F. (2004). *Health in early childhood settings*. NSW: Pademelon Press.
- Poisons Information Centre Listing. (n.d.). Retrieved June 28, 2007, from <http://ausdi.hcn.net.au/poisons.html>
- Therapeutic Goods Administration. (2007). *Scheduling of medicines and poisons: National Drugs and Poisons Schedule Committee (NDPSC)*. Retrieved June 28, 2007, from <http://www.tga.gov.au/ndpsc/index.htm>

## Useful websites

---

- Anaphylaxis Australia - [www.allergyfacts.org.au/foodalerts.asp](http://www.allergyfacts.org.au/foodalerts.asp)
- Asthma Foundations Australia - [www.asthmaaustralia.org.au](http://www.asthmaaustralia.org.au)
- HealthInsite - [www.healthinsite.gov.au](http://www.healthinsite.gov.au)
- Immunise Australia Program - [www.immunise.health.gov.au](http://www.immunise.health.gov.au)
- National Health and Medical Research Council - [www.nhmrc.gov.au](http://www.nhmrc.gov.au)
- National Prescribing Service - [www.nps.org.au](http://www.nps.org.au)

**Policy review date**                      1/12/17

**New review date**                      1/12/18

**Signatures**

\_\_\_\_\_ Director





## Callington Kindergarten Hygiene and Infection Control Policy

Policy Number 1

Issue number 1

Link to NQS for ECE Principles: Quality area 2.1.1

2.1.3

2.1.4

2.3.1

2.3.2

3.1.2

4.2

5.1.1

### Policy statement

- Callington Kindergarten promotes hygienic practices and prevents the spread of infections by implementing the following strategies:
  - effective handwashing;
  - hygienic cleaning techniques;
  - handling, storage and disposal of body fluids;
  - maintenance of a hygienic environment;
  - knowledge of infectious diseases and exclusion guidelines;
  - identifying and excluding sick children and staff; and
  - promoting and maintaining records of children's and staff immunisation.
- Callington Kindergarten has a duty of care to ensure that all persons are provided with a high level of protection during the hours of the service's operation.

Protection can include:

- notifying children, families, staff/carers, local community or the relevant health authorities of a diagnosed infectious illness or disease;
- ensuring staff/carers have adequate equipment or products, such as disposable gloves, detergents and soaps;

- maintaining procedures, such as correct handling of body fluids;
  - maintaining staff/carers awareness of hygienic human contact and physical interaction with others;
  - increasing staff/carers awareness and knowledge of cross infection; and
  - Maintaining a hygienic and healthy environment, such as cleaning the service daily and ensuring that the service is well ventilated.
- In meeting the service's duty of care, it is a requirement under the *Occupational Health & Safety Act* to ensure that the service's stakeholders are protected from harm.
  - It is understood by staff, children and families that there is a shared responsibility between the service and other stakeholders to accept and implement the Hygiene and Infection Control Policy as a high priority.

## Rationale

---

**Maintaining an effective level of hygiene is one of the most important and regularly implemented practices in a kindergarten. Effective hygiene strategies and practices assist kindergartens to protect all persons from, and minimise the potential risk of, disease and illness.**

**Many of the hygiene habits developed during childhood will continue throughout life. Callington Kindergarten will demonstrate to children the hygiene practices which reduce the likelihood of cross infection and explain the reasons for them.**

**Experiences that promote basic hygiene awareness assist children to become competent and independent, and develop valuable life skills.**

- National Health and Medical Research Council. (2005). *Staying healthy in child care: Preventing infectious disease in child care* (4<sup>th</sup> ed.). Canberra: Author.

## Strategies and practices

---

### Standard precautions

'Standard precautions' (or Universal Precautions) are used primarily in medical and health-related professions, but are also relevant to children's services. They are a set of practices that assist health care professionals in minimising the risk of cross infection and providing a basic level of infection control.

The precautions support the assumption that all body fluids<sup>1</sup> are potentially infectious, therefore all persons are treated equitably when implementing hygiene practices to minimise cross infection and protect everyone.

Some of these practices, which are relevant to children's services, are:

- handwashing;
- hygienic cleaning techniques;
- using protective products and equipment, such as gloves;

---

<sup>1</sup> For the purpose of this policy, body fluids are defined as mucus, saliva (including air-borne droplets), urine, faeces, and blood.

- safe handling and disposal of body fluids;
- safe storage of materials that have come into contact with body fluids; and
- maintaining a hygienic environment.

(School of Medicine, Flinders University, 2002)

## **Hand washing**

### **Hands should be washed:**

- after going to the toilet
- before and after handling food
- after sneezing, coughing, blowing nose
- after caring for someone who is sick
- after changing a nappy
- after handling rubbish
- after smoking

### **Adults:**

- Remove bandaids and discard in bin
- Lather hands and wrists with soap
- Rub areas between fingers as well as palms and backs of hands
- Rub for at least 15 seconds
- Rinse thoroughly under running water
- Dry hand thoroughly
- Re-apply any bandaids required

### **Children**

Staff will support children to:

- Remove bandaids and discard in bin
- Lather hands and wrists with soap
- Rub areas between fingers as well as palms and backs of hands
- Rub for at least 15 seconds
- Rinse thoroughly under running water
- Dry hand thoroughly

Re-apply any bandaids required

## **Personal Protective Equipment (PPE)**

Use of gloves

The gloves referred to here are the disposable latex type, for single use only. These gloves must be used when coming into contact with blood, body fluids and non-intact skin and must be;

- Discarded immediately after use
- Changed when torn or punctured
- Changed and hands washed after each use and also during multiple procedures on the same child where a risk of cross contamination exists.

**Hands must be washed as per hand washing procedure after removal and disposal of gloves.**

## **Safe handling of body fluids or materials in contact with body fluids<sup>2</sup>**

### **Nappy changing procedures:**

- Staff member to notify other staff that they are in process of changing a child.
- Collect child's bag with clean nappy and clothes.
- Put on gloves
- Disinfect surface with spray provided, wipe over with paper towel and dispose in rubbish bin.
- Collect child and place on change area.
- Staff will remain with child **always** when on change area.
- Placed soiled nappy and wipes in disposable bag – keeping one hand on the child
- Redress child and release to the play area.
- Disinfect change area again
- Place all disposable items (including gloves) in the disposable bag, tie and place within another disposable bag.
- Secure and place within the bin next to the change area.
- Wash hands as per guidelines.
- Record detail of nappy change.
- Notify staff that you are back on the floor.
- Change bin is emptied at the end of each day into outside bin.

**If an older child has a toileting accident staff must use gloves, and double bag the clothes then place them in the child's own bag.**

### **Safe washing of all materials**

- All centre washing e.g., tea towels etc is washed off site.

### **Maintaining clean and hygienic environments**

Staff maintain a clean and hygienic environment by

- Spray and wipe toilet area at the end of each session or earlier if needed
- Wash dishes after each session
- Clean and disinfect tables at the end of each session and after lunch
- Sweep, mop and vacuum floors at the end of each day
- Wash and disinfect children's toys on a regular basis

### **Immunisation**

Please refer to the service's Immunisation and Health Related Exclusion Policy.

### **Exclusion guidelines for an infectious disease**

Please refer to the service's Immunisation and Health Related Exclusion Policy.

### **Excursions**

Staff will maintain safe hygiene and infection **control during excursions by:**

- Ensuring the emergency bag is always packed with gloves, tissues, spare clothes, disposable bags as well as the regular first aid equipment.

---

<sup>2</sup> For the purpose of this policy, 'materials in contact with body fluids' can be defined as cloth nappies, children's clothing, staff/carer clothing, tissues, face wipes, cleaning cloths, paper towels, kitchen tea towels, linen used for resting or sleeping, cushion covers, dramatic props and dress ups, children's toys and resources, such as puppets, teddy bears, felt books.

- Staff conduct a risk assessment prior to each excursion and hygiene requirements are part of this.

## Policy review

- Callington Kindergarten staff will review the Hygiene and Infection Control Policy and procedures, and related documents, including behaviours and practices every 12 months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

## Links to other policies

The following are a list of examples:

- Child protection
- Enrolment of new children and families to the service
- First aid
- Illness
- Immunisation and health related exclusion
- Maintenance of buildings and equipment
- Medication
- Occupational health and safety
- Privacy and confidentiality
- Records management
- Supporting children's individual needs

Policy created date 26/7/17

New policy review date 6/7/18

Signatures \_\_\_\_\_ Director



## Callington Kindergarten Hot Weather Policy

Policy Number	16
Issue Number	1
Link to NQS for ECE	2.1.1 2.3.2 3.1.1 3.1.4 6.1.1 6.1.3 6.2.2 7.3.2

### Policy statement

- Callington Kindy has a duty of care to ensure that all persons are provided with a high level of heat and sun protection during the hours of the service's operation.
- It is understood by staff/carers, children and families that there is a shared responsibility between the service and other stakeholders that the Hot Weather Policy and procedures are accepted as a high priority.
- In meeting the kindergarten's duty of care, it is a requirement under the *Occupational Health & Safety Act* that management and staff implement and endorse the service's Hot Weather Policy, and ensure a level of protection to all persons who access the service's facilities and/or programs.

### Rationale

- In developing this policy the characteristic of our context are to be considered;
  - Callington experiences extremes in heat similar to Murray Bridge, often well over 38C in summer, often into the 40s.

- The building radiates heat up through the floor on days of extreme heat, staff must be aware that the temperature the children are playing in may be much different to the temperature for adults near the air-conditioned height.
- Callington Kindergarten is rated such that on days of catastrophic fire danger it will be required to close.
- Callington can be subject to strong northerly winds and dust storms.
- This policy is underpinned by the need to ensure that all employees must take reasonable care to protect their own health and safety and that of others in the site.
- All site leaders have a duty of care to behave in a manner that ensures no foreseeable harm befalls the individuals under their care as a result of any negligence on their part.
- The objects of the Children's Services Act 1985 are upheld:  
*(2) In dealing with children under this Act, the Minister shall regard the interests of the children as the paramount consideration.*

## **Strategies and practices**

---

The aims of the Callington Kindergarten Hot Weather policy are to provide a safe environment for staff and children at all times in order to reduce the risk of heat illnesses during hot weather. Callington Kindergarten staff recognise that children are at greater risk of suffering from heat illness than adults. A child's ability to respond to the environmental heat and acclimatise to heat is due to physiological differences.

### **Managing the physical environment**

#### *Times of UV radiation exposure*

- The peak UV radiation periods are September to April, between 11.00am and 3.00pm during daylight saving. Outdoor activity in full sun will be avoided during these times or when UV levels are 3 and above.
- Staff will utilise the shaded areas of the outdoor environment for play and plan outdoor play experiences before 11am on days of extreme heat.

#### *Shade provision, outdoor play and outdoor play equipment*

- The kindergarten will consider the availability of shade when planning and programming for outdoor play experiences or excursions.
- Outdoor equipment that is not fixed will utilise the shaded areas of the outdoor environment at all times of the day.
- The kindergarten will continually assess the shade coverage of the outdoor play environment and seek avenues to improve the conditions if required.
- The service will plan and program for outdoor play experiences and excursions during non-peak UV radiation hours of the day.
- Outdoor play equipment that is fixed will be monitored for usability throughout the day by staff/carers.
- Infants less than 12 months of age are always kept in dense shade and are not exposed to direct sunlight.
- Staff/carers will ensure that the infants outdoor play environment utilises as much dense shade as possible.

## Protective behaviours and practices

### Hats

- All children must wear an approved sun protective hat that is either: a broad-brimmed, bucket or legionnaire's style, when outdoors.
- It is recommended that a sun protective hat adequately covers the face, back of the neck and ears.
- **Due to the risk of children becoming entangled in hat cords and choking, the service recommends that the cords are removed from hats.**
- Children who do not have a hat will be asked to play indoors, however this may not always be possible due to staffing ratios. Therefore, children without hats will be restricted to shaded areas when outdoors if children cannot be supervised indoors, or provided with a sun safe Kindy hat.
- Spare hats may be available for children who do not have a hat. The service will ensure that hats are laundered after each use to minimise cross infection (for example, head lice).

### Clothing

- Loose fitting and closely woven fabrics assist in protecting children from exposure to the sun.
- It is recommended that shirts have a collar to protect the nape of the neck and long sleeves.
- Longer style tops and shorts are acceptable items of clothing to protect children from the sun.
- **Sleeveless shirts, dresses and singlets are not considered as appropriate clothing to protect children from the sun. Children may need to change their clothing or not be allowed to access outdoor play.**
- Infants (between 6-12 months) must have exposed skin covered at all times however; it is acceptable to use sunscreen on the face and hands to protect exposed skin areas.

### Maintaining hydration levels

- Infants and children's body/water ratio mass is significantly different than from adults, therefore the risk for dehydration from outdoor play and hot weather is high and can be dangerous.
- Water will be offered to children throughout the day regardless of indoor or outdoor play settings.
- Children are able to bring in water bottles from home and are encouraged to access water to drink throughout the day.
- Staff will monitor and document the input/output of infants and young children's fluids.

### Food

- *Parents are encouraged to pack food in insulated containers with at freezer brick or frozen water. The kindergarten is to provide a cool place to store food.*

### Role modelling by staff, carers, students and volunteers

- Children learn through example and role modelling is an important strategy in children's services to maintain quality standards.
- Staff, students and volunteers must comply with the Hot Weather Policy .



- Staff, students and volunteers must wear a sun protective hat and clothing, apply SPF30+ broad spectrum sunscreen, and seek shade whenever possible when supervising outdoors or facilitating children's play experiences and excursions. It is recommended that appropriate sunglasses are worn when outdoors.

### **Extreme Heat**

Callington has a number of days each year of extreme temperature ( in the high 40 degree Celsius range). While the kindergarten has adequate levels of shade and air-conditioning the temperature in the yard can still reach extreme levels. For the safety of the children and staff the following actions will occur:

- Kindy staff will maintain an outdoor thermometer to monitor temperatures.
- On days where the temperature exceeds 38C staff and children will stay inside when this temperature is reached – at the discretion of the staff.
- ***In the event of a power outage of longer than 30 minutes on days of extreme heat, staff will contact parents/carers to collect their children.***

### **Communication with different stakeholders**

---

#### **Children**

- Children's play and learning experiences will reflect the importance of hot weather behaviours and practices.

#### **Families**

- Hot weather behaviours and practices are outlined in the Parent Handbook, enrolment forms, newsletters and excursion permission forms.
- Signed permission will be sought from families in the enrolment form so that staff can apply sunscreen to children's exposed skin areas (face, arms, hands, legs, back of the neck).
- Sun safety information will be displayed on notice boards.
- Families will be encouraged to implement the service's hot weather and sun protection behaviours and practices when engaged in service experiences and excursions. For example, parents must wear a sun protective hat when volunteering on excursions.

### **Policy review**

---

- The service will review the Hot Weather Policy and procedures, and related documents, including behaviours and practices every 12 months, in September.
- Families are encouraged to collaborate with the kindergarten to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to actively be involved.

### **Links to other policies**

---

- Allergies
- Enrolment of new children and families to the service
- Health, hygiene and wellbeing
- Meeting children's individual and group needs
- Occupational health and safety
- Physical activity and outdoor play environments
- Planning play experiences and excursions for children
- Protective behaviours
- Staff as role models

### Sources and further reading

---

- Occupational Health & Safety Act
- The Cancer Council Australia. (2005a). *Position statement: Sun protection in the workplace*. Retrieved November 15, 2006, from [http://www.cancer.org.au/documents/Pos\\_St\\_Sun\\_Protection\\_Workplace\\_DEC05.pdf](http://www.cancer.org.au/documents/Pos_St_Sun_Protection_Workplace_DEC05.pdf)
- The Cancer Council Australia. (2005b). *Position statement: Sun protection and infants (0-12 months)*. Retrieved November 15, 2006, from [http://www.cancer.org.au/documents/Sun\\_protection\\_infants\\_May\\_2005.pdf](http://www.cancer.org.au/documents/Sun_protection_infants_May_2005.pdf)
- The Cancer Council Australia. (2005c). *Position statement: Risks and benefits of sun exposure*. Retrieved November 15, 2006, from [http://www.cancer.org.au/documents/Risks\\_Benefits\\_Sun\\_Exposure\\_MAR05.pdf](http://www.cancer.org.au/documents/Risks_Benefits_Sun_Exposure_MAR05.pdf)
- The Cancer Council Australia. (2005d). *Position statement: Eye protection from ultraviolet radiation*. Retrieved November 15, 2006, from [http://www.cancer.org.au/documents/AUG06\\_Eye\\_protection.pdf](http://www.cancer.org.au/documents/AUG06_Eye_protection.pdf)
- The Cancer Council Australia. (2005e). *Position statement: Use of SPF30+ sunscreens*. Retrieved November 15, 2006, from [http://www.cancer.org.au/documents/Use\\_of\\_SPF30\\_sunscreen\\_June%202005.pdf](http://www.cancer.org.au/documents/Use_of_SPF30_sunscreen_June%202005.pdf)

Policy review date 1/9/2017

New review date 1/9/2018

### Signatures

Director \_\_\_\_\_



## Callington Kindergarten and Occasional Care Healthy Eating Policy

Policy Number 13

Issue number 1

Link to NQS for ECE Principals: Quality areas:

1.2.1	2.1.1
2.1.3	2.1.4
2.2.1	2.3.1
2.3.2	4.1.2
6.1.1	6.1.3
6.2.1	7.2.3
7.3.2	7.3.3

### Policy statement

---

- The Healthy Eating Policy reflects the following concepts, to:
  - promote a child's normal growth and development;
  - promote appropriate food choices and physical activity; and
  - regularly review children's physical growth.(National Health and Medical Research Council, 2003)
- The kindergarten plays an important role in supporting the nutritional needs of children<sup>1</sup> while in care.  
For example, the Start Right Eat Right program suggests children who attend a full day of long day care should be offered at least 50% of their recommended daily dietary intake while in care<sup>2</sup> (South Australian Child Care Nutrition Partnership, 2005).

---

<sup>1</sup> For the purpose of this policy, a child or children is defined as a person or group of persons aged from birth to eighteen years (UNICEF).

<sup>2</sup> Start Right Eat Right considers a full day of care includes morning tea, lunch and afternoon tea.

The Healthy Eating Policy is consistent with the current 'Dietary Guidelines for Children and Adolescents in Australia' (2003). Children's snack and lunch boxes should reflect a wide variety of nutritious foods, such as:

- plenty of vegetables, legumes and fruits;
  - cereals (preferably wholegrain), which include breads, rice, pasta and noodles;
  - lean meats, poultry and fish (or protein alternatives);
  - dairy products, which includes milk, cheese, yoghurts;
  - For children older than two years, a diet low in fat and in particular, low in saturated fat, is appropriate. Low fat diets are not suitable for children under two years of age due to their high energy needs.
  - plenty of opportunity to drink water;
  - foods containing calcium and iron, and low in salt; and
  - **moderate** amounts of sugars and foods containing added sugars or artificial sweeteners.
- The kindergarten encourages children with opportunities to experience a healthy, balanced and nutritious meals and/or snacks through programmed cooking activities.
  - The Kindergarten ensures that meals and/or snack times are conducted in safe, clean, positive environments that promote meaningful interactions between children and staff.
  - The kindergarten staff understand that there is a requirement to implement and adhere to the service's Healthy Eating Policy and ensure a consistent level of practice.
  - The kindergarten endeavours to meet individual and family needs however, the health and safety of children who are in care may, at times, come into conflict with cultural or family beliefs. The kindergarten reserves the right to **promote** the nutritional needs of children in care at all times.
  - Where children have food allergies confirmed by a medical practitioner, the kindergarten will actively adhere to the medical recommendations, and ensure that it is communicated to those persons who directly care for the child. (see nut free/awareness appendix)
  - Note: Some medical conditions require a dietary intake of certain foods that is in conflict with national nutritional guidelines. For example, children with cystic fibrosis require a higher than normal dietary intake of salt, fat and protein, or diabetes requiring higher sugar levels at times.

## **Rationale**

---

Callington Kindergarten's aim is to encourage children to eat healthy and nutritional foods. Water is also vital in our children's growth so alternative drinks (soft drinks, cordial, and fruit juice) are suited for having at home.

---

## **Strategies and practices**

---

- Drinking water is available at all times (Pura tap)
- Children are supported to identify healthy food.
- Children must always be seated when eating or drinking.
- Staff and children's hands will be properly washed before eating.
- Food will not be used as a punishment or as a reward.
- All surfaces are to be cleaned before and after preparation of food with disinfectant.
- Children are encouraged to help prepare foods at Kindy when this activity is in process.
- Children will be encouraged to develop self help skills in feeding routines eg opening containers, spoon feeding.
- Children with special needs/dietary needs will have a plan in progress that all staff are aware of.

### **Food provided by the service**

Callington Kindergarten and Occasional care are supported by Kickstart for Kids - a free breakfast service. Our site provides toast, milk, yoghurt and fruit each day to meet the needs of the children. This food is provided by Kickstart for free and is passed on to the children for free. This program ensures all children are able to start the day with a healthy breakfast and morning snack.

### **Providing suitable foods which meet children's nutritional needs**

- The kindergarten will maintain a small range of healthy snacks for certain situations (such as when children spill their food or leave it at home).
- Cooking activities with the children may cover the rainbow of foods but with a focus on healthy choices.

### **Minimising the risk of choking**

- The kindergarten is non-negotiable regarding its practice that all children must be seated while eating; this includes occasional care and playgroup sessions.

### **Documenting children's nutritional and fluid input**

- At this point staff are only required to document nutritional and fluid intake for children on health care plans.

### **Food supplied by the family**

Callington kindergarten encourages the eating of healthy and nutritional food for all children while acknowledging parent's right to choose their child's diet and the individual needs of children.

### **Meeting individual needs**

- Kindy staff will consult and collaborate with families to achieve the best outcomes for children regarding their nutritional needs across their Kindy time.

This will include not only children on health care plans, or with special needs but also families whose nutritional needs are governed by:

- religious beliefs, such as Judaism (kosher) or Islam (halal), or
- family lifestyle, such as vegetarianism.

### **Defining, determining and monitoring an allergy**

- Callington Kindergarten requires medical proof that an allergy exists, from a doctor or health specialist. As well as the completed health care plan or "allergic reaction plan".

### **Communicating with staff about a child's allergy or nutritional needs**

- Children's allergy and/or health plans are kept in their files, with a copy in the staff induction book and a photo id on the office wall.

### **Mealtimes and/or snacks**

- Children must always be seated when eating or drinking.
- Staff and children's hands will be properly washed before eating.
- Food will not be used as a punishment or as a reward.
- All surfaces are to be cleaned before and after preparation of food with disinfectant.
- Children are encouraged to help prepare foods at Kindy when this activity is in process.
- Children will be encouraged to develop self help skills in feeding routines eg opening containers, spoon feeding.
- At least one staff member will remain with children when they are eating at all times.

### **Accommodating different cultural practices and behaviours**

- The kindergarten staff will support different cultural mealtime practices that may conflict with the general consensus in the service through discussion with family members. For example, children who eat with their hands, or are fed by a family member using their hands.

### **Role and responsibilities of staff/carers**

- Callington kindergarten staff will support and encourage children to make healthy food choices; role model healthy eating practices and socially appropriate behaviours; and explore and discuss different cultural, social and family lifestyles which may influence healthy eating concepts.
- This expectation will include volunteers and students.

### **Special occasions and celebrations**

- The National Heart Foundation recommends that snack foods such as, cakes, biscuits, and takeaway foods are limited to once a week.

- Callington Kindergarten supports family's rights to celebrate birthdays with cakes at kindy. Families are permitted to supply a birthday cake, however the must not contain nuts or alcohol.

### **Healthy eating and physical activity**

- Physical activity, combined with a nutritious, balanced food intake, contributes to a child's health, wellbeing and self-esteem. Kindergarten can play an important role in promoting fitness, which assists in reducing health problems, such as childhood obesity and diabetes.
- The Kindergarten has included a vegetable garden in the play environment and promotes the enjoyment of growing and tasting this fresh food.
- Callington Kindergarten builds awareness with children and families about the importance of healthy eating choices and physical activity while respecting family and cultural values. This is done through information sheets, active play take home kits, displays, Munch Crunch healthy eating kit etc.

### **Care giving behaviours and practices**

#### **Behaviour guidance**

- Food should not be used as a reward, to punish or provide comfort to children.
- The provision of food and drink is not a behaviour guidance strategy or practice used at this site. Using food as a reward or as comfort can produce positive and negative emotional responses and associations with food.

#### **Staff, students and volunteers as role models**

- Children learn through example and role modelling is an important way to teach children healthy eating behaviours and practices.
- Staff, students and volunteers must comply with the Healthy Eating Policy.
- The kindergarten will ensure that the individual needs of children, especially those with food allergies, are respected.

### **Communication with different stakeholders**

---

#### **Children**

- Staff model healthy and safe eating practices at all times.
- Staff discuss with children which items are healthy to eat first in their lunch boxes. E.g. at snack time at healthy choice food item eg fruit, vegetables or dairy must be eaten first. At lunch time the sandwich or "main meal" must be eaten first.

#### **Families**

- Callington Kindergarten builds awareness with children and families about the importance of healthy eating choices and physical activity while respecting family and cultural values. This is done through information sheets, active play take home kits, displays, Munch Crunch healthy eating kit etc.

#### **Staff**

- Staff are encouraged to attend professional development in the areas of children's nutrition, allergies, understanding and responding to anaphylaxis,

diabetes, nutrition, healthy eating and exercise, understanding eating disorders, nutritional needs of babies.

### **Policy review**

---

- The service will review the Healthy Eating Policy and procedures every 12 months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

### **Procedures**

---

**The following are examples of procedures that Callington Kindergarten employ as part of its daily practices.** Examples:

- Employee induction procedure.
- Food and cooking experiences for children.
- Implementing a healthy eating awareness program for children and families.
- Policy development and review procedure.
- Student and volunteer induction procedure.

### **Links to other policies**

---

- Enrolment of new children and families to the service
- Food safety
- Hygiene
- Illness
- Occupational health and safety
- Play and learning experiences
- Supporting children's individual health needs

### **Sources and further reading**

---

- Australian Government Department of Health and Ageing. (2004). *Australia's physical activity recommendations for children and youth*.
- Australian Nutrition Foundation. (2005). *Nutrition Australia*. Retrieved February 27, 2007, from <http://www.nutritionaustralia.org/Default.htm>
- *Food Standards Australia New Zealand Act 1991*(Cwlth).
- National Heart Foundation of Australia. (2004). *Eat smart, play smart: A manual for out of school hours care*. Victoria: Author.
- National Health and Medical Research Council. (2003). *Dietary guidelines for children and adolescents in Australia*. Canberra: Commonwealth of Australia.
- South Australian Child Care Nutrition Partnership. (2005). *Guidelines for food and nutrition policy in child care centres*. Retrieved March 5, 2007, from [http://www.chdf.org.au/icms\\_file?page=110/PolicyGuidelines10NovFINAL.pdf](http://www.chdf.org.au/icms_file?page=110/PolicyGuidelines10NovFINAL.pdf)



- Tansey, S. (2005). *Outside School Hours Care Quality Assurance Factsheet #1: Nutrition and healthy eating*. NSW: National Childcare Accreditation Council Inc.
- Thompson, E. (2005). Healthy lifestyles for children. *Putting Children First*, 16, 8-11.
- UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved January 18, 2007, from [http://www.unicef.org/crc/files/Rights\\_overview.pdf](http://www.unicef.org/crc/files/Rights_overview.pdf)

#### Useful websites

---

- Anaphylaxis Australia - [www.allergyfacts.org.au/](http://www.allergyfacts.org.au/)
- Australian Dental Association - [www.ada.org.au/](http://www.ada.org.au/)
- Diabetes Australia - [www.diabetesaustralia.com.au/home/index.htm](http://www.diabetesaustralia.com.au/home/index.htm)
- Food Standards Australia New Zealand - <http://www.foodstandards.gov.au/>
- National Heart Foundation Australia - [www.heartfoundation.com.au](http://www.heartfoundation.com.au)

Policy reviewed	Jan 2018
Next review due	Jan 2019

Signatures	_____ Director
	_____



## Callington Kindergarten Grievances and Complaints Management Policy

Policy Number 7

Issue Number 1

Link to NQS for ECE Principles: 4.1.2 7.3.1  
4.3.1 7.3.2  
4.3.2 7.3.3  
4.3.4 7.3.4  
5.3.1  
6.1.1  
6.3.1  
6.4.1

### Policy statement

The Callington Kindergarten fosters and values a positive and harmonious relationship between all individuals involved with the service, including children, parents, staff and the community.

- The Callington Kindergarten's Grievances and Complaints Management Policy values:
  - procedural fairness and natural justice;
  - a code of ethics and conduct;
  - a kindergarten culture free from discrimination and harassment;
  - transparent policies and procedures; and
  - avenues for recourse and further investigation.
- The Grievances and Complaints Management Policy ensures that all persons<sup>1</sup> are presented with procedures that:
  - value the opportunity to be heard;
  - promote conflict resolution;
  - encourage the development of harmonious partnerships;

<sup>1</sup> For the purpose of this policy, 'persons' include <children, families, staff, carers, carers' family, ancillary staff (administrative staff, and maintenance personnel, students, volunteers, visitors, local community, school community.

- ensure that conflicts and grievances are mediated fairly; and
  - are transparent and equitable.
- Callington Kindergarten has a duty of care to ensure that all persons are provided with a high level of equity and fairness in relation to grievances and complaints management and procedures.
- In meeting the kindergarten's duty of care, staff/carers agree to implement and endorse the service's Grievances and Complaints Management Policy.
- The *Occupational Health and Safety Act 1986* and the *OHS&W regulations 1995* states that employers have a duty of care to their employees to ensure that the working environment supports emotional and mental wellbeing.
- The kindergarten's Site Behaviour Policy guides the Grievances and Complaints Management Policy and procedures.

## **Rationale**

---

**The grievances and complaints management policy supports and guides the actions of each stakeholder that accesses the kindergarten; this not only includes children and families but also staff/carers, management and the wider community.**

### **Procedural fairness and natural justice**

- The three core principles of natural justice or procedural fairness are:
  - the right to be heard fairly;
  - the right to an unbiased decision made by an objective decision maker; and
  - the right to have the decision based on relevant evidence.

## **Strategies to resolve grievances and complaints**

---

### **Privacy and confidentiality**

- Callington Kindergarten is committed to ensuring the right to privacy and confidentiality for all children, families and staff at the centre.
- Callington Kindergarten has a set of procedures supported by DECS. The kindergarten policy on privacy and confidentiality is linked to the Grievances and Complaints Management Policy.
- Note: there may be a requirement to disclose information to a third party when directed by legislative regulations. For example, if the complaint involves a staff member or carer, or if the nature of the complaint is about child protection issues, a government agency may need to be informed. In other circumstances, the complaint may be held in confidence with those individuals directly involved.

### **Conflict of interest**

- Conflicts of interest may arise during a grievances or complaints management procedure and that a set of guidelines to address this are included here.

### **Procedure for conflict of interest**

1. Discuss the issue with kindy staff in a confidential and respectful manner.
2. If the situation is not resolved or involves Kindy staff then the party involved should discuss the issue with the Kindergarten Governing Council Chairperson – for 2016 this is Narelle Thomas ph 0417 877 426.
3. If the situation is still not resolved then the party concerned can speak to Regional Office Staff on 8491 4705.

### **Grievances and complaints management procedure**

#### *Notification*

- Document the grievance or complaint.
- Consider any legal requirements in relation to the complaint.  
For example, if the complaint is related to a child protection issue.
- Notify regulatory or licensing bodies if required.
- Lines of communication.  
Who knows of the complaint and why? How will this affect the fairness of procedures? For example, staff may be directed not to disclose information about the complaint to other stakeholders who are not directly involved. This supports an individual's right to be heard fairly without bias and prevents other staff from forming an opinion before hearing all the facts.
- Timeframes.  
Identify the proposed timeframe from notification to resolution.

#### *Investigation*

- All investigations must be equitable, transparent and fair.
- All conversations and/or observations will be recorded on paper.
- If necessary the meetings will be mediated by the Kindy Director if appropriate of the Early Childhood consultant or Regional District Director.
- If any external agencies need to be involved during the course of the investigation the Kindergarten Director or concerned party can source these?

#### *Resolution*

- When a resolution is reached the outcome is documented and a copy provided to those involved.

#### *Evaluation*

- The kindergarten director will analyse the occurrence, frequency and nature of grievances and complaints with the Early Childhood Consultant at the end of each year (if necessary e.g. if there are any processes documented in the calendar year)

## **Role models**

---

### **Staff/carers, students and volunteers as role models**

- Children learn through example and role modelling is an important strategy to encourage children to manage conflict appropriately.
- Staff/carers, students and volunteers are encouraged to comply with the Grievances and Complaints Management Policy.
- There are professional development and training opportunities for staff/carers to improve their conflict resolution skills when necessary.
- Staff/carers can role model to one another. There are opportunities for staff/carers to discuss issues that consistently arise that cause conflicts of opinion.
- Staff/carers can role models to families.

## **Policy review**

---

- The service will review the Grievances and Complaints Management Policy and procedures every 12 months.
- Families are encouraged to collaborate with the service to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

## **Procedures**

---

**The following are examples of procedures that Callington Kindergarten may employ as part of its daily practices.**

- Documenting and reporting a grievance or complaint.
- Employee induction procedure.
- Evaluating and monitoring grievances or complaints outcomes.
- Policy development and review procedure.
- Procedure for dealing with the media.
- Procedure for handling complaints against a family member, staff/carer, student, volunteer or visitor.
- Procedure for non-compliance of the Grievances and Complaints Management Policy and procedures by a:
  - child;
  - staff/carer;
  - parent or family member;
  - student/volunteer; or
  - visitor.
- Procedure for reporting to a regulatory body or external agency.
- Procedures for supporting staff/carers before and after a complaint.
- Student and volunteer induction procedure.

## **Links to other policies**

---

The following are a list of examples:

- Child protection
- Confidentiality and privacy
- Enrolment of new children and families to the service
- Guiding children's behaviour
- Meeting children's individual and group needs
- Occupational health and safety
- Records management

## **Sources and further reading**

---

- *Age Discrimination Act 2004* (Cwlth)
- *Disability Discrimination Act 1992* (Cwlth)
- *Human Rights and Equal Opportunity Commission Act 1986* (Cwlth)
- NSW Ombudsman. (2005). *Natural justice/procedural fairness: Public sector agencies factsheet No 14*. Retrieved 6 February, 2007, from [http://www.ombo.nsw.gov.au/publication/PDF/factsheets/FS\\_PublicSector\\_14\\_Natural\\_Justice.pdf](http://www.ombo.nsw.gov.au/publication/PDF/factsheets/FS_PublicSector_14_Natural_Justice.pdf)
- *Occupational Health and Safety Act*
- *Privacy Act 1988* (Cwlth)
- *Racial Discrimination Act 1975* (Cwlth)
- *Sex Discrimination Act 1984* (Cwlth)

**Policy review date** 1/9/2017

**New policy review date** 1/9/2018

# General information

## Our Philosophy:

We believe that wellbeing is at the heart of our shared learning journey for the children, families and community.

We demonstrate this by:

- \*Inclusive partnerships with families and community that support development from birth
- \*Child initiated learning through creating a rich learning environment with a holistic approach.
- \*Critical reflection and ongoing improvement.
- \*Spontaneous and planned intentional teaching through play.

## Birthdays

At the centre, we celebrate each child's birthday, recognising the significance of celebrating important events in our lives.

If you would like to send cake for that celebration, please do so.

Cup cakes are an easy alternative to cutting up cake in the kindergarten!

Please check with staff about numbers and suitable times.

(Please no nuts as we do have children with allergies.)

## First Aid

All kindergarten staff are trained in first aid, and supplies are available within the kindergarten. If your child has an injury we are unable to treat, we will contact you by phone. **Standard precautions are adhered to at all times**, with staff encouraging children to attend to their own cuts when possible and wearing gloves when our assistance is necessary.

## General Displays

These show work samples of activities and experiences.

These will include photographic record of your child's learning.

## Newsletters

Pockets are located near the kitchen area on the way to the adult toilets.

## Portfolio folders

Can be taken home at any time to share with family members, they are a record of your child's time at Kindergarten. This includes work samples, photographs, and observations by staff members and interviews with your child. Please return them in a timely manner or staff are unable to continue adding to them.

## Reports

At the end of each term a report will be sent home which will reflect the learning that has taken place for your child over the term.

## Discussion

The staff are always willing to talk about your child's progress. Although often busy at beginnings and end of sessions, please feel free to arrange a suitable time for long discussions.

## Curriculum Board

Displayed within the kindergarten, is the program for the term. You will notice that the plan may often develop and change as the term progresses as we try hard to work around the children's current interests. Being flexible to their learning needs.

Through the National Early Years **Learning Framework for Australia**

## **"Belonging, Being and Becoming"**

learners are introduced to new information. In this way they develop the inquiring habits of mind and actions, skills and values which are so fundamental to living in a post-modern world and to lifelong learners.

### **Principles**

1. Secure, respectful and reciprocal relationships.
2. Partnerships.
3. High expectations and equity.
4. Respect for diversity.
5. Ongoing learning and reflective practice.

### **Practice.**

Holistic approach.  
Responsiveness to children.  
Learning through play.  
Intentional teaching.  
Learning environments  
Cultural competence.  
Continuing of learning and transitions.  
Assessment for learning.

### **Learning Outcomes**

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

The Developmental Learning Outcomes, together with the supporting evidence, provide educators with reference points to monitor and assess children's progress.

We will report to parents on the development of their child specifically and within the group program in the following ways:



### **Arrival and Departure of Children**

Please enter the kindergarten through the gates and escort your child right into the building on every occasion.

It is extremely important that staff know that your child is present! There is a sign in sheet located near the kitchen bench, please sign your child in and out. Thank you

Likewise, the collection of children at the end of sessions needs to be after dismissal from staff. This will only happen when the staff member knows the person who has arrived to collect your child. If someone different will be collecting your child, you must notify us (in writing at the beginning of the session is preferable), or we will not allow them to go.

Please check the gate has **closed** behind you when entering or leaving the Kindergarten.

Help children to use footpaths to keep them safe from reversing cars.

### **School Interactions**

The Kindy has a rare and unique opportunity, due to its position, to have a close involvement with the school. Both the kindergarten and school children benefit from this relationship through both planned and spontaneous activities. The reception class spends 1 hour per week with the kindergarten children, either in the Kindy or in the reception class. Children from the middle primary plan literacy experiences and the upper primary children come and scribe for our children in their blue folders. The school children support our children also in creative play, sporting interactions, dramatic play, tree planting etc.

Due to these interactions, friendships are formed and children feel more comfortable in their transition to school.

### **Special Services**

Children who may have additional needs, for example speech and language, developmental delays, identified disabilities, high intellectual potential, coming from a family whose first language is not English are able to access support through the director.

Support may include:

Additional staff support to enable your child to attend ,

Speech pathology

Special educator support

Psychology

Staff training

Bilingual support

Support through other specialist agencies

### **Child and Youth Health**

During your child's time at kindergarten, the registered nurse from CAYHS (formerly CAFHS) will organise a screening to check children's vision, hearing and general development at the town hall. Each child is eligible for an appointment from 4 years, 3 months of age.

Parents are required to attend the appointment with their child.

The nurse will discuss any areas of concern, and referral to appropriate professionals arranged.

### **Transition to School**

Children beginning school at Callington Primary School will be involved in several areas of transition.

Regular visits to the school library, playground and classes.

Weekly joint reception / kindergarten interactions.

Formal school transition is arranged by the school, this occurs in the child's final 3 weeks of kindergarten.

Students attending Callington Primary School will receive information by letter.

Other schools will have their own arrangements, and will communicate with you about these.

**Visitors to the Kindergarten**

You are considered a visitor to the centre if you stay longer than 10 minutes. You may stay to read a story, help with activities, etc.

If so, please sign the visitors' book and sign out when you leave.

This is a safety measure, part of our Occupational Health Safety and Welfare requirements. In case of emergency, we will be aware of all persons on site.

**What can you do at kindergarten?**

We are aware of the many demands on your time and energy; and appreciate that, while you are interested in your child's kindergarten experience, you will choose your own level of involvement. There are many ways to be part of the kindergarten and we encourage you to participate in whichever way you feel most comfortable.

You may choose to:

Stay and play a game, do a puzzle or read a book to your child.

Donate boxes, collage materials, paper.

Take home an odd job (sewing, toy repairs).

Join the Management Committee

Come to family functions

Help with fundraising

Demonstrate a craft, play a musical instrument, help with cooking or gardening

Provide support for excursions or staff emergencies

Read notices and newsletters

Assist staff in developing resources

Help with rosters (washing)

Help with end of term jobs (cleaning tables, chairs, fridge, etc)



## Callington Kindergarten Emergency Situations Policy

Policy Number 17

Issue Number 1

Link to NQS for ECE Principals: 2.1.1  
2.3.1  
2.3.2  
2.3.3  
4.1.1  
7.2.3

### Policy statement

---

- Callington Kindergarten has a duty of care to provide all persons<sup>1</sup> with a safe and healthy environment.
- Callington Kindergarten defines 'emergency' as "an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the service's environment. It is a risk to an individual's health and safety."
- The Emergency Situations Policy is important not only for children, families and staff/carers, but relates to every person who enters the service's premises.
- The emergency events or situations the service's Emergency Policy identifies and responds to are:

---

<sup>1</sup> For the purpose of this policy, 'persons' include <children, families, staff, carers, carers' family, management, ancillary staff, maintenance personnel, students, volunteers, visitors, local community, school community.

- Medical emergency
  - bomb threats;
  - missing child;
  - intruders (animal or human);
  - power failures or electrocution;
  - the involvement of firearms or other weapons;
  - structural damage;
  - burglary; or
  - natural disasters, such as a floods, cyclone, thunderstorm or earthquake.
  - fires and/or bushfires are also covered in a the bushfire action plan;
- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the kindergarten's Emergency Policy, procedures and practices.
  - The Kindergarten also complies with OHS National Standards, codes of practice, Australian Standards and best practice recommendations from recognised authorities.
  - The procedures relating to the Emergency Policy are laminated, clearly labelled and displayed in the service for all stakeholders to read.

### **Rationale**

---

**Callington Kindergarten has a responsibility to protect the health and safety of each individual at all times. The kindergarten's health and safety policies and practices affect an individual's physical and psychological health and safety.**

### **Responsibilities of different stakeholders**

---

Please refer to the kindergarten's Occupational Health and Safety Policy.

### **The OHS representative**

---

- Callington Kindergarten has a nominated OHS representative and fire warden. At this time the Early Childhood Worker (Vonny Mahlburg) is the nominated representative for both roles.  
Please refer to the service's Occupational Health and Safety Policy.

### **Strategies and practices**

---

Relevant Contextual Information:

- Callington Kindergarten is located approximately 20 minutes from emergency services from either Murray Bridge or Mount Barker. When police guidance is required the centre contacts the Mount Barker Police Station.

- The kindergarten is located directly on the side of a “main” traffic route through the town.
- The kindergarten can be entered or exited from both the front and back of the building, there are 4 gates to exit the centre from.
- Current staffing is only 2 (0.5) staff at any time.
- All staff are trained in BELS First Aid including anaphylaxis and asthma management.
- The age range of the children (including Occasional Care) needing to be evacuated or assisted range from 1 year to 5 years of age.
- Contact details for all children accessing the kindergarten are updated regularly and a copy is kept in the emergency evacuation kit.
- The Callington School is located on the same site, the town hall is directly next to the kindy and the town oval is directly across the road – all stand as emergency evacuation sites depending on the weather conditions and cause of the emergency.

## **Risk management strategies**

### ***Emergencies that require first aid***

*The kindergarten staff will use the BELS First Aid training protocol of*

*Danger*

*Respond*

*Send for help*

*Airway*

*Breathing*

*Circulation*

- The First Aid Policy, procedures and practices are designed to support staff to:
  - preserve life;
  - ensure that ill or injured persons are stabilised and comforted until medical help intervenes;
  - monitor ill or injured persons in the recovery stage;
  - apply further first aid strategies if the condition does not improve; and
  - ensure that the environment is safe and that other persons are not in danger of becoming ill or injured.

Please refer to the service’s First Aid Policy.

### ***Emergencies that require persons to remain inside the service until further notice***

- Please refer to the centre’s Invacuation procedures

### ***Emergencies that require immediate evacuation***

- Please refer to the centre’s evacuation procedures

### ***Evacuation drills***

Evacuation and invacuation drills are conducted twice a year with children and reviewed each term by staff. Evidence of these drills is kept in the staff

## **Dealing with the emotional and psychological impact of an emergency**

- Callington Kindergarten staff will endeavour to inform all parents/carers in a prompt manner of any emergency that occurs and include information regarding their child's "exposure" or awareness of the situation. Staff will also supply information regarding support services the family may wish to access.
- Callington Kindergarten staff are aware that emergencies involve more than a physical response to an unexpected or sudden event or situation. They have an emotional and psychological impact on people, which can affect individuals for an extended period after the emergency.

### *Staff/Carer professional development opportunities*

- Callington Kindergarten aims to maintain and strengthen the skills and knowledge of staff in relation to emergencies and evacuations.
- Staff are required to maintain their First Aid training including anaphylaxis and asthma training.

## **Communication with different stakeholders**

---

### **Children**

- Callington Kindergarten staff program to include safety training with the children through the regular Kindy sessions. For example:
  - Little Heroes Dial 000
  - Police visits
  - Evacuation/invacuation drills
  - Stories
  - Road safety awareness
  - Safety poster discussions
  - Play based learning through dress ups

### **Families**

Families are provided with information at enrolment regarding the procedures the centre will undertake on days of catastrophic fire danger.

### **Excursions**

- Prior to any excursion a risk management assessment is conducted by the Kindy staff team. The Emergency Kit is taken on all excursions and includes any child's individual medications.

## **Policy review**

---

- The kindergarten staff team and Governing Council will review the Emergency Policy and procedures, and related documents, every 12 months.
- Families are encouraged to collaborate with the staff team to review the policy and procedures.
- Staff are essential stakeholders in the policy review process and will be encouraged to be actively involved.

### Links to other policies

---

- Child protection
- First aid
- Hygiene and infection control
- Maintenance of buildings and equipment
- Medication
- Occupational health and safety
- Staff/carers as role models
- Supervision
- Supporting children's individual needs

### Sources and further reading

---

- Fire Protection Association Australia (FPAA). (n.d.). Retrieved June 29, 2007, from <http://www.fpaa.com.au>
- Frith, J., Kambouris, N., & O'Grady, O. (2003). *Health & safety in children's centres: Model policies and practices* (2<sup>nd</sup> ed.). NSW: School of Public Health and Community Medicine, University of New South Wales.
- McLeod, P. (2005). Health and safety information on the internet. *Putting Children First*, 15, 12-13.
- Tansey, S. (2006). *Outside School Hours Care Quality Assurance Factsheet #3: Safety in children's services*. NSW: National Childcare Accreditation Council Inc.
- Tansey, S. (2006). *Quality Improvement and Accreditation System Factsheet #2: Safety in children's services*. NSW: National Childcare Accreditation Council Inc.
- Tarr, K. (2006). Electrical safety in children's services. *Putting Children First*, 18, 7.
- Tarrant, S. (2002). *Managing OHS in children's services: A model for implementing an Occupational Health and Safety (OHS) management system in your children's service*. NSW: Lady Gowrie Child Centre.

**Policy review date** 30/3/17

**New policy review date** 30/3/18

**Signatures:**

**Director :**

A decorative border consisting of a repeating pattern of stylized black flowers and leaves, framing the entire page.

# Clothes changing procedures

- Staff member to notify other staff that they are in process of changing a child.
- Collect child's bag with clean clothes, or get spare clothes from cupboard.
- Put on gloves
- Disinfect surface with spray provided, wipe over with paper towel and dispose in rubbish bin. (if change mat area is required)
- Collect child and assist them to be as independent as possible in this process.
- Staff will remain with child **always** when on change area.
- Placed soiled clothes in double bag and inside their bag if not soiled. If soiled double bag and leave in the bath.
- Redress child and release to the play area.
- Disinfect change area and clean floor where appropriate.
- Place all disposable items (including gloves) in the disposable bag, tie and place within another disposable bag.
- Wash hands as per guidelines.
- Record detail of change.
- Notify staff that you are back on the floor.