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## Home – Highbury Preschool



We teach using a holistic education model to develop your child's life-long learning skills and believe all children should be able to enjoy the magic and wonder of play.

Find out more about our goals and our focus in our philosophy statement (PDF 127KB)  
([https://www.preschools.sa.gov.au/sites/default/files/highbury\\_preschool\\_philosophy.pdf](https://www.preschools.sa.gov.au/sites/default/files/highbury_preschool_philosophy.pdf)).

### Governing council

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.

## Contact us

**Preschool director:** Ms Marnie Hillier

**Phone:** (08) 8263 3281

**Fax:** (08) 8395 3524

**Email:** [dl.4622.leaders@schools.sa.edu.au](mailto:dl.4622.leaders@schools.sa.edu.au)

**Street address:** 46 Beckman Avenue Highbury SA 5089

**Postal address:** PO Box 48 Hope Valley SA 5090

## What we offer – Highbury Preschool

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.

Morning

Monday	Tuesday	Wednesday	Thursday	Friday
8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am	8.30am to 11.30am

Afternoon

Monday	Tuesday	Wednesday	Thursday	Friday
12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	12.00pm to 3.00pm	–

### Fees

The parent contribution cost depends on the sessions you choose.

The parent contribution is \$65 per term, plus an additional \$5 per day if your child attends both sessions.

See our enrolment and fees page

(<https://www.preschools.sa.gov.au/highbury-preschool/getting-started/enrolment-and-fees>) for more information.

### What to bring

Your child needs to bring these items each day:

- bag
- broad-brimmed, legionnaire or sun-safe hat (without chin straps)
- change of clothes
- drink bottle containing water
- healthy snack
- packed lunch
- roll-on sunscreen
- any medications, accompanied by the medication plan.

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

### What not to bring

Children should not bring these things:

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

### Occasional care

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

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

## Priority of access

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

Talk to us about enrolling in occasional care.

## Times

Children generally can go to 1 session a week.

Children over 2 years old

Monday	Tuesday	Wednesday	Thursday	Friday
–	–	8.30am to 11.30am	8.30am to 11.30am 12.00pm to 3.00pm	8.30am to 11.30am

## Cost

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

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

## What to bring

Children need to bring these items:

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

Please write your child's name on their belongings.

## **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 – Highbury Preschool**

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

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

## Before your child starts

Once places have been offered in line with the education department's enrolment policy, we will contact you about our orientation process. You will be invited to an information session about the preschool program and can ask any questions. This will also be a great opportunity for you to meet other families.

## Fees

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

The parent contribution is \$260 per year. If your child attends kindy for a whole day, an additional \$5 per day will be charged. You can choose to pay the total amount at the beginning of the year or pay 4 instalments of \$65 each term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>), plus any additional costs.

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

## When to pay

We will invoice you during week 8 each term via your child's notice pocket.

Payments are due before the first day of each term.

Please contact us if you are having difficulty paying.

### How to pay

Cash or cheque

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

EFT information

You can pay by direct deposit.

BSB: 105135

Account number: 506230040

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 – Highbury Preschool

### 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>               | Exceeding 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:** Highbury Preschool

**Rating issued:** May 2017

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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 1146KB)

([https://www.preschools.sa.gov.au/sites/default/files/highbury\\_preschool\\_qip.pdf](https://www.preschools.sa.gov.au/sites/default/files/highbury_preschool_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/4622\\_AnnualReport.pdf](http://docs.decd.sa.gov.au/Sites/AnnualReports/4622_AnnualReport.pdf))

## Parenting support – Highbury Preschool

### 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.

# HIGHBURY

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Telephone: 08 8263 3281



# PRESCHOOL

Facsimile: 08 8395 3524

## Hot Weather Policy

### Rationale

The South Australian climate can pose risks related to heat exposure and dehydration, with young children being in the most vulnerable group. It has therefore being necessary for a policy to be developed outlining the risks and appropriate measure to be implemented to keep children safe from the potential impact of heat. Sports Medicine Australia provides guidelines outlining recommendations about young children's exposure to the elements, including humidity and temperature.

### Objectives

- Children to develop an awareness of the impact of weather conditions on their own health and wellbeing
- Children will be able to make informed decisions about safe areas to play.

### Implementation

This policy would be a focus for Terms 1 and 4, when temperatures are potentially likely to be in the high thirties. It will be enforced through out the year as deemed necessary.

On hot weather days, Educators will risk assess shaded areas of play and appropriate time frames for children to play outside. This may include not moving outdoors at all in times of excessive heat.

Children will be reminded to drink water frequently from their water bottles, or centre cups if drink bottles have been left at home. Recommendations are made for children's drink bottles to be semi frozen prior to Kindy, to support the water in remaining cool.

Ice packs are strongly recommended for all lunchboxes provided by families for snacks and lunch times.

When children stay for a full day, their lunches remain inside of the building until all food has been eaten.

The centre is air conditioned, but in the event of a power failure, or air conditioning fault when temperatures are 35 degrees or above, families will be contacted and provided with the opportunity to collect their child/children early from the centre.

Educators will discuss warning signals related to heat within the learning program, to assist children to be able to recognise when they are feeling hot.

*The Educators at Highbury Preschool thank you in advance for your support of this policy.*

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## Sun Protection Policy

### Rationale

A balance of ultraviolet (UV) radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure in the first ten years of life is a major factor in determining future skin cancer risk.

Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles and for general health.

### Objectives

*This Sun Protection policy has been developed to:*

- Encourage children and staff to use a combination of sun protection measures whenever UV Index levels reach 3 and above
- Work towards a safe outdoor environment that provides shade for children and staff at appropriate times
- Ensure all children and staff have some UV radiation exposure for vitamin D
- Assist children to be responsible for their own sun protection
- Ensure families and new staff are informed of the centre's Sun Protection Policy.

### Procedures

Staff are encouraged to access the Sun Smart UV Alert at [www.bom.gov.au/sa/uv](http://www.bom.gov.au/sa/uv) to find out daily local sun protection times to assist with the implementation of this policy.

We use a combination of sun protection measures for all outdoor activities during terms 1, 3 and 4 (August until the end of April) and whenever UV radiation levels reach 3 and above at other times.

#### 1. Clothing

When outside, children are encouraged to wear loose fitting clothing that cover as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with sleeves that are elbow length, shirts with collars and longer style shorts/skirts are recommended.

#### 2. Shade

- The availability of shade is considered when planning excursions and all other outdoor activities
- Children are encouraged to use available areas of shade when outside
- Children who do not have appropriate hats or outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

#### 3. Hats

All children and Educators are expected to wear a hat when they are outdoors and are encouraged to wear it through out the year. Children are issued a legionnaire style hat in Term 1 that they are encouraged to wear and to keep in their bags at all times when not outdoors.

#### **4. Sunscreen**

- Children should arrive at Preschool with their sunscreen already applied, wearing SPF 30 or higher broad spectrum, water resistant sunscreen. If this has not been done, families can access their sunscreen and apply it upon arrival when the UV is 3 or above.
- Children are encouraged to apply their own sunscreen under the supervision of staff at lunch time, at least 20 minutes before going outdoors.
- Children who stay for a full day are encouraged to supply their own roll on sunscreen to apply. These are labelled and kept on site.

#### ***Enrolment and information for families***

*When enrolling their child, families are:*

- Informed of the centre's Sun Protection policy
- Asked to keep a suitable hat for their child in their bag each day
- Asked to provide their child with suitable outdoor clothing that is cool and covers as much skin as possible (i.e. covering the shoulders, chest, upper arms and legs)
- Asked to provide SPF 30 or higher, broad spectrum, water resistant sunscreen for their child

#### ***Staff WHS and role modelling***

*As part of WHS UV risk controls and role modelling, when the UV radiation is 3 and above, Educators:*

- Wear sun protective hats, clothing and sunglasses when outside
- Can reapply sunscreen as appropriate
- Seek shade whenever possible.

Educators integrate Sun protection into the learning and program, that assist children in keeping safe.

*The Educators at Highbury Preschool thank you in advance for your support of this policy.*

*Reviewed in January 2017*

*Next Review: January 2019*



Highbury Preschool



# *Philosophy Statement*

## *2017*

We believe that all children need and deserve to have a sense of belonging and positive wellbeing, to be able to engage effectively within their learning environment.

To achieve this we actively develop and maintain respectful relationships that consider the diverse needs of our community.

We aim to provide a flexible and responsive play based environment.

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# PRESCHOOL

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## ***Right Bite* Food Supply and Nutrition Policy for Preschools**

### **Healthy Food Supply and Nutrition Policy of: Highbury Preschool**

#### **Rationale**

This Preschool promotes safe, healthy eating habits in line with the ***Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools*** and relates to the DECS wellbeing strategy.

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in their learning environment.

Therefore:

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

This food policy has been established after consultation with staff and parents within the preschool community.

#### **Curriculum**

*Our Preschool's food and nutrition curriculum:*

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes experiences that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like growing, preparing and cooking healthy food
- integrates nutrition across the Early Years Learning Framework (EYLF).

#### **The Learning environment**

*Children at our Preschool:*

- have fresh, clean filtered water available at all times and are encouraged to drink water regularly through out the day
- will be encouraged to eat routinely at scheduled break times
- eat in a positive, social environment with Educators who model healthy eating behaviours

*Our Preschool:*

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of regular meals for children.
- promotes drinking water frequently through out the day.
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site
- displays **nutrition information** and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** within preschool time:

## Food supply

### *Our Preschool:*

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- actively promotes our 'Nut Aware' and 'Egg Aware' procedures in the provision of food from families
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool **activities and events** in line with the *Right Bite* strategy

### **Snack Time:**

Parents and carers are encouraged to supply plant food (fruit and vegetables) at snack time to:

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

### **Drinks provided to children:**

The Preschool does not supply food for children.

- Parents/carers are encouraged to pack a drink bottle filled with water each day. Filtered water is available for children to drink.

## Food safety

### *Our Preschool:*

- promotes and teaches food safety to children as part of the curriculum
- encourages staff to access training as appropriate to the *Right Bite Strategy*
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and staff.

## Food-related health support planning

### *Our Preschool:*

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues.

## Working with families, health services & industry

### *Our Preschool:*

- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
- provides information to families and caregivers about the *Right Bite Strategy* through a variety of ways including:
  1. newsletters
  2. policy development/review
  3. information on enrolment
  4. pamphlet/poster displays
- promotes the alignment of fundraising with the *Right Bite* strategy.

The staff at Highbury Preschool thank you in advance for your support of this policy.

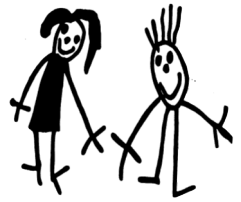
*Reviewed in January 2017*

*Next Review: January 2019*





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## PARENT CONCERNS AND COMPLAINTS POLICY

*At Highbury Preschool, we believe parents are partners in the education of children. Regular two-way communication between parents/carers and the preschool is essential in helping children achieve their potential.*

*Our preschool is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with confidence that it will be heard and responded to in an appropriate and timely fashion.*

### GUIDING PRINCIPLES

***Safety of children is always the first priority. Our procedures are underpinned by the following principles:***

- All persons in the Highbury Preschool community including children, parents, Educators, volunteers and visitors have the right to be treated with respect and courtesy in accordance with the preschool's values.
- Parents have the right to raise concerns and make enquiries or complaints about any aspect of preschool life.
- Information about how, where and to whom complaints can be made should be visible and accessible through Preschool procedures.
- Complaints will be acknowledged and addressed promptly within specified timelines.
- Individual complaints will be assessed objectively and without bias using principles of natural justice.
- The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
- The confidentiality of all parties will be maintained wherever possible.

### Step 1: Talk to us

If your concern or complaint relates to an issue concerning your child's education or experiences you should talk to the member of staff as soon as possible.

You may prefer to organise a mutually convenient time to meet the relevant Educator rather than discuss the issue via a telephone conversation. You are welcome to bring a support person with you, if you wish. The role of the support person is to provide advice and support during the process and not to answer questions on behalf of any of the parties or interfere with the discussion.

Our staff will, following a direct complaint:

- Listen to the complaint
- Record what you say
- Identify actions to resolve the concern
- Let you know what will or has been done
- Get back to you to see how things are going
- If appropriate, refer the matter to the preschool director

If your concern has not been resolved following discussions with the Educator, you should contact the Preschool Director.

**The Preschool Director will:**

- acknowledge receipt of the complaint as soon as reasonably possible (within 5 school days)
- listen to the issue you have
- provide support to you if necessary while the complaint is being considered
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
- consider relevant legislation, DECD policy and guidelines, preschool procedures
- inform you if there is a delay in the process
- ensure your complaint and the outcome is documented
- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing including the right to refer the matter to the Northern Adelaide Regional Office.

**Step 2: Contact the DECD Education Complaint Unit**

If you are not satisfied that your complaint has been resolved at the site level you can contact:

***Education Complaints Unit***

***Phone 1800 677 435***

***Email: [DECD.EducationComplaint@sa.gov.au](mailto:DECD.EducationComplaint@sa.gov.au)***

The Unit staff can help by:

- Providing advice and support about the issues behind the complaint.
- Advocating with local sites to ensure all options for resolution have been explored.
- Objectively review complaints that have not been resolved at the local level, including through a formal review.

**Step 3: Other ways to resolve your issue**

If you feel your issue has still not been resolved through the previous steps outlined in this policy, you may choose to seek independent advice and review by an external agency. The circumstances of your complaint will influence whether this option is available.

**EXTERNAL AGENCY CONTACT POINT:**

SA Ombudsman

Toll free: 1800 182 150

Phone: 8226 8699

Email: [ombudsman@ombudsman.sa.gov.au](mailto:ombudsman@ombudsman.sa.gov.au)

[www.ombudsman.sa.gov.au](http://www.ombudsman.sa.gov.au)

This information has been adapted from 'Raising a complaint with DECD Process 2017.

***Please Note:***

*Any written or verbal complaints that contain personal abuse, inflammatory statements, and comments of a threatening nature or intended to intimidate will not be addressed and the parent will be advised accordingly.*

*Parents can also contact the Education and Early Childhood Services Registration and Standards Board of South Australia (EECSB) Ph: 1800 882 413 or the State Ombudsman: [www.ombudsman.sa.gov.au](http://www.ombudsman.sa.gov.au) for information, advice, support and in circumstances where the complaint remains unresolved.*

**Requesting your identity to remain confidential**

Parents may request that their identity remain confidential when making a complaint. In this situation, every effort will be made to keep the parent's identity confidential but this may limit options for negotiating a resolution. (For example, an apology is unlikely to be forthcoming if the identity of the complainant is not known.)

These circumstances also raise issues in relation to procedural fairness for those who have a complaint made about them as they have a right to know the particulars of the complaint.

While every effort will be made to comply with a request to keep the parent's identity confidential, Freedom of Information requirements may result in a parent's identity becoming known.

### **Anonymous complaints**

Highbury Preschool will assess every complaint that is made. The extent to which an anonymous complaint can be investigated will be limited, as preschool staff cannot liaise with the parent about the complaint. Anonymous complaints also raise issues in relation to natural justice for those who have a complaint of an anonymous complaint to what extent the complaint will be investigated. Where the complaint is in relation to a Director, the Education Director will make the determination and for Regional Directors, the Head of Schools or the Head of Child Development will make the final decision.

### **Approaches that may be used to resolve a parent complaint**

Our preschool may take one of the following approaches to resolve a parent's concern or complaint:

- an acknowledgement that the complaint is valid and is worthy of investigation (overall or in part)
- identification of areas of agreement between the parties involved
- opportunities for all the parties involved to express their concerns, explain their point of view and clarify any misunderstandings
- acknowledgement that the situation could have been better handled (this does not constitute an admission of negligence)
- an opportunity for an apology
- recognition that the situation presents an opportunity for changes or alternate arrangements to be made to resolve the complaint
- discussion with the parties about the steps that will be taken to ensure that the event complained about will not reoccur
- An undertaking to review school policy, procedure or practices.

### **Additional Information**

These procedures apply to parent concerns and complaints in relation to Highbury Preschool. These procedures do not apply to matters where there are legislated requirements or existing policies and processes of appeal, such as:

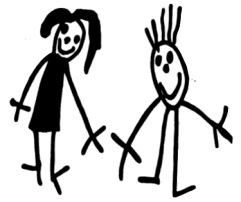
- Concerns and allegations of misconduct by staff, volunteers and service providers (criminal matters, child protection, corruption, etc.)
- Employee disputes and grievances. (Employees should refer to HR17 Complaints resolution for employees 2000 for these types of complaints.)
- Complaints or appeals relating to student suspension and expulsion
- Duty of care or mandatory reporting responsibilities
- Occupational Health, Safety and Welfare related issues
- Health support planning.

These procedures will be reviewed every two years.



# Highbury Preschool

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## Behaviour Guidance Code

*Documented guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe environment, and consistency and clarity around acceptable behaviour and guidance measures that will be implemented.*

### **As a staff team we believe:**

- All children have the right to feel safe and secure and to learn and develop in a emotionally and physically safe environment.
- Children have a right to express their feelings and to be supported to develop positive behaviours that underpin the development of relationships with peers and adults.
- Effective communication and learning occurs when families and educators work together to develop common goals for a child's wellbeing, learning and development.
- That the consideration of children's individual and contextual needs are crucial to successful learning and the development of positive behaviours.
- That family consultation is valued and their individual perspectives respected.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistent limits are set.
- No child should be made to feel rejected, insecure, embarrassed or ashamed.

### **As a staff team we promote positive behaviour and interactions by:**

- Planning for and providing an environment that promotes a sense of Belonging, Being and Becoming and provides enhanced opportunities for learning through play.
- Ensuring that limits set are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non verbal guidance, including listening to children and role modelling respectful responses to their communication.
- Demonstrating empathy and sensitivity to each child, being mindful of the variety of factors that influence behaviour and understanding that behaviour is communication.
- Planning enabling opportunities for the development of skills including resilience, play entry and exit skills, appropriate risk taking, conflict resolution, independence, leadership, respect for others and verbal communication.
- Following/implementing the Child Protection Curriculum, including the implementation of the 'You can do it!' Social Competence Program.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour.
- Valuing children as individuals within their family and cultural context.
- Involving children in developing group agreements and in the development of behavioural expectations and consequences. We refer to these as agreements.
- Intentionally teaching appropriate behaviours and play skills, building on each child's strengths and achievements and providing choices when possible.
- Encouraging open two way communication with families to ensure that each child's rights are met.
- Agree to general and specific consequences if necessary, as a staff team, to maintain consistency for the children.

***We will respond to challenging behaviours by:***

- Reminding children of agreements and limits and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately and safely.
- Communicating with and involving families at the earliest opportunity to work together with a common understanding to positively assist the child's wellbeing and learning.
- Assessing individual children's learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services where required.
- Being aware of our limitations and seeking assistance when required.
- Move children to safe spaces when they are at risk of hurting themselves or others, ensuring that an Educator is with them all the time.

**Reviewed January 2017**

**Next review: January 2019**