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Home



We offer a welcoming and nurturing kindergarten that respects and values your child, your family and our environment. We are passionate early childhood educators who recognise your child's unique experiences and abilities. Our play-based curriculum supports your child's knowledge and skills for lifelong learning.

Find out more about our goals and our focus in our philosophy statement (PDF 270KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/uraidla_philosophy.pdf).

Volunteering

If you'd like to volunteer with us, we'd love to hear from you. 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 make sure the preschool runs smoothly. Read through what a governing council does
(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

Acknowledgement of Country

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

Bushfire risk

On forecasted 'catastrophic' fire danger days we will be closed. Make sure you know how we intend to contact you in this situation. You can find more information about an active bushfire from the CFS website (<http://www.cfs.sa.gov.au/>). See our bushfire action plan (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/uraidla_bushfire.pdf) and the bushfire page on the Department for Education's website (<https://www.education.sa.gov.au/sites-and-facilities/bushfires-and-emergency-closures/bushfire-information>) for general information.

Contact us

Preschool director: Ms Helen Linggood

Phone: (08) 8390 1216

Fax: (08) 8390 3815

Email: dl.4614.leaders@schools.sa.edu.au

Street address: Swamp Road Uraidla SA 5142

Postal address: c/- Uraidla Post Office Uraidla SA 5142

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

Children are entitled to 600hours of preschool across their kindergarten year. At our site all children have access two full days and one half day. Week 5 (terms 2,3 and 4) and the last week of each term we do not offer the half days and this allows us to attend excursions and or have visiting performers or special interest days without saying goodbye to children half way through the day.

A full day is 8.50am - 3.10pm

A half day is 8.50 - 12noon from week 4 term 1 and not week 5 (terms 2,3 and4) and 10 of each term.

We have two groups of children;

Monday and Tuesday full day with a Wednesday or Thursday half day

OR

Wednesday and Thursday full day with a Monday or Tuesday half day

Monday	Tuesday	Wednesday	Thursday	Friday
8.50am to 3.10pm	8.50am to 3.10pm	8.50am to 3.10pm	8.50am to 3.10pm	–

Fees

The parent contribution is \$250 per term. See our enrolment and fees

(<https://www.preschools.sa.gov.au/uraidla-hills-community-kindergart/getting-started/enrolment-and-fees>) page for more information.

What to bring

Children need to bring these items each day:

- bag they can easily open
- change of clothes
- drink bottle containing water only
- piece of fruit
- packed healthy lunch.

Your child should wear old clothes so they can get dirty, and their shoes should be suitable for running and climbing.

Please write your child's name on all their belongings. We have a lost property box by the front door.

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, juice, cordial)
- toys from home.

Please speak with us if your child has a security toy. Your child is welcome to share interesting things they may find in nature, such as nests, shells, insects.

Additional information

Lunch care is part of our kindy program. We will support your child as they eat their lunch. During lunch we talk about 'everyday' and 'sometimes' foods.

During the year we have pupil-free closure days. We will let you know in advance when these will be.

Please read our drop-off and pick-up procedure (PDF 40KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/uraidla_drop-off-and-pick-up.pdf).

Playgroup

Our supported playgroup is run every week. You and your child can meet other families and spend time learning together.

Times

Friday, 9.30am to 11.30am during school terms (except the last week).

Cost

\$6 per week or \$50 per term, and you'll need an annual Playgroup SA (<http://playgroupsa.com.au/>) membership.

What to bring

You should bring:

- hat
- drink bottle
- piece of fruit to share.

Out of hours school care (OHSC)

OHSC is available at Uraidla Primary School (<http://uraidlaps.sa.edu.au/oshc/>). Your child can go before and after kindy.

OHSC staff will bring your child to kindy in the mornings and we will take your child to OSHC in the afternoons.

Times

Before kindy care, 7.00am to 9.00am.

After kindy care, 3.00pm to 6.00pm.

Additional information

Please contact the school (<http://uraidlaps.sa.edu.au/oshc/>) for cost and enrolment information.

Parent funded Transition Program

This program is offered in terms 2, 3 and 4 if we have not reached capacity with our kindy children. It is an opportunity for your child to spend time with us and join in activities the year before they start kindy.

Times

Monday	Tuesday	Wednesday	Thursday	Friday
9.00am to 12.00pm	9.00am to 12.00pm	9.00am to 12.00pm	9.00am to 12pm	–

Cost

\$30 per session.

What to bring

Children need to bring:

- bag they can easily open
- hat
- change of clothes
- drink bottle containing water only
- piece of fruit.

Additional information

It is important your child is:

- booked in (regular bookings cannot be made)
- enrolled to attend our kindy the following year
- toilet trained.

For more information read our Transition Program Policy (PDF 90KB)
(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/tailembend_occasional_care_policy.pdf).

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/uraidla-hills-community-kindergart#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 3 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 orientation visits. These will be in term 4 and will be a chance for your child to meet the staff and other children.

Fees

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

The parent contribution is \$250 per term.

Your contribution includes:

- a named hat that stays at kindy
- an excursion in terms 2, 3 and 4

We offer other programs that may have additional costs
(<https://www.preschools.sa.gov.au/uraidla-hills-community-kindergart/getting-started/what-we-offer#uraidlaprograms>).

When to pay

We will put an invoice in your family pigeonhole by week 3 of each term.

Payments are due before the end of the term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay by cash, cheque or EFTPOS at the Uraidla Primary School (<http://uraidlaps.sa.edu.au/>) front office. We cannot handle money or provide change at the kindy.

EFT information

You can pay by direct deposit.

Account details are on your invoice.

Please put your child's name in the notes as the reference.

Immunisations

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

Reports and plans

National Quality Standard rating

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



Overall Rating: Exceeding NQS

Quality Area Ratings

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

Rating for: Uraidla and Hills Community Kindergarten

Rating issued: August 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 409KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/uraidla_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 239KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/uraidla_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/4614_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.



Uraidla and Hills Community Kindergarten

Rest and Relaxation at Kindergarten

Rest and relaxation is an essential part of our learning programme to promote the health and wellbeing of our children. Programmed Rest and Relaxation is supported by an educator and is a key component of the essential six elements that we teach our children for a healthy lifestyle. These are Rest, Fresh Air, Exercise, Healthy Everyday Foods, Water and Sunshine. Rest and Relaxation follows lunch, usually lasts for about 15 - 20 min and enables and encourages children to participate as an individual within a group. The setting is on our carpeted floor, but there are additional spaces both indoor and outdoor which offer children the opportunity to immerse in independent passive, reflective, calm play throughout their learning day.

Early years learning Framework Outcomes -

Children have a sense of wellbeing-

-children take increasing responsibility for their own health and wellbeing

Children are confident and involved learners-

-children develop dispositions for learning such as curiosity, creativity, commitment, enthusiasm, persistence, imagination

Through Rest and Relaxation, the children can.....

- ☐ Make positive choices to acknowledge and respect rights of other's needs for space, rest and reflection
- ☐ Appreciate reciprocal rights for personal space, rest and reflection
- ☐ Understand their own need for calm and re-generative brain function for health, well-being and positive learning
- ☐ Learn new techniques to/and manage emotions and self-disciplines
- ☐ Appreciate a variety of music and movement, literature and sensory experiences
- ☐ Develop listening skills through music, literature and verbal instruction
- ☐ Engage in cooperative group passive activity

What happens in Rest and Relaxation?

A variety of learning activities are offered...

- The children each utilise a small relaxation pillow and a soft blanket in cooler weather to snuggle in. These items are washed on a termly basis. The children are able to access these and on occasion, other essential comfort items that are provide from home. At the end of the session the children return the pillows and blankets to the basket.



- Music is played during Rest and Relaxation. This music is varied and offers calm and comfort while the children rest with a fiddle toy or a natural object (eg warm rock or piece of herb) supplied by the kindy.
- Whilst the music is playing a range of relaxation techniques are taught to the children.
 - -Some deep, belly breathing' and muscle stretches are encouraged.
- Relaxation tapes are sometimes offered which talk the children through imagery.
- Sometimes a gentle massage is provided to the children through the use of a small hand massager. This can be either individual or as a group. This supervised touch is supported by a conversation with the child.
- Story time may be led by the educator or may be a story on disc or tape from our collection.

Other opportunities for rest and relaxation are provided for children throughout their day by

- The snuggles that hang in the trees
- The reading pod and the lounge.

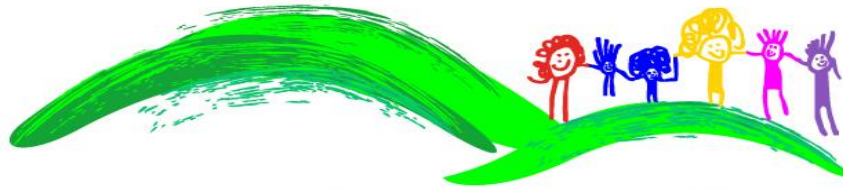
References

National Quality Standards. Standard 2 Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

DECD Safe Sleeping for Infants and Young Children Procedure

This policy was ratified by Governing Council 2020 and will be reviewed in 2022 or as required if earlier.



Uraidla and Hills

Community Kindergarten

Bushfire Safety Policy

This document outlines the Kindergarten's policy if a fire is present in the local community and advice for families on days of catastrophic weather conditions.

Our first concern at all times is the safety of the children.

On days of 'Code Red Catastrophic Fire Danger', the Kindergarten will be closed.
In this event, no one will be in attendance at the kindergarten as specified by the Department for Education (DfE).
CFS Catastrophic Day Hotline 1800 00 279 or www.cfs.sa.gov.au

In this situation parents are encouraged to operate their own Bushfire Plans and include your children and their safety in your plans. Please do not include the kindergarten as a safe refuge for yourself.

Where the kindergarten has prior warning of a possible closure parents will be informed by either email/ text message or a phone call.

A prepared note will be placed on the front fence explaining why the kindergarten is closed.

On all other days the kindergarten will remain open; however, parents are encouraged to;

- Consider keeping your child home with you;
- Leave a contact phone number with educators if you are not going to be home;
- Listen to the radio (ABC radio AM891) during the kindergarten day for updated weather reports.

Please note that on days of a Total Fire Ban any excursions planned may be cancelled at the discretion of the Director.

Procedures for staff and students are well documented and practice fire drills for both internal and external fires are held at kindergarten on a regular basis.

If you are in the kindergarten grounds and hear the school bell ringing three times, then quickly move outside the building to the school oval.

If you are in the kindergarten grounds and hear the group time bell ringing continuously then quickly move inside the building.



Government of South Australia
Department for Education

When a fire has occurred adjacent to or is threatening the kindergarten

- Children and adults will be kept inside the kindergarten building and the Bushfire Action Plan (BAP) will be implemented.
- The Director is responsible for decision-making regarding the safety and movement of children and staff, unless police and emergency services personnel intervene directly.
- The Director remains responsible for the children until they are collected by their parents or emergency contacts.
- Children will only be released to those indicated as emergency contact people on the child's enrolment form or where the kindergarten has written permission from parents to release children to an alternate carer in a bushfire emergency or verbal permission at the time.
- Parents or emergency contacts must sign their children out before taking them.

Staff will stay with the children and remain on site until all children have been collected.

Please do not put yourselves at risk to collect your children.

Parents are welcome to view our **Bushfire Action Plan** available above the lockers.

CFS Catastrophic Day Hotline 1800 000 279 or www.cfs.sa.gov.au

This policy was ratified by Governing Council 2020 and will be reviewed in 2022 or as required if earlier.



Government of South Australia
Department for Education



Communication at Uraidla and Hills Community Kindergarten

What can you expect from us?

At Uraidla and Hills Community Kindergarten we believe that there needs to be close liaison between home and kindergarten to build on the child's first years of learning - their experiences at home.

We encourage parents to become active participants in their child's learning at kindergarten and believe that good communication is vital to maximise children's wellbeing.

During your child's year at kindergarten we will use numerous methods of communication.

□ **Information Evening** Prior to beginning orientation at the kindergarten an information session is offered to all families, detailing our kindergarten curriculum, procedures, routines etc. This is an opportunity to share information, complete enrolment forms and meet other families who are all beginning kindergarten at the same time. Attendance at this meeting is not compulsory, but is recommended.

□ **Email** is the most frequent form of communication. Newsletters, events and general information is shared regularly through email. If your child will be absent, please send us an email informing us of this. Our email is monitored every day.

□ **Learning Folders** Every child will have their own learning folder that contains samples of their work, photos and annotated stories of the children learning and interacting at kindergarten. Educators and children add to these folders throughout the kindergarten year. These folders are the property of the child and they take responsibility for them. The folders can be accessed at any time throughout the year. The folders go home for the July school holidays and at the end of the year.

□ General **newsletters** are emailed home throughout the year. Those families who do not have email access receive paper copies.

□ Incidental **conversations** in the mornings or after kindergarten sessions.

□ **Planned interviews** Throughout the year we invite families to meet with us and discuss their child's progress. We chat about the child's strengths and interests, home life and kindergarten life. Together we establish some learning goals to support the development of the whole child (physical, social, emotional, and cognitive) both at home and at kindy. Interviews are made outside of session time, before 8:50am or after 3:10pm These may be requested by staff or parents. Every family is offered an opportunity for an interview. It is the parent's choice to take up the offer or not. Across the year we may have one or several meetings of this nature depending on the wishes of the family and the staff.

□ **Working Families.** For those families where your child attends before and after kindy OSHC, we will endeavour to keep you informed of your child's progress through regular phone calls. We are available outside of kindergarten hours to talk and manage the same interview conversation over the phone.

□ At the end of their kindergarten year we create a **Summative Statement of Learning** about your child. This statement is a report of your child's progress and highlights what we have seen and our understanding of your child's development in these areas- Cognitive, Health & Physical, Literacy and Language, Numeracy, Self, Social and Wellbeing.
This report is passed on to your child's school, a copy goes to you and a copy stays at the kindergarten.

□ Uraidla and Hills Community Kindergarten **website**- www.uraidlakgn.sa.edu.au

□ We often put notes on the whiteboard outside at the front door as reminders or seeking help.

□ **Displays at kindergarten.** By looking at the displays and talking to your child about them you will discover lots about what happens at kindy.

□ Parents are invited to join our **Governing Council** (Management Committee). This is a great way to get to know other parents, to learn more about the workings of our centre and to have a voice in what happens at kindergarten.

□ In the foyer of the kindergarten we have some information about **local services and events** that families can access. Educators also have information should you have specific areas of concern about your child.

□ We have floor-books that provide a vast array of information for everyone. We invite everyone to read and explore these floor-books and to add their comments, reflections and feedback. We have a Curriculum Learning Floor-book and a Floor-book for our Quality Improvement Plan

Policy ratified by Governing Council 2021 and reviewed in 2023 or as required.

School transition

We work closely with neighbouring schools to ensure children have a happy and smooth transition into school. Transition visits, which occur in the last few weeks of kindergarten, enable children to become familiar with their new school, staff routines and expectations. We liaise with school staff to ensure they have an understanding of the individual needs of each child. It is the responsibility of parents to ensure their child is enrolled at the school of their choice.

What services are available for my child?

Available support services

Children who have additional needs (e.g. speech and language, developmental delays, identified disabilities, high intellectual potential, English as a second language), may be able to access support. Support may include additional staff support to enable your child to attend, speech pathology, special educator support, psychological assessment and bilingual support.

Child and Family Health Service (CFHS)

CFHS conducts a fortnightly drop-in clinic on Friday mornings during playgroup. The kindergarten in conjunction with CFHS conducts medical checks on children from the age of four-and-a-half. Included are hearing and eyesight tests. For further advice about your child's health and development, please contact CFHS on 8398 6600.

Parents are required to attend this appointment with their child. The nurse will discuss any areas of concern and, if required, a referral to appropriate professionals will be arranged.

Dental care

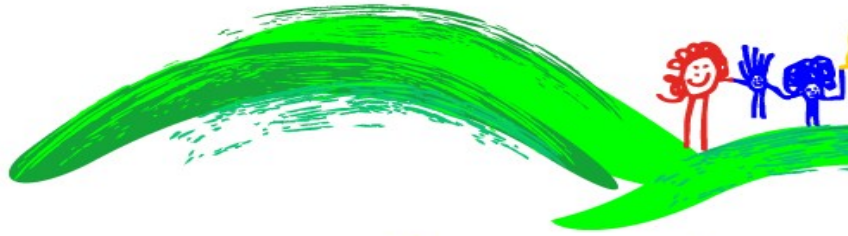
The Mount Barker and Magill dental clinics provide dental treatment for all children up to and including Year 7 school students. This is not a free service, but is subsidised by the State Government. Enrolment forms are available at the kindergarten.

Parent library

There is a range of books available for borrowing (located near the notice pockets). If you have suggestions for material, please let us know.

Mobile Library

The Adelaide Hills Council's Mobile Library visits our site on alternate Tuesday mornings from 8.45 am to 10.00 am. Parents are encouraged to visit the library with their children when they arrive at kindergarten to borrow and return books. Staff and children will then visit the mobile library for a library lesson from 9.15 am. Please return your enrolment form for your child to Darryl in the Mobile Library who will issue a membership card.



Uraidla and Hi

Sun Protection Policy

Uraidla Kindergarten recognises the importance of skin protection as a major strategy in the fight against skin cancer.

Aims

Through the Sun Protection Policy we aim to promote amongst children, families and staff:

- ❖ a positive attitude towards skin protection;
- ❖ lifestyle practices that can help reduce the incidence of skin cancer;
- ❖ personal responsibility for, and decision making about skin protection;
- ❖ awareness of the need for environmental changes to reduce the level of exposure to the sun.

Implementation

This policy is for implementation all year round.

The purpose of the policy is to ensure that all members of and visitors to Uraidla Kindergarten are protected from skin damage caused by the harmful rays of the sun and will be strongly encouraged to use the following skin protection strategies:

1. Sun protection term 1, and term 4

- ❖ Throughout terms 1, 3 and 4 staff will implement sun protection measures as outlined below.

2. Winter Vitamin D term 2 and term 3.

- ❖ To help maintain winter vitamin D, sun protection measures are not enforced during term 2 or term 3, however staff will use their discretion to move activities out of the sun if the weather suggests high UV rays are present.
- ❖ Due to the very cold weather during this time, children are encouraged to wear warm clothes and beanies to keep themselves warm.

3. Take particular care when in the sun between the hours of 10.00 a.m. and 3.00p.m.

- ❖ Learning experiences provided outdoors will be held in shaded areas when and where possible.
- ❖ Snacks and lunches will be eaten indoors or in shaded areas. When in shaded areas, staff, children and visitors will be encouraged to wear appropriate hats.



3 Wear clothing which protects the skin (including appropriate hats)

- ❖ Children will be provided with an appropriate hat from their kindergarten fees. The hat will stay at the kindergarten for the entire kindy year. The hat will be washed as frequently as needed to maintain a clean and workable hat for kindergarten use. Children will be expected to wear this hat or their own whenever they are involved in outside experiences, throughout terms 1 and 4.
- ❖ staff and parents are expected to wear an appropriate broad brimmed, bucket or legionnaire style hat whenever they are involved in outside experiences, throughout terms 1 and 4.
- ❖ Children not wearing an appropriate hat will be asked to play under the verandah or inside.
- ❖ Children and staff are encouraged to wear shirts with sleeves and longer style shorts. Children who are not dressed appropriately will be asked to play under the verandah or inside.
- ❖ The parents of children who do not have appropriate clothing for two days running will be given a reminder note asking them to ensure that appropriate clothing is worn.

4. Use 30+ sunscreen to protect skin

- ❖ Staff will encourage parents to apply sunscreen before Kindy sessions.
- ❖ Children will be encouraged to bring their own sunscreen, however there will be bulk sunscreen available at kindergarten.
- ❖ Children will be required and supported to apply 30+ sunscreen at lunchtime in preparation for playing outside.

5. Learn about skin protection

- ❖ Staff will model appropriate SunSmart strategies at all times.
- ❖ Skin cancer prevention will be a part of our learning curriculum.
- ❖ Information and resources will be kept up to date through contact with the Cancer Council SA

6. The Uraidla Kindergarten Sunsafe Policy will be reviewed on a bi-annual basis.

References

DECD UV Radiation / Sun Protection Procedure

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/policies

National Quality Standards. Standard 2. Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Cancer Council of SA, refer to: www.cancersa.org.au/aspx/sunsmart.aspx

This policy was ratified by Governing Council in 2019 and will be reviewed in 2021 or as required if earlier





Uraidla and Hills

Community Kindergarten

Our Child Safe Environment

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.
 - Supervision of children in the toilet area
 - Supervision of children on the climbing
 - Risk assessments of any potential risks and risky activities

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.

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.

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 confirm children's attendance by 9.30am and sign appropriate forms
- Any changes to pick or drop-off arrangements are documented in the sign in sheet on the kitchen bench.
- Staff are made aware of any custody issues when they arise.

Transporting children

- The transportation of children occurs when the Kindy participates in an excursion 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.

References

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/policies

National Quality Standards. Standard 2. Children's Health and Safety.

National Quality Standards. Standard 3. Physical Environment

National Quality Standards. Standard 4. Staffing Arrangements

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Policy review

- Uraidla and Hills Community Kindergarten staff will review the Safe Supervision of Children Policy and procedures, and related documents, including behaviours and practices biannually
- 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.

This policy was ratified by Governing Council in 2015 and was reviewed in Feb 2019.

Parental involvement

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 whatever way you can.

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 Governing Council;
- attend family functions;
- demonstrate a craft, play a musical instrument, help with cooking or gardening;
- provide support for excursions;
- assist staff in developing resources;
- pick up supplies and shopping or help with washing;
- help with end-of-term jobs (cleaning tables, chairs, fridge);

Visitors to the kindergarten

Under occupational health and safety (OHS) guidelines, you are considered a visitor to the centre if you stay longer than ten minutes. You are welcome to stay to read a story or help with an activity. However, if you are staying, please sign the visitors' book and sign out when you leave.

Volunteers to the kindergarten are required to undergo Child Related Employment Screening checks and attend Reporting Abuse and Neglect training arranged through the kindergarten and paid for by the kindergarten.



www.letthechildrenplay.net/2011/08/10-reasons-why-we-should-let-children.html

1. Playing in the mud can make you happier.

Scientists have discovered something that children have always known - playing in the mud can lift your mood. Recent **studies** have revealed that dirt contains microscopic bacteria called *Mycobacterium vaccae* which increases the levels of serotonin in our brains, helping to relax, soothe and calm.

2. Playing in the mud connects you with nature.

If you never know something, it's hard to care about it. Many kids these days never know the outdoors beyond the school playground or their own backyards, if they even have one. Getting kids outside to play (as a place to act out make believe worlds and explore) creates happy memories with the one most primal element in our world: nature.

3. Playing in the mud can make you healthier.

Step away from the antibacterial hand wipes. **Research** has shown that playing in the dirt - including very wet dirt - is good for a child's immune system.

"So let your child be a child. Dirt is good. If your child isn't coming in dirty every day, they're not doing their job. They're not building their immunological army. So it's terribly important." - Mary Ruebush is the author of **Why Dirt Is Good: 5 Ways to Make Germs Your Friends**

4. Playing in the mud can make you smarter.

Throw away the flash cards and send your child outside to play instead. Studies have found that playing in the dirt can make you smarter. The same release of serotonin that occurs when playing in *M. vaccae* dirt has also been shown to improve cognitive function.

5. Playing in the mud helps children to learn and develop.

Sensory, hands-on play feeds children's brains. Listing all the ways playing with mud - a delightfully sensory experience - can help children to learn and develop would be a whole post in itself. So I'm going to send you **here** for a thorough look at the value of sensory play. (if you go online this is a live link)

6. Playing in the mud helps develop positive dispositions.

Having an area outdoors set aside for mud play - a mud patch or a mud pie kitchen for example - provides a space for children to retreat to for some time alone in a soothing sensory experience or to play with peers co-operating, communicating, negotiating and sharing.

7. Mud is a wonderful art medium.

Mud can be moulded and decorated and it responds differently than sand, clay or playdough. For ideas hop on over to **The Art of Mud** from Artful Adventures.

8. Mud play welcomes all comers.

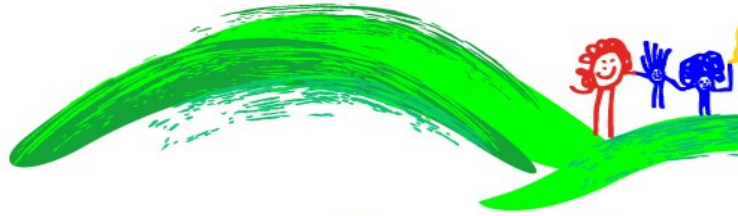
Mud is an open ended material that meets the different needs and interests of different children. A younger child might be right into the sensory experience while older preschoolers are busy making their own mud bricks. With mud, there is something for everyone.

9. Playing in the mud encourages creative thinking.

Playing with open-ended materials like mud stimulate creativity and imagination - things that are hard to jump start later in life.

10. Childhood memories.

Think back to your own childhood. Do you have happy memories of playing outside in the mud and the dirt? After all, making mud pies is one of the iconic images of childhood. We are creating the experiences, the memories and the childhoods of today's children. What do we want them to remember?



Uraidla and Hi

Injury Management, Medical Conditions and Health Support Policy

Uraidla and Hills Community Kindergarten is committed to supporting the health and well-being of all students. This includes an acceptance of the medical conditions of our children and a commitment to our Health Support Policy. We acknowledge that parents/guardians retain primary responsibility for their child's health care. This includes responsibility for providing accurate, up-to-date, relevant information for staff regarding children's routine and emergency health care needs.

FIRST AID

If a child becomes unexpectedly ill or injured at the kindergarten they will be attended to by a trained staff member.

Staff will:

- If the injury is severe staff will call an ambulance and continue to administer basic first aid
- Provide support and reassurance
- Administer basic first aid according to the injury or illness
- If a parent cannot be contacted a kindergarten adult will travel with the child in the ambulance
- The child will rest as required
- The child will receive a wrist band with a brief message for the parent/caregiver
- Treatment will be recorded on the Injury/Illness Report
- Parents will be informed immediately if necessary or informed at the end of the session
- Parents will receive a copy of the Injury/Illness Report
- Staff will save a copy of the Injury/Illness Report
- Staff will contact Uraidla Primary and request an SSO to help supervise children at the kindergarten if necessary
- Where a child requires additional medical treatment it will be recorded on the DECD online Injury and Response Management System (IRMS)

ROUTINE HEALTH AND PERSONAL CARE SUPPORT

Some students may require assistance with their routine or emergency health and personal care needs. Before staff can assist with this, parents/guardians must provide written information from their doctor which outlines specific care needs. Forms for care plans are available from any staff member for a range of health conditions and needs including:

- Asthma
- Anaphylaxis (severe allergy)
- Medical information (for General health care or those without specific requirements)
- General health information (to be completed by a general practitioner, psychiatrist or psychologist).

The purpose of these 'CARE PLANS' is to ensure that the kindergarten has information from the treating health professional relevant to the child's health, well-being, attendance, learning and care whilst at pre-school. We can then write a 'Health support plan' for the child if deemed necessary by the pre-school if any of the following are relevant:

- There are any individual first aid requirements, other than a basic first aid response.
- The child needs additional supervision for health-related safety
- There is a predictable need for additional support with daily living tasks

Health support plans are completed using the written information from the treating health professional, with discussion between pre-school and the parent/guardian. Children who require these plans are unable to attend the kindergarten until these plans are completed.

It is the responsibility of the parent/guardian to:

- Request these forms
- Ensure all appropriate forms are complete and signed by the doctor
- Sign all appropriate forms as parent/guardian
- Return all forms to a pre-school staff member
- Update all medical information on the appropriate forms as necessary.
- Supply all medication with child's name on it and medical practitioners name. All medication must be within the use by date.

ASTHMA

Students with asthma (even if only 'mild' or 'occasional') need an asthma care plan completed and signed by the treating doctor and given to a staff member. Staff are trained to administer reliever medication in the event of asthma attack.

The pre-school has reliever medication for use in emergency situations only. Children with asthma must have puffers and spacers in container stored in the kitchen first aid cupboard, it must have the pharmacist label, including the child's name stuck on the puffer and must have a current best before date.

Relevant paperwork will be completed by all stakeholders.

The child will receive a wrist band with a brief message for the parent/caregiver when medication has been administered. Staff will ring and discuss with parent.

ANAPHYLAXIS

Students with anaphylaxis (severe allergies) need an anaphylaxis care plan completed and signed by the treating doctor and given to a staff member. Staff are trained to administer epi-pens in the event of anaphylaxis attack.

Children with anaphylaxis must provide epi-pens in container stored in the kitchen first aid cupboard, it must have the pharmacist label, including the child's name stuck on the epi-pen and must have a current best before date.

Once an epi-pen has been administered an ambulance will be called to take child and an adult to the hospital with the epi-pen administered. The child will receive a wrist band with a brief message of time and place of epi-pen administered and by who.

MEDICATION MANAGEMENT

We encourage parents to give their children medication outside of kindergarten hours eg 3 times per day can be taken in the morning before kindy, afternoon straight after kindy and bedtime.

If medication needs to be taken at kindergarten:

- Medication must be provided in the original pharmacist container with directions on label
- The child's name must be on the original label
- Medication must be stored in the kitchen with asthma medication or in the fridge if required.
- Children must have a medication plan filled out by a doctor and the parent/guardian
- A maximum of a week's supply is to be provided at any time (except asthma medication)
- It is the parent/guardian's responsibility to provide the required medication. Staff will fill in the medication log and will notify parents if students fail to take their required medication.
- A medication log will be filled out by the supervising staff member giving the medication, and shown to parent/guardian on departure.

STEPS IN HEALTH CARE SUPPORT PLANS

Parents/Guardians will

- Complete the enrolment form with accurate health/medical information.
- Ensure the kindergarten has up-to-date information with parent/guardian emergency contact details and at least 2 other people for back-up emergency contact.
- Request the relevant health care plan forms as needed for the child.
- Have the health care plan forms completed and signed by the treating medical practitioner, sign them as parent/guardian, and return to kindergarten staff.
- Work with Director to complete a health support plan for the child if necessary.
- Ensure all medication is given to kindergarten staff member as needed, and that a medication plan is completed and signed by the doctor and signed by parent/guardian.
- Update the medical information as necessary with forms completed and signed by the treating medical practitioner.
- Ensure staff are trained to administer and support the health care plan

Staff will

- Check that any child with a medical/health concern recorded on enrolment forms receives the appropriate health care plan forms.
- Check health care plans are signed by doctor and parent
- Ensure they understand the care required if different from usual first aid and appropriate training is done.
- Follow the health care plan/medication plan as necessary
- Ensure that you understand the care required is different from usual First Aid and that appropriate training is completed
- Complete the First Aid log each time aid/medication is given and ensure the parent/guardian is shown the log and co signs it on departure.
- All medication is placed in a marked box in a determined place in the kitchen
- Read medical folders of children with health needs
- Be familiar with photos of children with health needs which will be placed on the office door

Directors Responsibilities

- Check any health issues on enrolment form
- Ensure that appropriate plans are given to parents/guardians and explained
- Work together with family to best support the health needs of the child
- Liaise with DECD Support Services where appropriate
- Ensure NEP students have appropriate plans as part of the NEP processes.
- Determine training needs of all staff
- Provide families with a copy of the Medical Conditions and Health Support Policy

References

National Quality Standards. Standard 2. Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Education and Care Services National Regulations: A Guide to First Aid

http://www.decd.sa.gov.au/speced2/files/links/Education_Care_Services_Na.doc

Individual First Aid Plan

<http://www.chess.sa.edu.au/Pathways/indfirstaidplan06.doc>

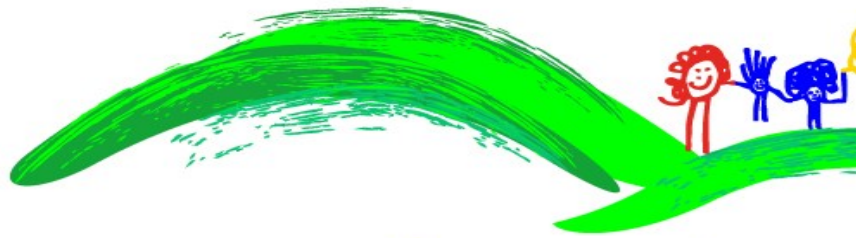
Individual First Aid: Medical Director

http://www.decd.sa.gov.au/speced2/files/links/chess_IndividualFirstAid.rtf

Incident, Injury, Illness and Trauma Record

http://www.decd.sa.gov.au/speced2/files/links/Injury_Illness_Trauma Repo.doc

This policy was ratified by Governing Council 2019 and will be reviewed in 2021 or as required if earlier.



Uraidla and Hi

Hot Weather Policy

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

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

Source "Sports Medicine Australia", refer to:

www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email-version.pdf

Crucial to this policy is:

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

Our role is to:

- Ensure reasonable steps are taken to identify risk and every reasonable precaution is taken to protect children from harm and hazards.
- Provide a comfortable and safe environment for all children.
- Ensure heating and cooling equipment are provided and maintained to ensure a comfortable temperature for children
- Adhere to sun protection and advice from the Cancer Council.
- Check all surfaces in the preschool ensuring children are not at risk of sunburn or burn injuries from hot outdoor surfaces.

We will use the following strategies to reduce the risk of heat illness in children by:

- Providing shaded areas. Activities conducted in periods of hot weather are to be undertaken in shaded areas.
- On very hot days we will move or remove that equipment that is placed in the sun.
- Ensuring children are frequently offered water. Staff are very happy to top up children's water bottles with rainwater.
- Encouraging parents to dress children in appropriate clothes and ensuring children are removing jumpers when it is hot.
- Encouraging parents to supply an insulated lunch box with a freezer brick or frozen water.

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

**Please refer to our Bush Fire Policy which states that our preschool will
be closed on days deemed "Catastrophic".**

We are a Sun Smart Preschool please refer to our Sun Smart Policy

References

"Sports Medicine Australia",

www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email-version.pdf

DECD Guidelines for Developing a Preschool Hot Weather Policy

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/interactions

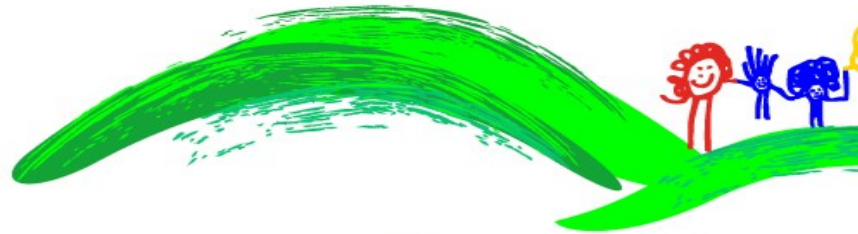
National Quality Standards. Standard 2.3.2 Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Cancer Council of SA, refer to: www.cancersa.org.au/asp/sunsmart.aspx

This policy was ratified by Governing Council 2020 and will be reviewed in 2022 or as required if earlier.





Uraidla and Hi

Healthy Food and Nutrition Policy

Uraidla and Hills Community Kindergarten 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 which can benefit 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 learning activities.

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 activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like preparing and cooking healthy food
- integrates nutrition across the curriculum relating to the Developmental learning outcome: 'Children develop a sense of physical wellbeing'

The Learning environment

Children at our preschool:

- have fresh, clean tap water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times
- eat in a positive, social environment with staff who model healthy eating behaviours
- use the preschool garden to learn about and experience growing, harvesting and preparing nutritious foods

Our preschool:

- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site

Food supply

Our preschool:

- encourages healthy food and drink choices for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool activities and events in line with the *Right Bite* strategy
- displays nutrition information and promotional materials about healthy eating
- has the following guidelines for families for food brought from home or provided by staff within preschool time:

Fruit Time:

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

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

Unsuitable foods for fruit time include packaged foods, cakes, sweets.

Food and drinks provided to children:

- o parents and carers are encouraged to provide healthy food and water for their child's lunch
- o Cordials, sweetened fruit juices and milk are not recommended at kindergarten.
- o staff will ensure that food provided to children by the preschool is in line with the *Right Bite* strategy.

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:
 - o newsletters
 - o policy development/review
 - o information on enrolment
 - o pamphlet/poster displays

- promotes the alignment of fundraising with the *Right Bite* strategy.

Note: If your preschool has a child with a serious **food allergy** (eg. nuts), a separate policy for the duration of that child's involvement with the preschool should be developed and communicated to parents and staff.

WE ARE A NUT FREE ZONE

We have children who have life threatening allergies to nuts and nut products.

References

DECD "Eat Well SA School and Preschools: Healthy Eating Guidelines"

National Quality Standards. Standard 2.1.3, 2.2.1, Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

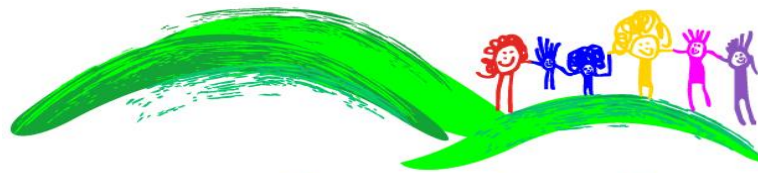
This policy was ratified by Governing Council 2019 and will be reviewed in 2021 or as required if earlier.

Illness and injury

If your child is unwell it is in the best interest of other children to keep them home until they have fully recovered. Please inform us when your child has an infectious disease or skin infection, such as:

- Chicken Pox
- Measles
- Mumps
- School Sores
- Head lice
- Conjunctivitis
- Slap Face Syndrome
- Hand, Foot and Mouth Disease.

In the event of your child becoming ill or having an accident at kindergarten, we will contact you or your indicated emergency contact person. In an emergency, staff will not hesitate to call an ambulance.



Uraidla and Hills Community Kindergarten

Rest and Relaxation at Kindergarten Policy

Rest and relaxation is an essential part of our learning programme to promote the health and wellbeing of our children. Programmed Rest and Relaxation is supported by an educator and is a key component of the essential six elements that we teach our children for a healthy lifestyle. These are Rest, Fresh Air, Exercise, Healthy Everyday Foods, Water and Sunshine. Rest and Relaxation follows lunch, usually lasts for about 15 - 20 min and enables and encourages children to participate as an individual within a group. The setting is on our carpeted floor, but there are additional spaces both indoor and outdoor which offer children the opportunity to immerse in independent passive, reflective, calm play throughout their learning day.

Early years learning Framework Outcomes -

Children have a sense of wellbeing-

-children take increasing responsibility for their own health and wellbeing

Children are confident and involved learners-

-children develop dispositions for learning such as curiosity, creativity, commitment, enthusiasm, persistence, imagination

Through Rest and Relaxation, the children can.....

- ☐ Make positive choices to acknowledge and respect rights of other's needs for space, rest and reflection
- ☐ Appreciate reciprocal rights for personal space, rest and reflection
- ☐ Understand their own need for calm and re-generative brain function for health, well-being and positive learning
- ☐ Learn new techniques to/and manage emotions and self-disciplines
- ☐ Appreciate a variety of music and movement, literature and sensory experiences
- ☐ Develop listening skills through music, literature and verbal instruction
- ☐ Engage in cooperative group passive activity

What happens in Rest and Relaxation?

A variety of learning activities are offered...

- the children each utilise a small relaxation pillow. These items are washed on a termly basis. The children are able to source these and on occasion other essential comfort items that are provide from home. At the end of the session the children return the pillows to the basket.

- Music is played during Rest and Relaxation. This music is varietal and offers calm and comfort while the children rest with a fiddle toy or a natural object (eg warm rock or piece of herb) supplied by the kindy or their own soft toy from home.
- Whilst the music is playing a range of relaxation techniques are taught to the children.
 - -Some deep, belly breathing' and muscle stretches are encouraged.
 - 'Diamonds on your heart' asks the children to form a diamond with their fingers on their hearts or bellies, with eyes closed while awaiting a surprise object which we place in their diamond. These are called 'Fiddly Fingers' sensory objects and may be a squishy ball, a finger puppet, a magnetic spikey ball, a wiggly worm, a warm rock, a piece of herb, a farm animal or a golden massage ring, etc, etc. The children can explore the objects through touch and exercising their fine motor sensory perception. This lasts for around 10 minutes, giving children time to wind down their thoughts and emotions. They wait in anticipation to be chosen to collect the items ready for story time.
- Relaxation tapes are sometimes offered which talk the children through imagery.
- Sometimes a gentle massage is provided to the children through the use of a small hand massager or with our hands. This can be either individual or as a group.
- Story time may be led by the educator or may be a story on disc or tape from our collection.

Other opportunities for rest and relaxation are provided for children throughout their day by

- The snuggles that hang in the trees
- The reading pod and the lounge.

References

National Quality Standards. Standard 2 Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

DECD Safe Sleeping for Infants and Young Children Procedure

This policy was ratified by Governing Council 2018 and will be reviewed in 2020 or as required if earlier.



Uraidla and Hills

Community Kindergarten

Hygiene and Infection Control Policy

Policy statement

- Uraidla and Hills Community Kindergarten promotes hygienic practices and prevents the spread of infections by implementing the following strategies:
 - effective hand-washing;
 - 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
- Uraidla and Hills Community 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 *Work 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. Uraidla and Hills Community 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.

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 fluids¹ 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;
- safe handling and disposal of body fluids;
- safe storage of materials that have come into contact with body fluids; and
- maintaining a hygienic environment.

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

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

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

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 before and 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 fluids²

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.

² 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.

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 with our contracted cleaner by

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

Exclusion guidelines for an infectious disease

In the occurrence of an infectious disease, as indicated by National Quality Standards regulation 88, the Director with the support of her staff will ensure that steps are taken to prevent the spread of the disease.

- The child will be isolated from other children.
- The child's parent will be contacted and asked to collect or arrange collection of the child by an authorised emergency contact from kindergarten as soon as possible.
- The kindergarten community will be informed of the infectious disease via e-mail (or hard copy if a family does not have an e-mail address) and via a note displayed on the front door.
- The child will be excluded for the appropriate time as prescribed by the book "You've Got What? - Prevention and control of notifiable and other infectious diseases in children and adults" 2009.
- Children and adults with an infectious disease will be asked to abstain from kindergarten until their infection is clear and they have approval from their doctor to return to kindergarten.

Excursions

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

- Ensuring the emergency bag is always packed with gloves, tissues, spare clothes, sanitising gel, disposable bags as well as the regular first aid equipment.
- Staff conduct a risk assessment prior to each excursion and hygiene requirements are part of this.

References

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

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/policies

National Quality Standards. Standard 2. Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

Policy review

- Uraidla and Hills Community Kindergarten staff will review the Hygiene and Infection Control Policy and procedures, and related documents, including behaviours and practices biannually
- 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.

This policy was ratified by Governing Council in 2017 and will be reviewed in 2019 or as required if earlier.

Kindergarten management

Parents form our *Governing Council* and are elected each year at the *Annual General Meeting* to manage and coordinate centre operations in partnership with staff. *Governing Council* assists in decision making concerning services provided, social activities and parent talks, policy making, community activities, facilities maintenance and improvement, and fundraising.

We encourage your participation at this level as the quality of our kindergarten relies on the support of the families who use our service. *Governing Council* meets twice each term, and all parents are invited to attend meetings. Joining *Governing Council* enables you to actively participate in our kindergarten and get to know other parents and staff. No experience is needed. We welcome your comments, suggestions and concerns.

Relationships

Relationships are the foundation of all that we do in our kindergarten environment.

Developing and maintaining positive relationships with the child, their family and the kindergarten community is fundamental in understanding the child and their context.

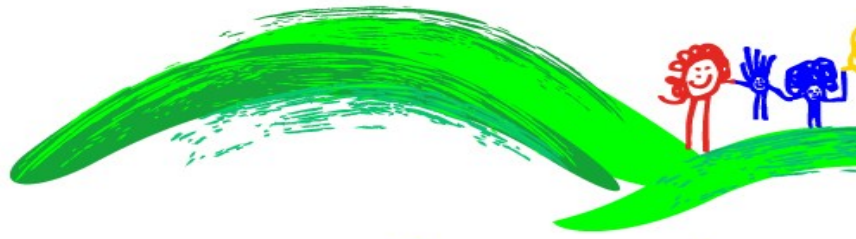
Only then can we ensure that we provide learning opportunities to support the individual child to reach their full potential.

Learning environment

Our learning environment is welcoming, creative, challenging and inclusive.

To meet your child's developmental needs the centre is well equipped with an extensive range of tools and equipment to provide for emotional, physical and cognitive learning. Our outdoor area provides numerous areas for your child to explore, discover and create.

Children are involved in learning experiences that encourage the development of self confidence, problem solving, social and life skills, resourcefulness, positive decision-making and independence.



Uraidla and Hi

Excursion Policy

Local Excursions

- Prior to excursion Risk Assessment and planning in place ensuring health requirements met and family contact details carried by staff and contingency plans clear.
- Maintain a 1:6 ratio as required.
- All staff will accompany children on walks around Uraidla.
- Children will walk together in pairs if appropriate.
- Crossing roads, one staff member will ascertain road is clear and stand in the middle of the road as children cross.
- Inclement Weather-too hot (35 degrees +/- or high fire danger day or too wet), excursion will be cancelled.
- All staff and children to be dressed appropriately for the weather conditions.
- A staff member will take a roll call before leaving Kindy and before returning from the excursion.
- A staff member will carry a first aid kit.

Short walk with small group in and around Uraidla including movements to or around the school

- Other staff members to be aware who is leaving the site, when and how long.
- Permission has been granted through cover sheet included in enrolment package.
- No more than 6 children to 1 staff.
- Children will stay with staff member and walk together as a group.
- Children and staff to be dress appropriately as determined by the weather.
- Staff member to take a working mobile phone.

Bus Excursions

- The ratio of adults, including staff / parents, to children will aim for 1:6. Designated adult to specific children.
- One staff member will take a first aid kit, tissues, toilet paper, drinking water and change of clothes.
- All children will be educated to remain seated whilst the bus is travelling (adults to enforce this).
- Toileting- children will have time to visit the toilet before leaving Kindy and throughout the day.

- Staff member will take a roll call before leaving Kindy and when returning to the bus. A mobile phone will be carried at all times.
- Staff will ensure that any child requiring extra supervision is supported either by their parent or a staff member.
- Any child who is attending Kindy on a 1:1 adult/child support will only travel on the excursion with their support teacher or parent/carer.
- If required, all children will be responsible for carrying their own food and drink in a suitable bag/backpack.
- Children and staff to be dress appropriately as determined by the weather.
- Inclement weather- according to the excursion planned, staff will be responsible for cancelling the excursion if the weather is too hot or too wet or if it is a high bushfire risk day.
- Following Risk Assessment preceding excursions all family contact details carried by staff in case of an Emergency or Incident.

References

National Quality Standards. Standard 2 Children's Health and Safety.

www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

DECD Application to Conduct an Excursion - form ED169

DECD Consent for Camp/Excursion - form ED170

DECD Excursion Risk Assessment

This policy was ratified by Governing Council 2018 and will be reviewed in 2020 or as required if earlier.



Government of South Australia
Department for Education and
Child Development



Uraidla and Hills Community Kindergarten

Sustainability Statement

At Uraidla and Hills Community Kindergarten we are committed to provide opportunities for our children to develop skills, understandings and values for sustainability and to consider their place in developing a sustainable future.

We aim to actively care for the environment and contribute towards a sustainable future. We believe that working with children to act sustainably and look for opportunities to find sustainable options will develop positive lifelong attitudes towards the environment and sustainability. We promote a number of sustainable practices in the kindergarten environment and engage the children to respect and care for our environment.

Reduce, Reuse Recycle

We aim to reduce waste in the kindergarten through reusing and recycling. Communication primarily occurs through email, thus reducing the use of paper. Toner cartridges are recycled.

Families are encouraged to bring recyclable materials to kindergarten for art, craft, gardening etc. and children are, encouraged to recycle their own paper and scrap waste.

Children are encouraged to have fewer wrappers in their lunch boxes and in term 3 each year we will introduce the "Nude Food" concept and work towards embedding this into the kindergarten culture. From this we discuss the idea of minimising waste, landfill and the environmental impact of this.

Children learn to identify the recycling symbol on packaging and learn to identify the appropriate bin for their rubbish. Compost, recycle or reuse and rubbish waste. These bins are coloured to match home council waste bins.

Compostable scraps go into either the Bokashi bin, the compost tumbler or are fed to the worms in the worm farm. Children source the Bokashi juice and the worm juice to water the plants with this rich natural fertilizer. Autumn leaves and shredded paper is added to the compost tumbler and all compost is when ready added to the garden.

A range of experiments are conducted throughout the year to investigate the breaking down of different materials; or the water uptake of plants; or the growth of roots and shoots on bulbs etc. Junior scientist's hypothesis and record their predictions and then again record the outcomes.

Our Outdoor Learning Environment

Children are taught and supported to develop an appreciation and care for their natural environment. Opportunities are planned for and arise spontaneously to explore relationships with living things. Children feel, explore, discover, imagine, create, share, investigate, respect and otherwise engage with nature with enthusiastic educators who provide for their learning and development.

Each year we wish to work with the Red Shed in the Uraidla Community to support and add to our outdoor learning environment. In 2016 we designed and with support from volunteers at The Red Shed we made the bee hotels for our kindergarten garden. Each year we plan to add to this initiative with support from either The Red Shed or other local community groups.

When we opened the kindergarten in 2015, our outdoor environment was very sterile and uninviting. Each year we work with our kindergarten community to determine their interest and identify an area of outdoor space to explore and develop further for the children.

Children are taught to work the soil, add compost and get the garden ready for planting. Seasonal vegetables and herbs are planted and the children are involved in the process every step of the way from paddock to plate. With harvesting and cooking their produce being the highlight for many. Throughout the process children are engaged in charting the growth of different plants and recording their findings.

Lifecycles

Each year educators source a range of different animals to watch and monitor to develop an understanding of the cycles of living organisms. Often children and families collect tadpoles and caterpillars for us to nurture and learn about. A range of pets visit us for anywhere from 10 minutes to a week and once again we learn from each and everyone. During term 3 each year we incubate some eggs and watch chickens grow and mature before they are then accommodated for by our parent community.

The cycle of a sunflower seed is explored in great detail across the year. In term 4 children plant the seeds to welcome the new cohort of children into the kindergarten the following year. Over the holidays they grow and flower in time for the new young learners and their families in term 1. As the plant begins to die children watch and monitor what is happening. When the time is right the seeds are collected and shared. Some seeds are saved and packaged and shared with the reception students who planted them. Some seeds are fed to the birds. Some seeds are saved to be replanted in term 4 for the next cohort of children.

Water Conservation and Power Conservation

During term 1, children are taught the symbols of full flush and half flush on the kindergarten toilets and why this is important. Water saving taps have been installed in the children's bathroom and in the outdoor area. Children begin to understand the need for conserving our water and this is encouraged as they play in their outdoor environment. A rainwater tank is installed to support the sand play and in time another one will be installed near the mud play.

Most of the kindergarten lights operate with motion sensors and the air-conditioner turns itself off after a given time. We are fortunate to have natural light flow into the kindergarten and at different times of the year we sometimes operate with all our lights off, giving us a different ambience to work with.

During winter children begin to notice the warmth when sitting in the sun. We will extend this to introduce the power of the sun in a manner appropriate for our young learners.

Supporters

The kindergarten uses the resources of KESAB, Natural Resource Management and our local community.

Evacuation plan

The kindergarten has an emergency evacuation plan posted at exit points in the building. Please make yourself familiar with its detail. The evacuation plan is rehearsed regularly.

Briefly, the evacuation plan entails:

- Person who notices emergency immediately notifies staff.
- Staff sound warning signal. Phone emergency services.
- Inside staff member collects roll and children, take to evacuation point and check roll.
- Other staff member collects first aid box; double checks play areas to ensure no children are left behind.

The kindergarten curriculum

Our learning programme, which encompasses all the interactions, experiences and routines that make up each child's day, is based on the National Curriculum for 0-5 year olds; Early Years Learning Framework (EYLF) *Belonging, Being and Becoming*. This is designed to promote the development of essential life skills and competencies.

Early Years Learning Framework – Belonging, Being, Becoming

As educators with children from birth to five years, we support the principles and practices of this document and use the learning outcomes as a central part of our engagement with children and as the basis of both planning for and reporting achievement.

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

EYLF'S learning outcomes are broad, long-term accomplishments and include the following:

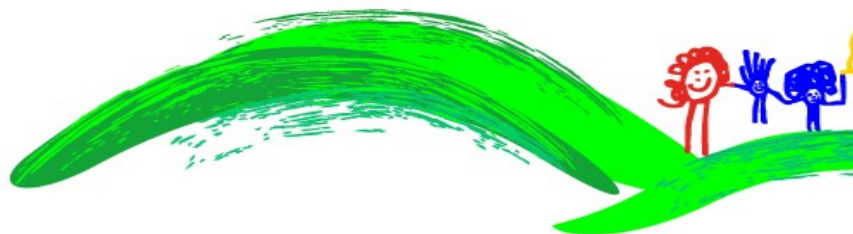
- Children have a strong sense of identity.
- Children are connected with and contribute to their world.
- Children have a strong sense of wellbeing.
- Children are confident and involved learners.
- Children are effective communicators.

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

Birthday celebrations

The kindergarten celebrates each child's birthday in our own special unique way at group-time.

Sometimes parents would like to add to this by giving the other children a small gift of some kind (a balloon, a sticker or bubbles, etc.). This is, of course, very welcome, but is not expected; it is each family's personal choice. For any other arrangements please speak with the Director.



Uraidla and Hi

Behaviour Management and Anti-Bullying/Harassment Policy

When we are safe, happy and feel supported we are best able to grow and learn.

We believe that everyone has the right to feel safe and secure all the time and to learn and develop in a psychological and physically safe, environment.

Children learn best when they experience success and have positive self-esteem.

Behaviour is an expression of feelings. Behaviour communicates needs, anxieties, concerns, pride, happiness..... Our role is to help the children in our care express their feelings in a manner that shows care and respect for others and in a way that supports their personal needs.

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.

At Uraidla and Hills Community Kindergarten we believe that...

Children and adults in our kindergarten community have the right to feel...

- | | | |
|-------------|-------------|-------------|
| * Trusted | * Secure | * Supported |
| * Respected | * Accepted | * Cared for |
| * Valued | * Emotional | * Safe |
| * Welcomed | | |

With this right comes the responsibility for everyone to display...

- | | | |
|----------------------------|---------------------------|--------------------------|
| * Tolerance to Diversity | * Fairness | * Honesty |
| * Their emotions | * Respectful Behaviours | * Equity |
| * Helpfulness | * Support for each other | * Praise and celebration |
| * Friendliness to everyone | * Active listening | * Politeness |
| * Care for each other | * Co-operation | * Negotiation |
| * Collaboration | * Sharing and turn taking | |

Behaviours we will encourage to maximize positive interactions are...

- Those behaviours mentioned above
- Inclusive and acceptance of all peoples
- Participation and turn taking
- Age appropriate positive interactions and language that underpin the development of relationships with peers and adults
- Encouraging children to take responsibility for their own actions
- Protective Behaviour skills ie. "Stop! I don't like it"



- Encouraging children to voice their opinions and ideas
- Walking inside the building
- Washing hands before eating and after toileting

Behaviours we will discourage are...

- Being hurtful, emotionally and physically
- Throwing sand/stones/toys
- Harassment / Bossiness / Bullying
- Being disrespectful
- Bad language and verbal abuse
- Racial taunts
- Climbing fences and gates
- Running inside the building
- Destruction of property
- Threatening others

Effective communication and learning occurs when families and educators work together to develop common goals for a child's well being, learning and development.

Staff and parents need to share responsibility, being consistent at all times, creating a safe, secure environment for children, and modelling appropriate behaviours.

As a staff team we will 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 well being and gives opportunities to express feelings through sensory and other forms of play
- Modelling positive verbal and non-verbal behaviours that are respectful and inclusive of all children and their families.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour
- Planning enabling opportunities for the development of skills including resilience, agency, entry and exit skills when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- Interacting positively and acknowledging and modelling respectful behaviour
- Valuing children as individuals within their family and cultural context
- Involving children in goal setting, developing group norms and the development of behavioural expectations and consequences so that children understand what is expected.
- Intentional teaching of 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
- Shared discussion - staff and children, looking at potential problems and managing current issues
- Meeting with children to discuss what makes them feel safe and unsafe at kindy.
- Modelling and supporting children in problem solving, negotiation and conflict resolution skills and to manage emotions appropriately
- Valuing family consultation and respecting individual perspectives.



- Teaching child protection strategies so children can protect themselves from inappropriate behaviour of others.
- Noticing and acknowledging appropriate behavioural responses by children
- Supporting children to adjust their behaviours to cope with change
- Maintaining consistency with the policy
- Ensuring that no child is made to feel rejected, insecure, embarrassed or ashamed

We will respond to challenging behaviours by:

- Managing inappropriate behaviour immediately when it occurs.
- Reminding children of expectations and limits and the reasons for these
- Calmly discussing the inappropriate behaviour with the child/children involved
- Redirect the play or the child
- Praise the child when behaviour is appropriate
- Support the child with "time in" the activity or social situation.
- Offer choices and give reminders when behaviour is inappropriate
- After discussion and supported "time in", if inappropriate behaviour continues then "thinking time" away from the activity may be necessary.
- Communicating with and involve families at the earliest opportunity to work together positively to assist the child's well being and learning. All conversations remain confidential.
- 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.
- Being aware of our limitations and seeking assistance when required through DECD support services
- Withdrawing children when they are at risk of hurting themselves or others, ensuring that an adult is with them all the time
- investigating and documenting serious incidents both at site and through DECD's Incident Management System

Parents and caregivers can support the site behaviour policy by...

- Reading the behaviour policy and seeking clarification if needed.
- Working in partnership with the kindergarten staff to support a unified approach.
- Discussing with staff any concerns
- Informing staff of any changes in the child's home life
- Supporting staff by adopting similar expectations at home

With this support children will be able to;

- Take responsibility for their actions
- Work together in a co-operative manner
- Negotiate and problem solve with their peers
- Communicate effectively
- Express feelings, wants and needs
- Have respect for themselves and others
- Be happy, safe, confident and relaxed individuals
- Protect themselves and their belongings
- Show initiative and take calculated and supported risks



References

DECD Behaviour Guidance Code

DECD Behaviour Support Policy for Early Childhood Services

www.decd.sa.gov.au/childrensservices/pages/earlychildhoodreform/interactions

National Quality Standards. Standard 5.1 and 5.2 Interactions with Children.

www.decd.sa.gov.au/docs/documents/1/GuidetotheNationalQuality-2pdf

www.decd.sa.gov.au/docs/documents/1/GuidetotheNationalQuali-3.pdf

This policy was ratified by Governing Council 2016 and was reviewed in Feb 2019





Procedure for movement of children to and from Out of School Hours Care at Uraidla Primary School

Some children from our kindergarten attend Uraidla Primary School OSHC programme (before and/or after school). For some families this is a regular arrangement, for others it is an occasional booking.

By following these guidelines we can ensure all children are safe whilst moving from one service to another and that their arrival and departure from each area is noted by staff and recorded.

Guidelines for Staff, Parents and Children

- Parents are responsible for booking their children into Uraidla Primary OSHC in advance of each session required.
- Parents also need to record each booking for their child on the sign in sheets at kindergarten, so staff are aware of what arrangements have been made.

Before Kindergarten:

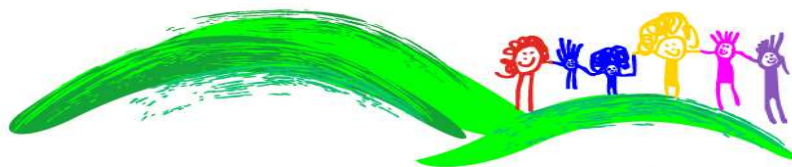
- Parents/guardians will sign their child in on the attendance sheet at OSHC between 7am and 8.45am
- At 9am an OSHC staff member will accompany the children to kindergarten via the passage and internal kindergarten entrance, help them put their bags in lockers, organise their lunch and drink and sign each child on the kindergarten sign in sheet.

After Kindergarten:

- At 3pm kindergarten staff will check the sign in record for instructions about who is attending OSHC on that day and sign those children out on the sheet.
- The staff will help the children gather their belongings and any notices for parents etc.
- One staff member will then walk the children to OSHC via the school passageway, help them place their things in a locker and verbally 'hand over' the children to an OSHC staff member, who will sign them in on the attendance sheet for that session.

Children's Responsibilities

- Each child needs to gather and be responsible for their own belongings and be ready to walk as a group to either OSHC or kindergarten.
- Whilst moving back and forth between kindergarten and OSHC each child is expected to walk calmly and quietly with the adult responsible for them, taking care not to disturb other students working and learning in the school.



Uraidla and Hills Community Kindergarten

Assessment and Continuity of Learning Policy and Practices

Assessment is the process that we use to build up a picture of your child's learning and development to support our curriculum planning and early learning. Assessment provides us with information that we use to make decisions about how we respond to each child, building on their individual strengths, interests and knowledge and to support them in their learning. Every time we interact or observe your child we are making an assessment about their learning and wellbeing.

Some specific times when we are assessing include the following;

Information received from families at enrolment

Parents are asked to share their child's strengths and interests before the child begins. This provides us with some background knowledge of your child and enables us to plan some experiences that will support the child's start at kindergarten.

Conversations and celebrations

We aim to foster belief in our children that they can be and are successful learners. In their interactions with children staff support them to acknowledge their learning and self-assess their development.

Prior to kindergarten experiences

Where children have accessed additional care other than their parent, we will seek your approval to share a conversation with their carer. This additional information provides another avenue for us to understand how best to support your child as they begin their kindergarten year.

Collection of children's drawings, ideas for learning and brainstorming ideas.

Copies of these documents are kept at kindergarten (in their learning folders) showing children's progression of ideas, skills, strengths and interests through the year.

Staff reflections about children.

Throughout the year kindergarten staff observe and record children's interactions, learning, strengths, interests and progress. These observations are shared informally and at staff meetings and are the foundation for designing a curriculum for individuals and cohorts of children. These observations are recorded in our Observation Book and are confidential.

Planned interviews

Throughout the year we invite families to meet with us and discuss their child's progress. We chat about the child's strengths and interests, home life and kindy life. Together we establish some learning goals to support the development of the whole child (physical, social, emotional, and cognitive) both at home and at kindy. Interviews are made outside of session time, after 3.10pm. These may be requested by staff or parents. Every family is offered an opportunity for this interview. It is the parent's choice to take up the offer or not. Across the year we may have one or several meetings of this nature depending on the wishes of the family and the staff.

Summative Statement of Learning

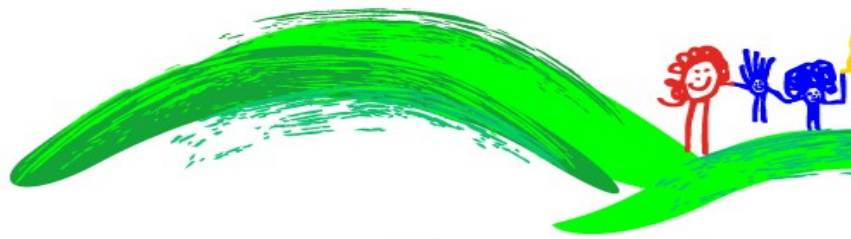
At the end of their kindy year we create a Statement of Learning about your child. This statement is a report of your child's progress and highlights what we have seen and our understanding of your child's development in these areas- Cognitive, Health & Physical, Literacy and Language, Numeracy, Self, Social and Wellbeing.

This report is passed on to your child's school, a copy goes to you and a copy stays at the kindergarten.

Handover Meeting

We meet with our local schools and provide a synopsis of the child's year at kindergarten with both the school principal and where possible the reception teacher. The school then receives a copy of your child's summative report.

Policy ratified by Governing Council 2021 and reviewed in 2023 or as required.



Uraidla and Hi

Allergy Aware Policy

Allergies in Early Childhood

Although allergic reactions are common in young children, severe life-threatening reactions are uncommon and deaths are rare.

Foods are the most common cause of allergies in infants and young children. Food allergies may become evident during the first 12 months when a child is given a food for the first time.

This policy is designed to ensure a safe environment for all children who have allergic reactions and applies to all children and families attending Uraidla and Hills Community Kindergarten.

When a child attends the kindergarten with known anaphylactic allergies all preschool families will be made aware of the allergy and will be asked to not provide that food at all in children's lunch or snack boxes. The name of the child and their family will remain confidential.

Nuts at Kindergarten

Nuts are not an appropriate food type for preschool children as their oesophagus has not developed enough to consume this food. Many children at this age are being introduced to nuts and reactions may not yet be known. Mild reactions to nuts can be quite common. With this in mind and to avoid potential choking hazards we ask that no nut products be sent, consumed or purchased for use within the Centre.

Please be aware that this includes:-

- * Peanut Butter in any form e.g. sandwiches/dippers
- * Nutella or Nutella products
- * Other obvious nut products including loose nuts or muesli bars containing nuts
- * Any product which states "contains nuts" on the packaging

What is Anaphylaxis?

Anaphylaxis is a severe and sudden allergic reaction. It occurs when a susceptible person is exposed to a specific allergen (such as a food or insect sting). Reactions usually begin within minutes of exposure and can progress rapidly over a period of up



to two hours or more. Anaphylaxis is potentially life threatening and always requires an emergency response.

Anaphylaxis may be triggered by food allergens. Other substances that can trigger severe allergic reactions include medications (especially antibiotics), bee and other insect stings.

The Epipen Auto-Injector

The Epipen is an auto injector that delivers a single dose of adrenaline into the muscle of the outer thigh. There are two dosage sizes - the Epipen, and the Epipen Jr. The Epipen Junior is for children weighing between 10kg and 20kg. It is the responsibility of the parent/carer to provide an Epipen if their child has been medically diagnosed to be at risk of anaphylaxis. Medical advice is that any child who has been diagnosed as requiring an Epipen should not attend the Centre unless an Epipen is provided by the child's parent/carer.

Parent Responsibilities

Parents/Caregivers need to notify the Kindergarten Staff if your child is at risk of any allergic or anaphylactic reaction either at the time of enrolment or as soon as possible after a diagnosis is made.

Parents are responsible for providing indate and named medication to the kindergarten.

If your child has been identified of being at risk of an allergic or anaphylactic reaction we will work with you to:

Complete an individual Health Care Plan including:

- Clear identification of the child (photo displayed)
- Documentation of the known triggers
- Documentation of the first aid response including any prescribed medication
- Identification and contact details of the doctor who has signed the action plan.
- Provide up-to-date information on changes to allergies or medications

Staff Responsibilities

- Obtaining medical information/Health Care Plan for those children at risk
- Displaying child's photograph labelled with identified allergen
- Maintaining up-to-date relevant First Aid and Anaphylaxis Training at all times
- Thorough supervision of all eating routines
- Enforce "no sharing" of food
- Maintain high standards of hygiene
- Enforce specific "allergen free" policies relevant to the child's allergy for the duration of that child's attendance at the Centre
- Continuing age appropriate education of children with severe allergies with the aim of positive long-term self-management

Thank you for your cooperation in helping to make Uraidla and Hills Community Kindergarten a safe place for all children.

This policy was ratified by Governing Council in 2019 and will be reviewed in 2021 and as required if earlier.



Uraidla and Hills Community Kindergarten

Transition Program Policy

Our transition program will be available terms 2, 3 and 4 each year for children who have registered an interest in attending our kindergarten the following year and who are both fully immunised and toilet trained.

Children can access one morning per week on a Monday, Tuesday, Wednesday or Thursday from 9a.m. to 12 noon. Sessions are only available if enrolment numbers allow and are dependent on the events at the kindergarten.

Bookings need to be made in advance. If all spots are taken for that day parents will need to choose an alternative day or wait until the following week.

This program is not funded by the government, therefore the cost for each session will be \$30-00, which must be paid on the day that the service is used. This fee allows us to employ additional educators to support the program. The kindergarten does not hold cash, so change is not available.

An enrolment form needs to be completed along with a copy of the child's immunisation record and their date of birth must be maintained at the kindergarten. No additional support is available for children with additional needs.

All children must be toilet trained. If a child is not managing with the service, the Director reserves the right to suggest that the family holds off for a little while.

This transition program cannot disadvantage the learning for those children in their kindergarten year.

Your child will need a piece of fruit, a water bottle, a hat and a change of clothes. Thongs are unsuitable for kindergarten.

Families should read our information available on our website www.uraidlakgn.sa.edu.au to familiarise themselves with kindy policies and routines.

Review – The Transition Program Policy will be reviewed biannually, by a process jointly involving staff and the Governing Council.

This policy was ratified by Governing Council 2021 and will be reviewed in 2023 or as required if earlier.



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Safety and security

Arrival and departure of children

On arrival please accompany your child into the kindergarten and greet a staff member. This ensures that staff are aware of your child's presence and provides an opportunity to share information that is relevant on the day. Please sign for your child when arriving at kindergarten. The sign in register is located on the sign in desk. Please note any changes to regular collection procedures in this register.

Leaving kindergarten

It is important that staff know who is collecting your child each day and that each child is farewelled by a staff member at the end of their kindergarten session. If, on any given day the routine for collection should change, please indicate this in the sign in register. When collecting your child from kindergarten please sign the register to indicate that the child is now in your care.



Uraidla and Hills

Community Kindergarten

Bushfire Safety Policy

This document outlines the Kindergarten's policy if a fire is present in the local community and advice for families on days of catastrophic weather conditions.

Our first concern at all times is the safety of the children.

On days of 'Code Red Catastrophic Fire Danger', the Kindergarten will be closed.
In this event, no one will be in attendance at the kindergarten as specified by the Department for Education (DfE).
CFS Catastrophic Day Hotline 1800 00 279 or www.cfs.sa.gov.au

In this situation parents are encouraged to operate their own Bushfire Plans and include your children and their safety in your plans. Please do not include the kindergarten as a safe refuge for yourself.

Where the kindergarten has prior warning of a possible closure parents will be informed by either email/ text message or a phone call.

A prepared note will be placed on the front fence explaining why the kindergarten is closed.

On all other days the kindergarten will remain open; however, parents are encouraged to;

- Consider keeping your child home with you;
- Leave a contact phone number with educators if you are not going to be home;
- Listen to the radio (ABC radio AM891) during the kindergarten day for updated weather reports.

Please note that on days of a Total Fire Ban any excursions planned may be cancelled at the discretion of the Director.

Procedures for staff and students are well documented and practice fire drills for both internal and external fires are held at kindergarten on a regular basis.

If you are in the kindergarten grounds and hear the school bell ringing three times, then quickly move outside the building to the school oval.

If you are in the kindergarten grounds and hear the group time bell ringing continuously then quickly move inside the building.



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When a fire has occurred adjacent to or is threatening the kindergarten

- Children and adults will be kept inside the kindergarten building and the Bushfire Action Plan (BAP) will be implemented.
- The Director is responsible for decision-making regarding the safety and movement of children and staff, unless police and emergency services personnel intervene directly.
- The Director remains responsible for the children until they are collected by their parents or emergency contacts.
- Children will only be released to those indicated as emergency contact people on the child's enrolment form or where the kindergarten has written permission from parents to release children to an alternate carer in a bushfire emergency or verbal permission at the time.
- Parents or emergency contacts must sign their children out before taking them.

Staff will stay with the children and remain on site until all children have been collected.

Please do not put yourselves at risk to collect your children.

Parents are welcome to view our **Bushfire Action Plan** available above the lockers.

CFS Catastrophic Day Hotline 1800 000 279 or www.cfs.sa.gov.au

This policy was ratified by Governing Council 2020 and will be reviewed in 2022 or as required if earlier.



Government of South Australia
Department for Education

Uraidla Kindergarten Philosophy Statement

Our philosophy aims to reflect the shared values of our Adelaide Hills community, its children, families and educators.

We have strong connections with both our natural and built environments and aspire to look after these for future generations.

Relationships are at the heart of what we do.

We value genuine connections that promote collaboration and mutual respect. Through these nurturing and trusting relationships we strive to achieve the best outcomes for all.

Everyone is unique, capable and competent.

We value the diversity of cultures, individual thoughts, ideas and ways of learning and endeavour to respond flexibly in our practices and curriculum.

Learning is a lifelong process.

We value individual strengths and interests. From this foundation we facilitate a spirit of inquiry and a culture of continuous learning, reflection and growth.

We believe skilfully guided play supports the development of creativity, flexible thinking and collaboration.