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Home



We aim to provide a welcoming environment for families and the wider community, that values diversity and the skills that people have to offer.

Find out more about our goals and our focus in our philosophy statement (PDF 145KB).
(https://www.preschools.sa.gov.au/sites/default/files/hamley_bridge_philosophy.pdf)

Volunteering

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

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

Acknowledgement of Country

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

Contact us

Preschool director: Ms Karlie Naulty

Phone: (08) 8528 2298

Fax: (08) 8528 2360

Email: dl.2629.leaders@schools.sa.edu.au

Street address: 13 Florence Street Hamley Bridge SA 5401

Postal address: 13 Florence Street Hamley Bridge SA 5401

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 30 hours per fortnight.

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 3.00pm	9.00am to 3.00pm even weeks	9.00am to 3.00pm	–	–

Fees

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

What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- healthy snack for morning and afternoon tea
- packed lunch.

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

What not to bring

Children should not bring these things:

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

Additional information

Hamley Bridge Primary School offer a bus service. Please read our bus procedure (PDF 280KB).
(https://www.preschools.sa.gov.au/sites/default/files/hamley_bridge_bus_travel.pdf) Please contact them
(<https://hamleybridgeps.sa.edu.au/contactus/>) to arrange this for your child.

Please read our drop-off and pick-up procedure (PDF 262KB).
(https://www.preschools.sa.gov.au/sites/default/files/hamley_bridge_pick-up_drop-off.pdf)

Occasional care

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

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

Hamley Bridge Kindergarten parent handbook

www.preschools.sa.gov.au/hamley-bridge-kindergarten

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 generally can go to 1 session a week.

Children under 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	–	9.00am to 11.45am	–

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	9.00am to 11.45am or 12.15pm to 3.00pm	9.00am to 11.45am	–

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

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack
- packed lunch.

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

Playgroup

We provide a relaxed environment where you can meet other parents with young children and have valuable learning time with your child. You are responsible for your own child but our friendly playgroup coordinators are happy to assist and answer any questions.

Times

Fridays 9.00am to 11.00am during term.

Cost

\$2 per session

What to bring

Children need to bring these items:

- healthy snack to share
- water bottle
- hat.

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/hamley-bridge-kindergarten#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

We will contact you in term 4 about an orientation session. This will be a 1-hour session where you can ask questions.

Before they start preschool your child can come to pre-entry transition visits. These will be in term 4 and are a chance for your child to meet our staff and other children. Contact us (<https://www.preschools.sa.gov.au/hamley-bridge-kindergarten#contact-us>) to make a time.

Fees

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

The parent contribution is \$340 per year. You can choose to pay the total amount at the beginning of the year or pay instalments of \$85 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>).

We offer other programs that may have additional costs (<https://www.preschools.sa.gov.au/hamley-bridge-kindergarten/getting-started/what-we-offer#hamleyprograms>).

When to pay

We will invoice you by via post at the beginning of term 1 and 3.

Payments are due in week 6 of terms 1 and 3.

Please contact us if you are having difficulty paying or would like to organise a payment plan.

How to pay

Cash or cheque

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

EFT information

You can pay by direct deposit.

BSB: 105009

Account number: 099195140

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

Immunisations

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

Reports and plans

National Quality Standard rating

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



Overall Rating: Meeting NQS

Quality Area Ratings

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

Rating for: Hamley Bridge Kindergarten

Rating issued: November 2016

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Quality improvement plan

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

Quality improvement plan (PDF 705KB)

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

Site context statement

A summary of our:

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

Site context statement (PDF 114KB)

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

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/2629_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.



Sun Protection Policy

Rationale

Australia has the highest incidence of skin cancer in the world with 2 out of 3 people developing some form of skin cancer before they are 70 years of age. Sun exposure in the first 10 years of life determines, to a substantial degree, the likelihood of skin cancer developing later in life.

The sun's ultraviolet (UV) radiation is both the major cause of skin cancer and the best source of vitamin D. In Australia, we need to balance the risk of skin cancer from too much sun exposure with maintaining adequate vitamin D levels. Sensible sun protection does not put people at risk of vitamin D deficiency.

For most people, adequate vitamin D levels are reached through regular daily activity and incidental exposure to the sun. During summer, the majority of people can maintain adequate vitamin D levels from a few minutes of exposure to sunlight on their face, arms and hands or the equivalent area of skin on either side of the peak UV periods (the middle of the day when UV levels are most intense) on most days of the week.

*In winter in the southern parts of Australia, where UV radiation levels are less intense, people may need about two to three hours of sunlight to the face, arms and hands, or equivalent area of skin, spread over a week to maintain adequate vitamin D levels.
(Cancer Council Australia, 2013)*

Aims

The Aim of the Hamley Bridge Sun Protection Policy is to reduce the risk of skin damage and promote skin protection among children, staff and families.

Implementation

1. Parents are asked on the enrolment form to give permission for sunscreen to be applied. If a child has an allergy to the sunscreen provided by the Centre, parents and guardians must send their child's own sunscreen, clearly labelled with their name.
2. Information about the importance of sun protection is part of our enrolment package..
3. Parents are requested to apply sunscreen to their child before/on their arrival at the Centre.
4. SPF 30 or higher, broad spectrum sunscreen (supplied by the Centre) is applied to each child 20 minutes before going outside. Older children are encouraged to apply their own sunscreen. Staff assist or apply sunscreen to younger children and staff clean their hands in-between applications to each child.
5. Children must wear either a legionnaire style/broad brimmed/bucket hat when outside. Cords should not be attached to hats as they present a choking hazard. Bucket hats can be purchased for a minimal cost from the Centre.
6. Hats will be worn by children and staff during terms 1, 3 and 4 and the UV will be monitored during term 2 and when the UV rating is over 3 hats will be worn.
7. Children must wear appropriate clothing. T shirts/polo shirts with collars and elbow length or long sleeves are encouraged, as are longer style shorts/pants. Tank tops/singlets are not acceptable. Children not wearing sun safe clothing will be asked to play inside/under the verandah or given spare clothing if available.
8. Staff will be role models by wearing broad brimmed/bucket hats, sunscreen and appropriate clothing, as will parents accompanying children on excursions.



Government of South Australia

Department for Education and
Child Development

9. **Outdoor activities** will be restricted to shaded areas on high risk days (when ultraviolet radiation is level at High or above). When planning or scheduling outdoor excursions or activities, peak UV times and shade availability will be considered.



Kindy Drop Off and Pick Up Procedure

Kindy Sessions are from 9am -3pm

Kindy Drop Off Procedure:

- Parents arrive with children at 9am.
- Staff will open the Kindy doors at the beginning of each session and invite families in.
- If you arrive before 9am please wait for the session to start before entering kindy building as staff have a limited time to meet and prepare for the day. You are welcome to wait and play in the kindy yard whilst staff finalise their preparations for the day.
- Children who have caught the school bus to Kindy have made a special arrangement with Kindergarten to provide a duty of care before 9am.
- Sign your child in for their day at kindy on our official attendance record.
- Assist your child to complete their tasks of placing bags in locker, lunch and snacks in fridge and water bottle trolley and children's sign in area.
- In the first few weeks of Kindy engage in shared experience together.

- Please say goodbye to your child and let them know what is happening at the end of the day. Eg Mummy will be picking you up today or Grandma etc.

Kindy Pick Up Procedure:

- Pick up time is 3pm
- Parents are welcome to wait in the Kindergarten building as children finish their day in the group room.
- Educators will say Goodbye to children individually once they have seen parents/caregivers.
- If you need to pick up your child early please notify staff so that they can prepare your child for their early departure.
- If for any reason you are running late please ring and advise the kindergarten. We can then advise your child you are running late and ease any anxiety.
- We are unable to provide extended care after the conclusion of our sessions and if your child is still in our care by 3:15 we will begin ringing emergency contacts provided by you at time of enrolment to come and collect your child.

At Hamley Bridge Kindergarten we believe:

- Children and families are at the centre of everything we do.
- Children learn through play
- Play is children's work.
- Learning should be fun
- Relationships assist children to feel safe and secure within learning environment.
- Respect is essential for learning
- Relationships support families
- All children have a right to learn
- Children have a voice in their learning



Philosophy Statement:

We believe that responsive relationships with children and strong partnerships with families enable children to thrive, building a strong sense of belonging, trust, respect and confidence. Responsively planned learning environments and interactions best support children's learning through play allowing children to lead their own learning, develop their own identities and lifelong skills for learning.



Nutrition, Food, Beverages', Dietary Requirements Policy

Rationale:

At Hamley Bridge Kindergarten, we believe that early childhood is an important time for establishing lifelong healthy eating habits. We aim to promote nutritional eating habits, to support children growing up with a sound knowledge of good nutrition. We aim to promote this in a safe, hygienic and supportive environment with partnerships that assist in the sharing of nutritional family and multicultural value for all children attending this centre. The centre will communicate with families about their child's nutrition and have a range of healthy eating resources available and displayed.

Aims:

The purpose of this policy is to:

- Encourage and support children to develop healthy eating habits.
- Promote children's understanding of how food affects health and the relationship between healthy eating and good health.
- Ensure that food provided at the kindergarten and foods brought from home will reflect the Australian Dietary Guidelines for children and adolescents.
- Support children who have health and cultural needs relating to special dietary requirements.
- Raise awareness of good nutrition principles amongst our community.

Parents and Caregivers:

Parents/Caregivers are to provide all food, including snacks and lunch. The food supplied will be consistent with the dietary guidelines for children. Parents are to ensure that they pack ample food for their child for their time in Occasional Care or Preschool.

- On enrolment parents are provided with the Centres Nutrition, Food, Beverages & Dietary Policy as well as supporting resources to assist in providing an age appropriate healthy lunchbox.
- Parents will also be given nutritional information in an informal way through conversations with educators, newsletter articles, and information leaflets at regular intervals.
- Children who require specific foods because of dietary health needs or because of cultural/religious beliefs need to liaise with the Director.

Food and Beverages in the learning environment:

- Children will eat their snacks and lunch in designated areas.
- Children will eat their own food.
- Children will bring a drink bottle containing water to Occasional Care and Preschool.
- Children attending in our Under 2 Occasional Care Program will provide milk/formula as required.
- Food will only be shared at Kindy during group cooking and eating experiences.



- Food including cultural food events and produce from the kindy garden will be used as learning experiences to introduce children to a variety of foods, with children taking part in activities involving food preparation and cooking. Family participation will be encouraged.
- Food waste will be disposed of thoughtfully recycling through the chook/worm farm buckets.
- The centre will maintain a small supply of food in case of an emergency or if children require additional food.
- A maximum of one food experience that contain added salt and sugars may be offered per term in line with the Healthy Eating guidelines. These experiences may be for special occasions such as theme days, celebrations or fundraising events.

Staff Responsibilities:

- Staff will supervise children when eating.
- Provide a Learning Program which provides ongoing education about healthy eating. This will include experiences growing vegetables, cooking experiences, introduction and opportunity to taste new foods, involving children in formal and informal discussions about health, nutrition and good eating and drinking habits – including rainbow and nude foods.
- Staff will encourage children to try new foods.
- Food will not be used as a form of behaviour management by its provision or denial.
- Staff will act as role models in relation to their own food choices at the centre.
- Children will be encouraged to use self-help skills and to learn to choose to eat the healthier food options from their lunch box first.
- Remind children to bring their drink bottles to meal times and have regular drinks throughout their time at Preschool.

Food Safety and Hygiene:

- All members of the kindergarten community should use effective hand washing techniques before and after eating, or food preparation.
- Children and Staff will remain seated while eating, to minimise potential choking incidents.
- Foods considered a high choking risk, such as raw apple and carrot; whole grapes and cherry tomatoes will be prepared appropriately for the age of children. The guidelines for prevention of choking apply to all children birth to 5 years old.
- Staff will provide supervision to ensure children's safety during meal times. Staff will use positive attitudes and behaviours in providing food and follow hygiene procedures.

Special Dietary Requirements:

Parents must advise the Director on enrolment or when appropriate, if their child has a special diet for medical or non-medical reasons such as allergy, intolerance, food sensitivity or specific requests based on family or cultural preferences. A modified diet care plan will be developed according to the type of special dietary requirements required.



Allergy Awareness:

Some children have severe allergies to foods which can cause life threatening reactions just from the smell or touch of food products. The most common allergy is that of a nut allergy however children can also have a severe food allergy to egg, wheat, milk and dairy products and fish. We advise parents not to provide children with foods containing nuts including peanut butter and Nutella.

Dental Hygiene:

Staff and Governing Council regard Dental Hygiene as a high priority in the area of children's health and wellbeing and will incorporate this into the Centre's curriculum. It is important for children to understand dental hygiene to ensure the growth of healthy teeth and the use of hygiene practices throughout life.

Dental Hygiene will be fostered by:

- Encouraging healthy eating and drinking practices by incorporating these in Centre policies.
- Dental checks by the school Dental System in the child's eligible preschool year are encouraged and promoted,
- Parent education programmes and information sharing.
- Children are encouraged to drink water after eating.
- The rules of hygiene and dental care will be included in the centres program and staff will initiate discussion about these subjects with groups and individual children at appropriate times.

Bottles and Breastfeeding:

If babies and toddlers attending Occasional Care require a bottle during their session time parents are asked to bring in a premade bottle. Staff will warm the bottle using a bottle warmer and test the temperature prior to giving it to the child. We are a breastfeeding friendly centre and parents are welcome to breastfeed in the centre.

Birthdays and Celebrations:

With respectful consideration of the family's cultural and religious beliefs, our Centre appreciates the significance of a child's birthday. Where appropriate, we acknowledge the event with a centre based celebration. Children have the right to feel special and be appreciated by those around them.

Due to healthy eating guidelines and food allergies we ask that food is not brought in as part of the birthday celebration.

Developed: January 2019

Review: February 2020

Endorsed: Director:

Chairperson:

Hamley Bridge Kindergarten

Nappy Changing Procedure



- 1) Ensure all equipment is gathered
 - new nappy
 - spare clothes, if necessary
 - wipes
 - nappy sack bag
 - gloves
- 2) Lift child onto change mat or assist them to walk up the stairs
- 3) Put on gloves
- 4) Nappy off (into bag), wipe until clean, nappy on
- 5) Lift child from mat or assist them to walk down the stairs
- 6) Dispose of nappy and gloves- Nappies are to go into a nappysack and put into the nappy bin, gloves are to be disposed of and placed around the nappy or go directly into nappysack also
- 7) Assist child to wash their hands and escort them to main area
- 8) Clean change mat
- 9) Wash hands
- 10) Record details of the nappy change on the nappy changing record located in the children's bathroom.
- 11) Nappy bin emptied into the outside wheelie bin at the end of every session.

Created- February 2010
Last reviewed- August 2016



Administration of Medication Policy Statement

Aim:

To ensure the welfare, safety and appropriate health care of children whilst attending Hamley Bridge Kindergarten.

Explanation:

The safety and welfare of children while attending Hamley Bridge Kindergarten is an important priority for all staff and community members. Proper procedures must be followed when administering medications to children. Staff will act to ensure that children at Hamley Bridge Kindergarten receive high quality care through the safe administration of medications.

Implementation:

1. Hamley Bridge Kindergarten Staff are permitted to administer medications for asthma, anaphylaxis or ongoing health issues as per health care plans.
2. Staff are not permitted to administer medications for short term illnesses, such as antibiotics. Antibiotics are to be administered by a parent at home (before, and after kindergarten, and at bedtime if prescribed for administering three times per day.)
3. Parents (and when required, medical practitioners) must complete an appropriate Medication Plan before medication can be administered by staff at Hamley Bridge Kindergarten.
4. Care plans for asthma, anaphylaxis and ongoing illness, or forms from medical practitioners are kept in children's individual files and inside the medication plans folder located on the top shelf in pantry cupboard.
5. When administering asthma medication, two staff must check the details on the plan as well as checking the expiry date of medication before giving the medication. They must also record that the medication was administered in the child's individual medication record page in the medication plan folder. Parents will be informed on the day that medication was administered, sign the record sheet and be given a copy.
6. Parents and medical practitioners will provide details of specific information regarding symptoms, for example, asthma coughing or wheezing, and instructions on how to operate equipment, such as nebulisers and spacers.

Created: August 2016

Reviewed: November 2018

Endorsed : Director

Chairperson



Hot Weather Policy

Rationale

The environment in South Australia can pose risks related to heat exposure and dehydration, particularly for young children, therefore it is important to develop a policy which outlines the risks and identifies action plans. Sports Medicine guidelines provide recommendations about young children's exposure to weather conditions outlining considerations for both ambient temperature and humidity.

Aims

The aims of the Hamley Bridge Kindergarten 'Hot Weather Policy' are to promote amongst children, staff and parents:

- Positive attitudes towards environmental conditions.
- Lifestyle practices which can help reduce the incidence of heat stress and heat related health conditions.
- Personal responsibility for, and decision making about, own regulation of exposure in hot weather.
- Awareness of the need for environmental changes in our centre to reduce the level of sun exposure.

Implementation

This policy is primarily required during Terms 1 and 4 as average temperatures in Adelaide and the surrounding areas are more likely to be above 34C. The policy applies all year round.

1. When the ambient temperature is over 34C children will play in areas covered by shade.
2. When temperatures exceed 36C at site location children will remain inside. Site temperature is defined as the temperature at Hamley Bridge as listed on the Bureau of Meteorology (BOM) app, checked at half hourly intervals.
3. On days where the forecast temperature exceeds 32C, before children play in areas with metal climbing equipment staff will conduct a touch test to ensure surfaces are safe for children to use. (If an adult can hold their hand on a surface for a slow count to 10 the surface is safe for use)
4. In the event of air-conditioning malfunction on a day where temperatures exceed 36C families will be contacted and encouraged to take up the option of picking their children up early. Children who cannot be collected early will be kept as comfortable as possible.
5. On days where temperatures exceed 34C children will be encouraged to drink water at regular intervals.
6. Staff will discuss physical signs with children to support children's understanding of their own body's responses to heat, for example "Your cheeks look red", "You're hot, it's time to go inside and get a drink of water and slow down".
7. Humidity levels will influence the period of time children spend outside during times of high humidity.



Government of South Australia

Department for Education and
Child Development

Hamley Bridge Kindergarten Governing Council

All parents are welcome to join our Kindy Governing Council.

Currently we meet twice per term on a Tuesday afternoons 1:30pm in weeks 3 and 9.

The meetings are fairly informal but it is your chance to be informed and most importantly contribute to the decision making and governance of the centre. As a group we make decisions on Policy, Improvement Agenda's, Budgets, the Learning Program and Fundraising for the centre.

Young children are able to play at the centre whilst the meeting is in progress, with a staff member on hand to supervise their play.

If you are looking for a way to be further involved at the Kindy, and in the operation of the kindy come along and join our meetings and share your voice.

Hamley Bridge Kindergarten

Bus Procedure



- 1. A list of current bus children is inside the kitchen pantry cupboard – ECW can take up to 5 children- reviewed each year**
- 2. At the end of session farewell all children being picked up by parents at 3pm**
- 3. At 3:05 ask the bus children if they need to go to the toilet**
- 4. Ensure bus children have any notes from their pockets and all their belongings**
- 5. At 3:10 the ECW walks the children to the bus, children all walk together, stopping at the yellow line before continuing on**
- 6. When they arrive at the bus the educator ensures the bus driver has recorded the Preschool children as present and the educator assist the children to secure their seatbelt.**

If the ECW is not on site, the teacher or director will take the children to the bus.

The negotiation of Preschool children using the Bus Service is negotiated by the Principal of Hamley Bridge Primary School and the family.

Last Reviewed: August 2016



Interactions with Children, including Behaviour Code

Rationale

From birth, children begin to explore how the social world works. Exploring and learning to manage feelings, behaviour, rights and responsibilities is a complex process.

Educators play an important role in supporting children to regulate their own behaviour. Positive, respectful daily interactions with children can support them to learn about interdependence and to become considerate citizens.

These relationships provide a solid foundation from which to guide and support children as they develop self-confidence and skills to manage their own behaviour, make decisions and relate positively and effectively to others.

(ACECQA, 2018)

Our values:

Staff and Governing Council aim to maintain a caring, inclusive and pleasant learning and care environment for all children and adults by imbedding the Centre's core *Values - Play. Learning. Fun. Family* - into daily practice, decision-making and interactions with the HBK community.

Our Philosophy Statement:

As Governing Council, Staff and Families of the Hamley Bridge Kindergarten

We believe:

- Children develop learning dispositions such as confidence, curiosity and cooperation through a play based curriculum
- That families are children's first and most important teachers
- All children have the right to feel safe, secure and happy

Therefore, we will:

- Provide a range of inviting activities that acknowledge the children's strengths, needs and voice and encourage children to explore, learn and grow
- Work in partnership with families and the wider community as we value the diversity and skills that they bring to the centre
- Provide a welcoming, safe and supportive environment that demonstrates a connection between home and Kindergarten

Interactions with Children - policy and procedure

- Centre Policies and Procedures and Educator practice is guided by the Centre's Vision, Values and Philosophy Statements.
- *Protective Practices for staff in their interactions with children and young people. Guidelines for staff working or volunteering in education and care settings*, the Early Childhood Australia and The SA Public Sector Code of Ethics provide a sound foundation to guide educator practice.



Early Childhood Australia Code of Ethics:

- *is intended for use by all early childhood professionals working with or on behalf of children and families in early childhood setting*
- *states the protection and wellbeing of children is paramount. Therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility*
- *considers the following values and processes as central : respect, democracy, honesty, integrity, justice, courage, inclusivity, social responsiveness, cultural responsiveness, education.*

The SA Public Sector Code of Ethics:

- *exists to support public sector employees, including people who are employed under the Children's Services Act, Education Act, or the Public Sector Act in their professional activities and personal conduct.*
- *provides a guide that defines standards of behaviour and the values that underpin them. These are prescribed as Professional Conduct Standards*
- *these values are the foundation of ethical behaviour in the public sector: Democratic values, Service, respect and courtesy, Honesty and integrity, Accountability, Professional conduct standards.*
- *Professional Conduct Standards are: Courteous Behaviour, Public Comment, Handling Official Information, Criminal Offences, Use of Government/ Public Resources, Conflicts of Interest, Outside Employment, Acceptance of Gifts and Benefits Reporting Unethical Behaviour.*

Hamley Bridge kindergarten Behaviour Code – Strategies, Practices and Procedures:

Policy Statement:

- We accept that children feel angry, frustrated and upset at times, and need to express these feelings appropriately.
- Educators and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for all children, and modelling appropriate behaviours.
- Whilst on the premises, parents/carers will abide by the Centre's Behaviour Code, especially if they discipline their child. Under no circumstances should they discipline other children. If parents see inappropriate behaviour they may ask the person to 'stop' and MUST inform an educator immediately so that it can be dealt with.
- All parents/carers will be notified of this code.



To support positive behaviour Educators will:

- Value children as individuals.
- Form strong responsive relationships with children.
- Be kind and respectful when talking to/about children.
- Provide adequate supervision at all times.
- Support children as they learn to respect and care for themselves, other people and the environment.
- Set, explain and teach clear and consistent expectations daily.
- Be positive, fair and patient.
- Teach and support children to learn appropriate strategies to resolve conflict to use when dealing with intrusion, conflict or threat
- Be consistent and follow through when supporting children to co and self-regulate.
- Encourage, teach and support children to be responsible for their own actions, to learn to make good choices and be aware of the consequences of their behaviours.
- Provide opportunities for problem solving.
- Encourage, support and teach children to identify their feelings and the feelings of their peers and respond appropriately.
- Model appropriate behaviour, language and problem solving strategies.
- Be aware that all behaviour is a form of communication and positive behaviour is a skill that is developed through age appropriate strategies.
- Recognise and show appreciation for appropriate behaviours and build on each child's strengths and achievements.
- Ensure that our strategies are developmentally and age appropriate for individual children.
- Reflect on our practices to ensure best practice is always being used.

In order to support children during times of challenging behaviours educators will:

- Stay calm and connect with the child, guiding and supporting them directly and with kindness.
- Let the child know they understand how they are feeling and will stay with them through their 'big' emotions. This sends the child the message they are safe, secure and supported during the challenging time.
- Once the child has calmed, reassure them, help them to name their feelings and to identify the feeling that prompted the challenging behaviour.
- Support the child to recognise how their behaviours affect those around them.
- Support the child to reengage in the play experience or redirect to another play experience.
- Support the child to reconnect with their peers.
- Observe record and reflect on what is occurring for the child before, during and after times of challenging behaviours to develop an understanding of what is happening for the child and provide strategies to support the child to feel safe and secure.
- If extreme challenging behaviours persist and the child is unable to co-regulate/self-regulate 'big' emotions parents may be called to collect their child and take their child home.
- When challenging behaviours are repeated a plan will be developed in consultation with the child's parents/caregivers and when possible the child themselves and involving support services when necessary.



- When supporting a child through challenging behaviours it is essential that language educators use is positive, encourages perspective taking and target the behaviour rather than the child.
- When educators are supporting children through challenging behaviours, it is imperative that educators respond mindfully and calmly.

Children's Daily Routines:

- Daily Routines support children's wellbeing as they know what to expect and how to behave. They support children to be independent participants and have a sense of agency. They have ownership of their learning and care environment.
- Current routines are displayed in the Kindergarten and may be subject to change based on educator decisions, children's interest and needs or external factors such as weather conditions or special events. They act as a guideline for the day.

National Quality Standard:

QA5 5.1 Respectful and equitable relationships are developed and maintained with each child.

QA5 5.2 Each child is supported to build and maintain sensitive and responsive relationships with other children and adults.

National Regulations:

Regs 155 Interactions with Children

156 Relationships in groups

Early Years Learning Framework:

LO: 1 Children have a strong sense of Identity.

LO: 2 Children are connected with and contribute to their world.

LO: 3 Children have a strong sense of wellbeing.

Policy Created

Term 3, 2019

Policy review due:

Term 3, 2021

Approval Signature:



Government of South Australia

Department for Education and
Child Development