POLICIES & PROCEDURES

- Philosophy Statement
- Leadership and Service Management - Education & Care Services National Regulations - Chapter 4 – Operational requirements Part 4.7:
  Division 2 – Policies and Procedures
- Enrolment and Orientation Policy
- Preschool Priority of Access Policy
- Fees Policy
- Children’s Health and Safety - Education & Care Services National Regulations - Chapter 4 – Operational requirements Part 4.2:
  Division 1 – Health, safety and wellbeing of children
  Division 2 – Incidents, injury, trauma and illness
  Division 3 – Medical conditions policy
  Division 4 – Administration of medication
  Division 5 – Emergencies and communication
  Division 6 – Collection of children from premises and excursions
- Assessment and Report Policy
- Child Protection Policy
- Arrival and Departure Policy
- Excursion Policy
- Administration of Medication Procedure
- First Aid Policy
- Medical Conditions Policy and Procedure
- Nappy Changing and Toileting Procedure
- Parent Concerns and Complaints Policy and Procedure
- Permission to use photos/videos of Children Policy
- Healthy Food Policy
- Site Behaviour Code
- Hot Weather Policy
- Sun Safe Policy
- Emergency Policy
- Volunteer induction Policy
- Staff Grievance Policy
- Manual Handling Policy
- Purchasing Policy and Procedures
- Psychological Health Policy
- Performance Management Procedure (to be drafted)
Philosophy Statement

Kensington Gardens Preschool is a vibrant and happy learning community where children, families and educators work together to provide the best foundation for each child’s wellbeing and learning. We have created an environment that is warm and inviting to children and their families, a community where cultural diversity is respected and reciprocal relationships are valued. We respect our families as the first educators of their children and work together to build trusting relationships that encourage family participation.

Our preschool learning environment promotes creativity, discovery and risk-taking through play. We believe that children learn best through play that intrinsically engages them in hands-on, real life, active experiences. Our beautiful outdoor environment provides opportunities for children to connect with others and learn through natural materials. The physical environment is an invitation to learn and promotes learning through solitary and social play.

We see children as competent and capable learners who come to preschool with a wealth of knowledge and ideas about the world. Our learning program is inspired by the work of the preschools in Reggio Emilia, Italy. We work together with children through long-term projects to discover ideas, develop theories and provide opportunities for learning and research alongside the children. Our environment encourages children to take an active role in their learning and they will be supported by enthusiastic adults who are themselves motivated to learn and lead.

The curriculum emerges through interest and experiences, and social interaction between peers and adults. Educators reflect on the interests and development of the children and use this understanding to plan their programs, facilitating rather than directing the learning process. Children are empowered to have genuine voice and choice in both their learning and the learning environment.

We believe that the curriculum must celebrate today as well as being visionary about tomorrow. We acknowledge our rapidly changing society and the new demands that will be placed on our children and will empower our learners with the skills and dispositions they will need now and in the future.

Kensington Gardens Preschool is a dynamic centre that aims to develop creative, confident learners who have a strong sense of self. Children are encouraged to think independently, to embrace new challenges, to work collaboratively, to build new friendships and to celebrate their successes.
Education & Care Services National Regulations

Chapter 4 – Operational requirements, Part 4.7 Leadership and Service Management, Division 2 – Policies and Procedures

Regulation 168 – Education and care service must have policies and procedures

Kensington Gardens Preschool has prepared policies and procedures in relation to the following:

a) Health and safety, including matters relating to:
   i. nutrition, food and beverages, dietary requirements; and
   ii. sun protection; and
   iii. water safety, including safety during any water-based activities; and
   iv. the administration of first aid.

b) Incident, injury, trauma and illness procedures complying with Regulation 85.

c) Dealing with infectious diseases, including procedures complying with Regulation 88.

d) Dealing with medical conditions in children, including matters set out in Regulation 90.

e) Emergency and evacuation, including the matters set out in Regulation 97.

f) Delivery of children to, and collection of children from, the premises, including procedures complying with Regulation 99.

g) Excursions, including procedures complying with Regulations 100 to 102.

h) Providing a child safe environment.

i) Staffing, including:
   i. a code of conduct for staff members; and
   ii. determining the responsible person present at the service; and
   iii. the participation of volunteers and students on practicum placements.

j) Interactions with children, including the matters set out in Regulations 155 and 156.

k) Enrolment and orientation.

l) Governance and management of the service, including confidentiality of records.

m) The acceptance and refusal of authorisations.

n) Payment of fees and provision of a statement of fees charged by the service.

o) Dealing with complaints.

Regulation 170 – Policies and procedures to be followed

Kensington Gardens Preschool has included details of the policies and procedures to be followed at the service in the Staff Induction folder.

Regulation 171 – Policies and procedures to be kept available

Kensington Gardens Preschool has developed a Policy Manual containing copies of the current policies and procedures required under Regulation 168 and ensures it is kept accessible to staff, volunteers and families at all times.
Regulation 172 – Notification of change to policies and procedures

1) Subject to (3) below, Kensington Gardens Preschool will ensure that parents of children enrolled at the service are notified at least 14 days before making any change to a policy or procedure referred to in Regulation 168 that may have a significant impact on –
   a) the service’s provision of education and care to any child enrolled at the service; or
   b) the family’s ability to utilise the service.

2) Kensington Gardens Preschool will ensure that parents of children enrolled at the service are notified at least 14 days before making any change that will affect the fees charged or the way in which fees are collected.

3) If Kensington Gardens Preschool considers that the notice period would pose a risk to the safety, health or wellbeing of any child enrolled at the service, it will ensure that parents of children enrolled at the service are notified as soon as practicable after making a change referred to in (1) above.

REVIEWED : SEPTEMBER 2012
Enrolment and Orientation Policy

National Quality Standard 6.1 Regulation 168 (2) (k) Key Related Regulations: 160, 161, 162, 177

DECD Preschool Enrolment Policy

The Department for Education and Child Development is responsible for providing preschool education programs in a range of government funded centres including kindergartens, school-based preschools (previously known as child parent centres), integrated centres and Early Childhood Development Centres. These centres provide sessional preschool for eligible children, and where possible, unfunded programs to support young children such as pre-entry sessions, emergency care and playgroups.

Eligible enrolments

Kensington Gardens Preschool offers the following programs to children who are eligible enrolments for funding purposes:

1. Children aged 4 years and above are entitled to attend a preschool program for the equivalent of up to 15 hours per week for up to 40 weeks prior to entering formal schooling.
2. Children who are Aboriginal or under the Guardianship of the Minister for Education and Child Development are entitled to attend preschool from the age of 3 years. The child can attend up to 12 hours per week which then increases to 15 hours once the child turns 4 years of age. The child is also entitled to continue attending the preschool program until 6 years of age.
3. Approved Early Entry or Extended Enrolment

The Director may negotiate early entry or extended enrolment when:

- additional time at preschool is likely to significantly improve a child's learning and developmental outcomes
- the preschool has the capacity within its current resources and consultation has occurred between the director, centre staff, parents and, where applicable, personnel from the region, such as Preschool Support Program, Bi-Lingual Support Program, and/or specialist agencies.

These enrolments are to be counted as eligible enrolments for funding purposes, however where a service is experiencing enrolment pressures, children enrolled under Early Entry or Extended Enrolment will take second priority to other eligible enrolments.

Additional information

FAQ’s – Preschool Enrolment Form and Enrolment Process
This policy is located on the DECD web site at:
Preschool Priority of Access Policy  *(Ratified by Governing Council 5.6. 2012)*  

**Purpose**

Enrolments will be determined in accordance with the Preschool Enrolment Policy of the Department for Education and Child Development (DECD) and this Preschool Priority of Access Policy will inform parents/guardians of the criteria that will be used to prioritize enrolments in the event that the site has reached enrolment capacity.

**Scope**

Families are entitled to enrol in any DECD preschool service across South Australia; however where the demand for preschool places exceeds the capacity (number of places available) at that site then the priority of access policy will apply to guide equity in allocating preschool places.

**Objectives**

Parents/guardians who register intent to enrol at the preschool will have their application for enrolment assessed by the site leader and/or Regional Office staff as outlined in Procedure Details. Where a place cannot be offered parents/guardians will be provided with the names of alternate local preschools.

**Procedure Details**

Enrolments will be assessed using the following criteria: -

**Criteria 1: To be used if demand exceeds capacity**

*(Note: The Regional Office has agreed to ensure that at least one option is available to all families living in the region.)*

Children living in the immediate local area, known as the priority catchment area, will have first priority. The boundaries are Glynburn Road, Kensington Road, Penfold Road, Gladstone Avenue and Arthur Street.

**Criteria 2: To be applied if the number of enrolments meeting criteria one exceeds capacity**

Children who meet the first criteria **AND** one or more of the following indicators;

2.1 A child at risk of serious abuse or neglect
2.2 Identifies as Aboriginal or Torres Strait Islander
2.3 Child under the Guardianship of the Minister
2.4 Children in families which include a disabled person
2.5 Children in socially isolated families
2.6 Children in families with culturally and linguistically diverse backgrounds
2.7 Children of single parents
2.8 Children with a sibling that has attended the preschool
2.9 Children transitioning to local schools
2.10 Children with sibling attending local schools

## Roles And Responsibilities

<table>
<thead>
<tr>
<th>Who</th>
<th>Roles and Responsibilities</th>
</tr>
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<tbody>
<tr>
<td>Site Leader or delegate</td>
<td>• Ensures that all enrolling parents/guardians are made aware of the Preschool Priority of Access Policy.</td>
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<td></td>
<td>• Ensures that all staff members dealing with enrolment enquiries are aware of and understand the enrolment procedure.</td>
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<td></td>
<td>• Liaises with neighbouring centres to establish geographic boundaries.</td>
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<td></td>
<td>• Notifies the Regional Office and neighbouring centres when the centre is close to enrolment capacity.</td>
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<td></td>
<td>• Advises parents/guardians of alternate local preschools if a place cannot be offered at this site.</td>
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<tr>
<td>Governing Council</td>
<td>• Ratifies the Preschool Priority of Access Policy.</td>
</tr>
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<td></td>
<td>• Ratifies the priority catchment area.</td>
</tr>
<tr>
<td>Regional Office Staff</td>
<td>• Ensure access to preschool for all eligible children living in the region.</td>
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<td></td>
<td>• Endorse the Priority of Access Policy.</td>
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<td>• Approve priority catchment area in conjunction with those set by surrounding preschools.</td>
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<td></td>
<td>• Coordinate an annual process to identify enrolment pressures and consider strategies to alleviate pressures and disseminate to site leaders.</td>
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## Monitoring, Evaluation and Review

This policy which is published on our website has been ratified by the Governing Council and is subject to regular review by the Governing Council and Regional Office Staff.

## Associated Documents

Department for Education and Child Development (DECD) Enrolment Policy.
Enrolment and Orientation Procedures


We endeavour to provide the best information to families when enrolling their child at our centre. Please tick the information that you are aware of and please see staff if there are some areas that you need assistance.

Information Session will be offered at the end of Term 3. Parents are strongly encouraged to attend.

CHECKLIST:
- Tour of the Centre
- Enrolment form / waiting list form
- Profile Folders
- Centre’s operating hours
- Centre’s phone number, fax, email address
- Parking facilities
- Signing in/out attendance sheets when dropping off and collecting your child
- Procedure for another person to collect your child
- Location of child’s information pockets
- Location of children’s lockers
- Governing Council information
- How to pay fees/location of fees box
- Where to place medication and procedures for competing medication form
- Asthma Plans
- Allergy and Medication Plans
- Ambulance and Emergency procedures
- Who to speak to regarding fees and payments
- Where the policy folders are located
- Routine times for lunch, sleep or rest
- Ringing when your child is going to be absent
- Checking your child’s information pockets daily
- Where the children and adult toilets are located
- Ensuring families update information as needed

Sourced: DECD- EECSR. Families & Centre Staff Team

REVIEWED : SEPTEMBER 2012
Fees Policy

National Quality Standard 6.1   Regulation 168 (2) (k)   Key Related Regulations: 160, 161, 162, 177

The Centre is a Department of Education and Child Development Preschool and is therefore not-for-profit. This means that all money received from fees is used to employ extra staff and to cover the running costs of the program and utilities. This Centre does not hold regular fundraising events and we have an optional donation for World Vision sponsorship of $2 per term.

A term fee is charged for each child, to help cover these costs of running the Preschool service. This fee applies whether the week is interrupted by holidays (other than school holidays) or sickness.

Kindergarten fees need to be paid in full within the first 2 weeks of each term.

<table>
<thead>
<tr>
<th>KINDERGATREN Fees</th>
<th>Term Fees</th>
<th>Optional donation for World Vision sponsorship</th>
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<tr>
<td></td>
<td>$230</td>
<td>$2</td>
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</table>

REVIEWED : SEPTEMBER 2012
Education & Care Services National Regulations

Chapter 4 – Operational requirements, Part 4.2 – Children’s Health and Safety, Division 1 – Health, safety and wellbeing of children

Regulation 77 – Health, hygiene and safe food practices

To minimise risks to children being educated and cared for by the service, Kensington Gardens Preschool will ensure that the staff and volunteers at the service will implement adequate health and hygiene practices and safe practices for handling, preparing and storing food.

This information is included in the Induction Folder for notation.

Regulation 78 – Food and beverages

Kensington Gardens Preschool will ensure that the children being educated and cared for by the service have access to safe drinking water at all times and offered food and beverages appropriate to the needs of each child on a regular basis throughout the day.

Fresh, clean filtered tap water is available at all times and children are encouraged to drink water regularly through the day. Brain food time is offered in the morning and afternoon and lunch is held in the middle of the day (see Healthy Food Policy). This information is included in the Induction Folder for notation.

Regulation 79 – Service providing food and beverages

Kensington Gardens Preschool will ensure that it provides food and beverage to children being educated and cared for by the service that is nutritious and adequate in quantity and has been chosen having regard to the dietary requirements of individual children taking into account each child’s growth and development needs and any specific cultural, religious or health requirements.

Fresh, clean filtered tap water is available at all times and food is provided on an occasional basis (see Healthy Food Policy). This information is included in the Induction Folder for notation.

Regulation 81 – Sleep and rest

Kensington Gardens Preschool will ensure that it takes reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are met, having regard to the ages, development stages and individual needs of the children.
Relaxation time is held after lunch to provide all children with the opportunity for rest and/or sleep. The rest and/or sleep needs of individual children are attended to as required. This information is included in the Induction Folder for notation.

**Regulation 82 – Tobacco, drug and alcohol-free environment**

Kensington Gardens Preschool will ensure that children being educated and cared for by the service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.

This information is included in the Induction Folder for notation.

**Regulation 83 – Staff members not to be affected by alcohol or drugs**

Kensington Gardens Preschool will ensure that staff members or volunteers at the service are not affected by alcohol or drugs (including prescription medication) so as to impair his or her capacity to supervise or provide education and care to children being educated and cared for by the service.

This information is included in the Induction Folder for notation.

**Regulation 84 – Awareness of child protection law**

Kensington Gardens Preschool will ensure that staff members at the service who work with children are advised of the existence and application of the current child protection law and any obligations that they may have under that law.

Mandatory Notification records are available on the DECD website (an example is included in the Induction Manual). Employees are to provide a copy of their current “Certificate of Completion – Responding to Abuse and Neglect” for the Centre’s record. (See also Child Protection Policy.) This information is included in the Induction Folder for notation.

**REVIEWED : SEPTEMBER 2012**
Education & Care Services National Regulations

Chapter 4 – Operational requirements, Part 4.2 – Children’s Health and Safety, Division 2 – Incidents, injury, trauma and illness

Regulation 85 – Incident, injury, trauma and illness policies and procedures

Kensington Gardens Preschool will ensure that the incident, injury trauma and illness policies and procedures required under Regulation 168 includes procedures to be followed by all staff and volunteers at the service in the event that a child is injured, or becomes ill, or suffers a trauma (see First Aid policy).

This information is included in the Induction Folder for notation.

Regulation 86 – Notification to parents of incident, injury, trauma and illness

Kensington Gardens Preschool will ensure that a parent of a child being educated and cared for by the service is notified as soon as practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while the child is being educated and cared for by the service (see First Aid policy).

This information is included in the Induction Folder for notation.

Regulation 87 – Incident, injury, trauma and illness record

Kensington Gardens Preschool will ensure that an incident, injury, trauma and illness record is kept in accordance with this Regulation.

The incident, injury, trauma and illness record must include:

a) Details of any incident in relation to a child or injury received by a child or trauma to which a child has been subjected while being educated and cared for by the service including the name and age of the child; the circumstances leading to the incident, injury or trauma; and the time and date the incident occurred, the injury was receive or the child was subjected to the trauma.

b) Details of any illness which becomes apparent while the child is being educated and cared for by the service including the name and age of the child; and the relevant circumstances surrounding the child becoming ill and any apparent symptoms; and the time and date of the apparent onset of the illness.

c) Details of the action taken by the service in relation to any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service including any medication administered or first aid provided; and any medical personnel contacted.
d) Details of any person who witnessed the incident, injury or trauma.

e) The name or any person whom the service notified or attempted to notify, or any incident, injury, trauma or illness which a child has suffered while being educated and cared for by the service and the time and date of the notifications or attempted notifications.

f) The name and signature of the person making an entry in the record, and the time and date that the entry was made.

The above information must be included in the incident, injury, trauma and illness record as soon as practicable, but not later than 24 hours after the incident, injury or trauma or the onset of the illness.

The DECD Incident, injury, trauma and illness record is located in the Health Folder. For minor incidents or injuries not requiring the use of the DECD form, details are to be recorded on the Injury or Illness Report form.

The following matters must be reported to IRMS as a matter of urgency (within 12 hours):

- Injury or trauma to, or illness of, a child for which medical attention was sought, or ought reasonably to have been sought.
- Attendance of emergency services at the education and care services premises was sought, or ought reasonably to have been sought.
- The death of a child while being educated and cared for by the service, or following an incident while being cared for by the service.
- A child was missing or not able to be accounted for.
- A child was taken or removed from the service in a manner that contravenes the Regulations.
- A child was mistakenly locked in or out of the premises.
- An incident that requires the service to close or reduce the number of children attending.
- A circumstance that posed a significant risk to the health, safety or wellbeing of a child.

If you do not have access to IRMS, you must contact your regional office with details within 12 hours.

IMPORTANT: Do not directly contact the regulatory authority regarding the matters listed. All matters that require reporting will be managed from DECD corporate office.

This information is included in the Induction Folder for notation.

**Regulation 88 – Infectious diseases**

If there is an occurrence of an infectious disease at the Centre, Kensington Gardens Preschool will ensure that reasonable steps are taken to prevent the spread of the infectious disease at the service (see First Aid Policy).

Infectious Disease notification signs are located in the Health Folder. This information is included in the Induction Folder for notation.

**Regulation 89 – First aid kits**

Kensington Gardens Preschool will ensure that an appropriate number of first aid kits are kept having regard to the number of children being educated and cared for by the service; that the first
aid kits must be suitable equipped; and the first aid kits are easily recognisable and readily accessible by adults, having regard to the design of the premises.

The main first aid kit is located on the wall in the kitchen and the portable first aid kit is located in the kitchen storeroom. Additional supplies for the first aid kits (ie extra bandages) are also located in the kitchen storeroom. The Asthma kit is located in the kitchen storeroom. The first aid kits and asthma kit are serviced twice yearly by Industrial First Aid and checked/replenished by staff as required. This information is included in the Induction Folder for notation.

REVIEWED : SEPTEMBER 2012
Kensington Gardens Preschool has developed a Medical Conditions Policy to establish practices in relation to:

- The management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis;
- Informing staff members and volunteers at the service of practices in relation to managing those medical conditions;
- The requirements arising if a child enrolled at the service has a specific health care need, allergy or relevant medication condition including:
  - Requiring the parent of the child to provide a medical management plan for the child; requiring the medical management plan to be followed in the event of an incident relating to the child’s specific health care need, allergy or relevant medical condition; requiring the development of a risk-minimisation plan in consultation with the parents of a child; and
  - Requiring the development of a communications plan.

Kensington Gardens Preschool does not permit the self-administration of medication by children because children at the Centre are not over preschool age.

**Regulation 91 – Medical conditions policy to be provided to parents**

Kensington Gardens Preschool will ensure that a copy of the medical conditions policy document is provided to the parent of a child enrolled at the service if the Centre is aware that the child has a specific health care need, allergy or other relevant medical condition.

This information is included in the Induction Folder for notation.
Education & Care Services National Regulations

Chapter 4 – Operational requirements, Part 4.2 – Children’s Health and Safety, Division 4 – Administration of Medication

Regulation 92 – Medication Record

Kensington Gardens Preschool will ensure that a medication record is kept that includes the details set out below for each child to whom medication is or is to be administered by the service.

The details to be recorded are

a) the name of the child;
b) the authorisation to administer medication signed by a parent or a person named in the child’s enrolment record as authorised to consent to administration of medication;
c) the name of the medication to be administered;
d) the time and date the medication was last administered;
e) the time and date, or the circumstances under which, the medication should be next administered;
f) the dosage of the medication to be administered;
g) the manner in which the medication is to be administered;

The centre will use the “Medication Permission” form available from the DECD website.

Regulation 93 – Administration of Medication

Kensington Gardens Preschool will ensure that medication is not administered to a child being educated and cared for by the service unless:

- the administration is authorised;
- the medication is administered in accordance with Regulation 95 or 96;

Kensington Gardens Preschool will ensure that written notice is given to a parent or other family member of a child as soon as practicable, if medication is administered to the child. Administration of medication to a child is authorised if an authorisation to administer the medication:

a) is recorded in the medication record for that child; or
b) in the case of an emergency is given verbally by a parent or a person named in the child’s enrolment record as authorised to consent to administration of medication; or if a parent or person named in the enrolment record cannot reasonably be contacted in the circumstances, a registered medical practitioner or an emergency service.
Regulation 94 – Exception to authorisation requirement – anaphylaxis or asthma emergency

Despite Regulation 93, Kensington Gardens Preschool will ensure that medication may be administered to a child without an authorisation in case of an anaphylaxis or asthma emergency.

If medication is administered under this Regulation, Kensington Gardens Preschool will ensure that a parent of the child and emergency services are notified as soon as practicable.

Regulation 95 – Procedure for administration of Medication

Kensington Gardens Preschool will ensure that if medication is administered to a child being educated and cared for by the service

a) the medication must be administered
   I. if the medication has been prescribed by a registered medical practitioner, from its original container, bearing the original label with the name of the child to whom the medication is to be administered, and before the expiry or use by date; or
   II. from its original container, bearing the original label and instructions and before the expiry or use by date; and
b) the medication must be administered in accordance with any instructions attached to the medication or any written or verbal instructions provided by a registered medical practitioner; and

c) the dosage of the medication to be administered and the identity of the child to whom the medication is to be administered must be checked by a person other than the person administering the medication.

This information is included in the Induction Folder for notation. See Administration of Medication Procedure.

REVIEWED : SEPTEMBER 2012
Education & Care Services National Regulations

Chapter 4 – Operational requirements, Part 4.2 – Children’s Health and Safety, Division 5 – Emergencies and communication

Regulation 97 – Emergency and evacuation procedures

Kensington Gardens Preschool has prepared an Emergency Policy with emergency and evacuation procedures required under Regulation 168 setting out instructions for what must be done in the event of an emergency and include an emergency and evacuation floor plan.

The policy contains a risk assessment to identify potential emergencies that are relevant to the service.

The emergency and evacuation procedures are rehearsed every 3 months that the service is operating (once per term) by the staff and volunteers and children being educated and cared for by the service. The rehearsals of the emergency and evacuation procedures are documented in the Centre diary, Staff meeting minutes and Business Manager system.

The emergency and evacuation floor plan and procedures are displayed in a prominent position near each exit at the centre.

This information is included in the Induction Folder for notation.

Regulation 98 – Telephone and other communication equipment

Kensington Gardens Preschool will ensure that, when educating or caring for children as part of the service, the staff members of the service have ready access to an operating telephone or other similar means of communication to enable immediate communication to and from parents and emergency services.

A fixed line telephone is available with handsets located on the wall of the kitchen, in the Director’s office, in the main room by the door to the back office area and outside under the verandah next to the electrical box.

This information is included in the Induction Folder for notation.

REVIEWED : SEPTEMBER 2012
Education & Care Services National Regulations

Chapter 4 – Operational requirements, Part 4.2 – Children’s Health and Safety, Division 6 – Collection of children from premises and excursions

Regulation 99 – Children leaving the education and care service premises

Kensington Gardens Preschool will ensure that a child who is being educated and care for by the service may only leave the relevant premises if the child:

a) is given into the care of a parent of the child; or an authorised nominee named in the child’s enrolment record; or a person authorised by a parent or authorised nominee named in the child’s enrolment record to collect the child from the premises; or

b) leaves the premises in accordance with the written authorisation of the child’s parent or authorised nominee named in the child’s enrolment record; or

c) is taken on an excursion in accordance with this Division; or

d) is given into the care of a person or taken outside the premises because the child requires medical, hospital or ambulance care or treatment; or because of another emergency.

Note that in this Regulation “parent” does not include a parent who is prohibited by a court order from having contact with the child.

See Arrival and Departure Policy. This information is included in the Induction Folder for notation.

Regulation 100 – Risk assessment must be conducted before excursion

Kensington Gardens Preschool will ensure a risk assessment is carried out in accordance with Regulation 101 before an authorisation is sought under Regulation 102 for an excursion.

Note a risk assessment is not required under this Regulation for an excursion if the excursion is a regular outing and a risk assessment has been conducted for the excursion.

See Excursion Policy. This information is included in the Induction Folder for notation.

Regulation 101 – Conduct of risk assessment for excursion

Kensington Gardens Preschool will ensure that the risk assessment for an excursion will identify and assess risks that the excursion may pose to the safety, health or wellbeing of any child being taken on the excursion and specify how the identified risks will be managed and minimised.

The risk assessment will consider:
a) the proposed route and destination for the excursion; and
b) any water hazards; and
c) any risks associated with water-based activities; and
d) the transport to and from the proposed destination for the excursion; and
e) the number of adults and children involved in the excursion; and
f) given the risks posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adults with specialised skills are required; and
g) the proposed activities; and
h) the proposed duration of the excursion; and
i) the items that should be taken on the excursion.

In preparing the risk assessment the DECD risk assessment template and excursion checklist will be used. See Excursion Policy. This information is included in the Induction Folder for notation.

Regulation 102 – Authorisation for excursions

Kensington Gardens Preschool will ensure that a child being educated and cared for by the service is not taken outside the premises on an excursion unless written authorisation has been provided.

The authorisation must be given by a parent or other person named in the child’s enrolment record as having authority to authorise the taking of the child outside the premises by an educator and must state:

a) the child’s name; and
b) the reason the child is to be taken outside the premises; and
c) the date the child is to be taken on the excursion (unless the authorisation is for a regular outing); and
d) a description of the proposed destination for the excursion; and
e) the method of transport to be used for the excursion; and
f) the proposed activities to be undertaken by the child during the excursion; and
g) the period the child will be away from the premises; and
h) the anticipated number of children likely to be attending the excursion; and
i) the anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion; and
j) the anticipate number of staff members and any other adults who will accompany and supervise the children on the excursion; and
k) that a risk assessment has been prepared and is available at the service.

For regular outings, such as Wheels Week, The Bentleigh and walking excursions in the park, the authorisation will be obtained once for a 12 month period.

The DECD Consent Form will be used to obtain authorisation. See Excursion Policy. This information is included in the Induction Folder for notation.

REVIEWED : SEPTEMBER 2012
Healthy Food Policy
National Quality Standard 2.2 Regulation 168 (2) (a) (i) Related Key Regulations: 77, 78, 79, 80
Note: Reg 79 and 80 do not apply to food and beverages provided by a parent.

This preschool is Nut Free. Staff at this centre promote nutritional eating habits in a safe and supportive environment. We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term: Maximises growth, development and activity whilst minimising illness
2. Long term: Minimises the risk of diet related diseases later in life e.g. heart disease, strokes, some cancers and diabetes
3. Advice from speech pathologists and dentists indicates that children should be eating crunchy foods.

Curriculum
Our preschool’s food and nutrition curriculum:

• Is consistent with the Australian 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 where possible.
• Is part of the Early Years Learning Framework and National Quality Standards.

Children at our preschool:

• Have fresh, clean filtered tap water available at all times and are encouraged to drink water regularly through the day.
• Eat in a positive, appropriate, social environment with staff who model healthy eating behaviours.

Our preschool:

• Understands and promotes the importance of breakfast for children.
• Teaches the importance of healthy meals and snacks as part of the curriculum.
• Is a breastfeeding friendly site.
• Has the following guidelines for families for food brought from home:
**Brain food time:** Parents and caregivers are asked to supply fruit, vegetables and cheese at snack time to:

- Provide children with important minerals and vitamins;
- Encourage a taste for healthy foods;
- Encourage chewing which promotes oral muscle development.

**Fresh fruits, vegetables or a slice of cheese are recommended for Brain Food time**

We understand that at times families may run out of fruit. A healthy sandwich (multigrain or wholemeal bread) with savoury filling or plain unsalted crackers (e.g Vitawheat) is acceptable.

**Foods that are unsuitable for brain food time**

- ALL NUT PRODUCTS
- packaged foods
- No Cordials and sweetened fruit juices (due to spillage)
- “roll ups”
- all muesli bars (high fat and sugar content)
- sweets/lollies/chocolates
- sweet biscuits/ cakes
- potato crisps (high fat and salt content)

We discourage children from bringing certain foods for the following reasons:

- Health and nutrition;
- Impact of packaging on the environment eg: excess plastic;
- Cleanliness and spillage in bags or difficult for children to manage;
- Use of resealable containers is environmentally friendly.

**Special Events**

Our Kindergarten will ensure a healthy food supply for preschool activities, celebrations and events, strictly limiting availability of high fat, high sugar, or processed foods like chips, pastries, cakes, lollies, crisps and soft drinks to no more than twice a term, in accordance with the Healthy Eating Guidelines.

We will Display nutrition information and promotional materials about healthy eating, and provide information updates in newsletters.

**Food safety**

Our preschool:

- Promotes and teaches food safety to children during food learning/cooking activities.
- Provides adequate hand washing facilities for everyone.
- Promotes and encourages correct hand washing procedures with children.

**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:
- Has invited parents and caregivers to be involved in the review of our whole of site food and nutrition policy.
- Invites health professionals to be involved in food and nutrition activities with the children.
- Provides information from health professionals to families and caregivers on the Healthy Eating Guidelines through a variety of media.

The Kindergarten is **Nut Free** due to the extreme anaphylactic reaction of some children.

This means the following products are excluded:
- Nuts which includes Peanut Butter and Nutella.
- Muesli bars.
- Biscuits (most brands contain some traces of nuts).

All food labels will need to be checked before sending your child’s snack to the Kindergarten. We appreciate your co-operation in adhering to the policy.

Reference and source: Right Bite Food Supply and Nutrition Policy for Preschools

REVIEWED: SEPTEMBER 2012
Hot Weather Policy
National Quality Standard 2.3 Regulation 168 (2) (a) (ii) Related Key Regulations: 114

At Kensington Gardens Preschool staff work with children and families to ensure everyone’s safety and wellbeing in situations of hot weather. Staff recognise the importance of helping children to regulate their behaviours in extreme heat and will work with children and families to develop appropriate responses when the weather reaches the mid 30’s. This Centre has adequate air-conditioning, covered verandas front and back and excellent shade to provide safe play areas.

In addition:
- all employees take reasonable care to protect their own health and safety and that of others in the workplace.
- activities conducted in periods of hot weather are to be undertaken in shaded areas.
- children are to be frequently offered water.
- drinking water is to be accessible to children at all times.
- parents are to be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and of a type that is sun safe.

Refer www.arpansa.gov.au/radiationprotection/factsheets/is_UVProtection.cfm

Lunch - Parents are to be encouraged to pack food in insulated containers with a freezer brick or frozen water. A cool place to store food is provided.

Parents/guardians and caregivers may wish to collect children early on days of extreme weather. However the Preschool has effective cooling systems and will remain open for normal operating hours.

Our Preschool is a Sun Smart Centre and follows the recommendation of the Cancer Council of SA; www.cancersa.org.au/aspx/sunsmart.aspx

Educators monitor, evaluate and review the effectiveness of site hot weather policies as part of annual policy review.

Sources and references
DECS OHS&W – UV Radiation/Sun Protection
Procedure
Early Childhood Education and Care - National Quality Standards
www.deewr.gov.au/EarlyChildhood/Policy_Agenda/Quality/Pages/QualityStandards.aspx

REVIEWED : SEPTEMBER 2012
Sun Safe Policy
National Quality Standard 2.3 Regulation 168 (2) (a) (ii) Related Key Regulations: 114

Rationale
Too much ultraviolet (UV) radiation from the sun can cause sunburn, skin damage, eye damage and skin cancer. Australia has the highest incidence of skin cancer in the world, with two in three Australians developing some form of skin cancer during their lifetime. Overexposure to the sun during childhood and adolescence is known to be a major cause of skin cancer.

Our sun protection policy is followed from the beginning of September until the end of April and whenever the UV Index level reaches 3 and above*. Due to concerns about lack of Vitamin D children will not have sunscreen applied when levels are under the UV level index of 3.

Aim
Kensington Gardens Preschool’s Sun Safe Policy has been developed to ensure that all children and staff are protected from damaging levels of ultraviolet (UV) radiation from the sun.

Our sun protection strategies:
• All children and staff use a combination of sun protection measures whenever UV Index levels reach 3 and above*. Particular care is taken between 10 am and 2 pm (11 am and 3 pm daylight saving time) when UV Index levels reach their peak during the day.

Managing the physical environment - shade
• There are sufficient number of shelters and trees providing shade in the preschool grounds.
• The availability of shade is considered when planning excursions and outdoor activities.
• Children are encouraged to use available areas of shade when outside. Children who do not have appropriate outdoor clothing are asked to play in the shade or a suitable area protected from the sun.

Protective behaviours and practices
Clothing
• When outside, children and staff are encouraged to wear loose fitting clothing that covers as much skin as possible. Tops with elbow length sleeves, and if possible, collars and knee length or longer style shorts are best.

Hats
• Children and staff are also required to wear hats that protect their face, neck and ears. (Please note: Baseball caps do not offer enough protection and are discouraged.)

Sunscreen
The Preschool encourages parents to apply a broad-spectrum sunscreen with a SPF of at least 30+ to clean, dry skin, 20 minutes before going outdoors, on arrival or before arrival. Sunscreen will be reapplied every two hours if outdoors for a prolonged period of time.
Review
Staff monitor and review the effectiveness of the sun protection policy every two years and revise the policy when required.

Sources / Further reading
• Children’s Services Act 1996, Section 26: Protection of children from hazards
• AS/NZS 4486.1:1997 – Playgrounds and Playground Equipment Part 1: Development, installation, inspection, maintenance and operation Shade/Sun Protection (Appendix A)
• Department of Human Services: Children's Services Guidelines
Sun protection
• Occupational Health and Safety Act 2004 Sections 21 and 23: Main Duties of Employers
Section 25: Duties of Employees
• *SunSmart UV Alert (issued whenever the UV Index reaches 3 and above)

REVIEWED : SEPTEMBER 2012
Child Protection Policy

National Quality Standard 2.3, 7.1 Regulation 168 (2) (h) Related Key Regulations: 84

Confidentiality will be respected at all times. Throughout all phases of the child protection process, confidentiality will be maintained and the matter will ONLY be discussed with other professionals who are responsible for ensuring the safety of all children. All staff at Kensington Gardens Preschool are Mandatory notifiers. Staff have a legal responsibility to contact CARL on 131478 where they suspect abuse has occurred.

The decision to report any suspected cases of child abuse or neglect will be seen as a fundamental professional responsibility of any person employed at the Centre. Please refer to the DECD Policy that guides the Centre’s procedures.

The fundamental professional responsibility of a caregiver to contact Families SA will take priority over the client/worker relationship considerations.

The Centre’s main responsibility in this area is to ensure the safety of each and every child and support the children’s right to feel safe and secure in their environment. Parents are informed of the ideas and concepts being introduced to their children.

The contact person for child protection concerns in this site is the Director or other certified supervisor. This is the process for all volunteers and students.


REVIEWED: SEPTEMBER 2012
Permission to use photos/videos of Children Policy

National Quality Standard 6.1 Regulation 168 (2) (k) Key Related Regulations: 160, 161, 162, 177

At Kensington Gardens Preschool we seek parents’ permission to take children’s photos and display them within the Centre and on our website. We are also committed to participating and supporting the professional development of staff. As part of this there may be times when samples of children’s work and photos/videos of children, families or staff will be used outside the Centre. Whenever this occurs special signed permission will be obtained from parents and details of what they will be used for will be fully explained.


REVIEWED : SEPTEMBER 2012
Site Behaviour Code

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

As a staff team we believe:

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

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

- Planning for and providing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play.
- Ensuring that limits set are reasonable and understood by all children and adults.
- Providing an enriching and engaging program that enables each child to experience success, a sense of well-being and gives opportunities to express feelings through sensory and other forms of play.
- Using positive verbal and non-verbal guidance.
- Demonstrate 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, using positive language 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.
• 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.

We will respond to challenging behaviours by:

• Reminding children of expectations and limits and the reasons for these.
• Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
• Using Restorative Justice practices that support children to empathise with others and restore relationships.
• Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s well-being and learning.
• Assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the active learning environment supports positive behaviours.
• Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
• Being aware of our limitations and seeking assistance when required.

REVIEWED : SEPTEMBER 2012
Excursion Policy
National Quality Standard 2.3 Regulation 168 (2) (g) Related Key Regulations: 100, 101, 102

The Centre’s belief is that excursions and outings are an important part of every child’s learning journey.

A Risk Assessment will be carried out before each excursion by the Centre Director. (Please refer to DECD Risk Management Policy No07/4385 and attachment to OHS Policy No 46).

Parents will be informed of all programmed excursions for their child/ren. Detailed written consent forms will be issued to parents. The form needs to be signed and returned to staff before their child can participate.

Staff are ultimately responsible for the planning and implementing of all excursions. Ratios for children and staff will be according to the regulations. The age range of the children involved and the destination will also be taken into consideration. Staff are responsible for all activities occurring on excursions or outings. They are the ultimate decision-makers.

Other adult people (over 18 years of age) involved in the excursion or outing will be considered as volunteers and cannot be counted in child/adult ratios. They will be responsible to staff and under direction at all times. Staff will inform all other adult people of their role and responsibilities while participating in a Centre excursion. They will be asked to encourage the children to listen to staff for instructions, procedures and direction.

Staff will carry a First Aid bag with them on all occasions. Staff will use their common sense with regard to unsuitable weather conditions. Weather that is too hot or too wet may determine the need to cancel or postpone a planned excursion.

All children participating on a Centre excursion will wear a badge with the Centre’s name and telephone number.


REVIEWED : SEPTEMBER 2012
**Arrival & Departure Policy**

Parent or guardian must bring their child into Kindergarten and report arrival to staff member (or have staff member acknowledge arrival of child).

On arrival, parent to confirm child’s attendance by signing the “Daily Attendance Sheet”. At departure, parent to confirm collection of their child by signing the “Daily Attendance Sheet”. Parent to indicate time, if dropping off or collecting child at a time other than 8:15 am or 3:45 pm.

Child (or Parent) to “sign in” on the Green or Orange Attendance Sheets.

If someone other than the regular pick up person is to collect a child:
- parent or guardian to write down details in the “Parent Diary”; or
- parent or guardian to telephone the Kindergarten to given details of who is to collect child. Staff member to record in the “Parent Diary”.

Child will not be handed over to anyone unless prior notification is given – staff to phone parent or guardian for confirmation before allowing child to go.

**REVIEWED : SEPTEMBER 2012**
Nappy Changing and Toileting Procedure
Regulations 77, 106,109,112

Nappy changing and toileting of children will always be carried out in a positive and supportive manner. It will take place as part of children’s learning and development and in consultation and partnership with families. The policy and procedures for nappy changing will follow the recommended guidelines from the current edition of “Staying Healthy in Child Care”.

Nappy changing and toileting routines will be displayed on the walls in appropriate areas.

Staff will use strict, consistent hygiene routines to maintain a high standard of recommended health and hygiene procedures. This centre will be consistent in the following areas:-

- Washing hands before and after every nappy change and toileting experience.
- Staff will wear protective gloves for each nappy change and toileting accident.
- Staff use nappy wipes to clean the child’s bottom area.
- The change mat will be cleaned with a detergent/disinfectant after the completion of each nappy change.
- The nappy and the cleaning cloth will be discarded immediately.
- Toilet seats will be cleaned with a disinfectant/sanitizer routinely. Toilets will be flushed throughout the day when necessary.
- Soiled (used) nappies will be placed in a sealed and lined bin which is not accessible to children.
- Soiled clothes will be placed in double plastic bags and sent home with the child’s belongings each day.


Changing of children’s clothes policy

Staff to encourage children to change own clothing.
If staff helps children to change clothing – ensure another adult is nearby.
Spare clothing kept in bathroom/locker room on shelf in Spare Clothes containers.
Put soiled clothing in plastic bag – tied to seal the bag and put in child’s bag.
Record changing of clothes on appropriate form (kept with spare clothes).
Staff to attempt to notify parents/care provider about change of clothing eg verbally or by note.

REVIEWED : SEPTEMBER 2012
Nappy Changing Routine
(for children with a Toilet Care and Learning Plan)

Check to make sure that the supplies you need are ready, eg: nappy, wipes, clean clothing, gloves, disinfectant, child’s personal, labeled ointment (if provided by parents).

Wash your hands.

Assist children who can climb to move up onto the change area using the steps. For children who cannot climb, observe safe handling practices. Never leave a child unattended on the change table.

Always wear gloves when changing a nappy.

Place any soiled clothing into a sealed plastic bag for parents to take home at the end of the day.

Remove nappy and clean child’s bottom area with a nappy wipe.

Remove gloves by peeling them back from your wrists over the nappy. Do not let your skin touch the outer contaminated surface of gloves. Dispose of nappy and gloves in sealed plastic bag.

If cream needs to be applied, use a clean glove.

Put on clean nappy and dress the child.

Remove the child from the change area - encouraging a walking child to climb down the stairs.

Clean the change mat with disinfectant and replace towel.

Wash the child’s hands and wash your hands.

Record the time of change on the Toileting Record Sheet.
Toileting Routine
(for children with a Toilet Care and Learning Plan)

Always wear gloves when assisting a child on the toilet.

Assist the child in undoing clothing and getting on the toilet seat.

Assist the child in wiping their bottom.

Assist the child to flush the toilet.

Remove gloves and dispose of them in the bin.

Assist child in putting clothes back on.

Wash the child’s hands

Wash your own hands thoroughly.

Record the toileting details on the Toileting Record Sheet.
Parent Concerns and Complaints Policy and Procedure
National Quality Standard 7.3 Regulation 168 (2) (o) Related Key Regulations: 173 (2) (b), 176 (2) (b)

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

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

GUIDING PRINCIPLES
Safety of children is always the first priority. Our procedures are underpinned by the following principles:
1. All persons in the Kensington Gardens Preschool community including children, parents, staff and volunteers have the right to be treated with respect and courtesy in accordance with the preschool’s values.
2. Parents have the right to raise concerns and make enquiries or complaints about any aspect of preschool life.
3. Information about how, where and to whom complaints can be made should be visible and accessible through Preschool procedures.
4. Complaints will be acknowledged and addressed promptly within specified timelines.
5. Individual complaints will be assessed objectively and without bias using principles of natural justice.
6. The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
7. The confidentiality of all parties will be maintained wherever possible.

Step 1: Talk to us
If your concern or complaint relates to an issue concerning your child’s education or experiences you should talk to the teacher as soon as possible.

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

Our staff will, following a direct complaint:
• Listen to the complaint
• Record what you say
• Identify actions to resolve the concern
• Let you know what will or has been done
• Get back to you to see how things are going
• If appropriate, refer the matter to the Preschool Director

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

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

Please note:
Interpreters and Aboriginal Education Coordinators are available to assist parents in communicating with us. Please contact the Eastern Adelaide Regional Office on 83668864 for assistance.

Step 2: Contact our local DECD Regional Office

If the complaint is about the Director of the Preschool or you are not satisfied with the outcome you may contact our local DECD Regional Office.

Eastern Adelaide Regional Office, Briar Road Felixstow - Telephone 83668864

The Regional Office will:
• provide written acknowledgement of receipt of your complaint within five working days
• clarify and record the nature of the complaint, including what expectations you have in relation to outcomes
• investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
• refer, where appropriate, any complaint that has not been raised at the Preschool level back to the Preschool
• inform you if there is a delay in the process
• ensure your complaint and the outcome is documented
• ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing.

Step 3: Contact the Parent Complaint Unit
If your complaint remains unresolved after working together with our Preschool, Regional personnel and Regional Director, you should submit, in writing, your complaint to:

Manager, Parent Complaint Unit
Level 6 / 31 Flinders Street, ADELAIDE SA 5000 – Telephone 1800 677 435
Or by email to decd.parentcomplaint@sa.gov.au
You should include information about the complaint, including why it remains unresolved and an outline of what actions have been taken to resolve the complaint. You should also outline what you think a reasonable solution would be.

The Parent Complaint Unit, on behalf of the Chief Executive, will:

- acknowledge receipt of the complaint
- assess and make a recommendation to the Head of Schools or the Head of Child Development that:
  1. a review is not warranted and that you should be advised that no further action is considered necessary and that the complaint is now concluded; or
  2. a review is necessary; or
  3. the complaint should be referred to an external agency for investigation or review.

The Head of Schools or the Head of Child Development will review the advice and decide that the complaint (in full or in part):

- can be resolved (all parties agree on an appropriate response)
- should be dismissed (complaint is either unsubstantiated, vexatious, outside of reasonable expectations in relation to confidentiality, cooperation, courtesy and respect or is orientated towards conflict)
- remains unresolved and that an independent review by an external agency is required

*Please Note:*

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

Parents can call the Parent Complaint Unit hotline at any stage on 1800 677 435 for information, advice and support. In some circumstances it may be appropriate that a concern or complaint is escalated directly to Parent Complaint Unit. In these instances the parent will be advised of where the matter will be referred to and why. Parents can also contact the Education and Early Childhood Services Registration and Standards Board of South Australia (EECSB) Ph: 1800 882 413 or the State Ombudsman: www.ombudsman.sa.gov.au for information, advice, support and in circumstances where the complaint remains unresolved.

**Requesting your identity to remain confidential**

Parents may request that their identity remain confidential when making a complaint. In this situation, every effort will be made to keep the parent’s identity confidential but this may limit options for negotiating a resolution. (For example, an apology is unlikely to be forthcoming if the identity of the complainant is not known.) These circumstances also raise issues in relation to procedural fairness for those who have a complaint made about them as they have a right to know the particulars of the complaint.

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

**Anonymous complaints**

Kensington Gardens Preschool will assess every complaint that is made. The extent to which an anonymous complaint can be investigated will be limited, as preschool staff cannot liaise with the parent about the complaint. Anonymous complaints also raise issues in relation to natural justice for those who have a complaint made about them as they have a right to know the particulars of the complaint.

The Director will determine upon receipt of an anonymous complaint to what extent the complaint will be investigated. Where the complaint is in relation to a Director, the Assistant Regional Director will make the determination and for Regional Directors, the Head of Schools or the Head of Child Development will make the final decision.

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

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

- an acknowledgement that the complaint is valid and is worthy of investigation (overall or in part)
- identification of areas of agreement between the parties involved
- opportunities for all the parties involved to express their concerns, explain their point of view and clarify any misunderstandings
acknowledgement that the situation could have been better handled (this does not constitute an admission of negligence)

- an opportunity for an apology
- recognition that the situation presents an opportunity for changes or alternate arrangements to be made to resolve the complaint
- discussion with the parties about the steps that will be taken to ensure that the event complained about will not reoccur
- an undertaking to review school policy, procedures or practices.

Additional Information

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

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

These procedures will be reviewed every two years.

For more information


REVIEWS: SEPTEMBER 2012
Volunteer induction Policy

National Quality Standard 4.2 Regulation 168 (2) (i) Related Key Regulations: 149, 77, 85, 90, 97, 145, 156, 170, 171

Rationale

We believe that all people can make a significant contribution to the Kindergarten Community by giving their time and sharing their skills and expertise with others. Volunteers may have a wide range of interests and abilities that compliment kindergarten programmes, thus providing a wider range of interactions and experiences for children.

Volunteer Selection Process

The suitability of volunteers to work at the kindergarten will be decided by the Director. This will be made in relation to the skills being offered.

Sequence of Steps for Volunteers

1. Make formal contact with the Kindergarten to ascertain kindergarten needs in regard to volunteers.
2. Apply to the Kindergarten providing background information, details and signed confidential declaration.
3. Attend an interview.
4. Attend induction.
5. Sign agreement forms.

The Kindergarten’s Responsibilities to Volunteers

A staff member will be allocated to supervise a volunteer in each of the areas he/she works. Volunteers will be provided with induction training that will include:

1. Mandatory reporting, where appropriate.
2. Duty of Care, responsibilities to children.
3. Confidentiality requirements.
4. Training specific to the area of volunteer work.
5. Appropriate policies.

When a volunteer begins at our site we ensure they are welcomed and informed about safe work practices, policies and Centre practices. This is to ensure they are knowledgeable about our Centre...
and able to carry out their role with confidence. The Centre has a folder of information that every new person who would like to be involved in the Centre's activities is required to read. This folder consists of relevant information which is important for the new person to have including an understanding and prior knowledge of the Centre's philosophy and goals, policies and procedures, roles and responsibilities whilst at the kindergarten. The Induction folder is kept in the back office.

It is a requirement that volunteers read the DECD Volunteers Working in Educational Sites & Settings and complete the induction form.


REVIEWED : SEPTEMBER 2012
Staff Grievance Policy

National Regulation 4 and 7

As a Preschool we are committed to working together to meet the educational needs of our students.

This occurs most effectively when staff, students and parents are working towards the same ends, which can only happen if there is trust, and open and effective communication between the people who make up the school community.

Staff members who work well together, treat each other with respect and integrity, and act to resolve concerns and conflicts promptly and effectively, promote a productive and happy work environment and the psychological health of the Preschool.

What to do if you have a concern

- In the first instance, discuss the question or concern directly with the person involved, stating the problem clearly and objectively. Seek to resolve it in ways that respect the needs of those involved.
- If you don’t feel confident in going directly to the person concerned, speak to the Line Manager, District Director, AEU Branch Secretary, or any other staff member you feel confident with, and seek their assistance in resolving the concern.
- If your concern is not resolved to your satisfaction, discuss it with the Director, and seek their assistance in resolving it.
- If you are still not happy after action has been taken, inform the Director that your concern still exists.
- If satisfactory resolution at the Preschool level still does not occur you may contact Rod Nancarrow or the AEU rep for this area.

You can assist resolution of your problem by:

- Confronting the issue, rather than trying to ignore it.
- Stating it clearly and objectively, giving specific instances where appropriate.
- Seeking a “Win-Win” solution that attempts to meet the needs of those concerned.

Our mutual commitment when someone raises a concern:

- We will listen to concerns with an open mind and seek to understand them.
- We will maintain confidentiality.
- We will treat each other decently.
- We will investigate any relevant issues carefully.
• We will be committed to resolving any problems in ways that respect individuals and attempt to meet the needs of all concerned as fairly as possible.
• We will attempt to communicate clearly, sensitively and objectively.

REVIEWED : SEPTEMBER 2012
First Aid Policy

National Standards 2 and 4 Regulations 4, 85-89, 90, 92-96, 168, 177-178, 181-184

First Aid Procedure

The First Aid cupboard is located on the wall of the kitchen.

Use the following emergency first aid procedures

- do not move child or pick up child until injury has been assessed.
- use protective gloves with all bodily fluids (dispose of gloves & clothes used to mop up in a tied double layer plastic bag).
- seek staff support for first aid if necessary.

If a child needs First Aid

- Staff member assists child
- Assess injury
- Treat injury
- Notify parent immediately, if necessary
- If injury is beyond staff help and is an emergency – call ambulance and then call parent
- Record on Injury or Illness Report form or Incident, injury, trauma and illness Record form.

If staff member needs First Aid

- Staff to seek medical attention.
- If necessary, staff member to call for ambulance.

On first day of duty, give details of next of kin and any vital medical information to Director (this information is kept in a sealed envelope in the Employee Details Folder).

N.B. Remember to conduct accident investigation and complete accident and injury report when this is necessary. Director will use the IRMS website to notify department when staff are injured.

Accident Procedure

Report any accident or near miss for children or adults to the Director and OHS Representative. All accidents must be recorded on the Injury or Illness Report form or Incident, injury, trauma and illness Record form located in kitchen storeroom.

Staff will contact an ambulance in an emergency.

Staff will contact parents, and follow normal medical procedures.

Children on a health care plan – staff will follow medical procedures.
Infectious diseases control Procedure

- Children are not to attend kindergarten when unwell, e.g. fresh cold, raised temperature, gastro, pale, lethargic or cough.
- Parents are to notify the kindergarten if their child is to be absent.
- Parents are to keep their child at home until well or a Doctor has given the all clear to attend kindergarten.
- When a child shows symptoms of illness whilst at kindergarten, staff will care for them and contact the parent or emergency contact number.
- If there is an occurrence of an infectious disease at the Centre, Kensington Gardens Preschool will ensure that reasonable steps are taken to prevent the spread of the infectious disease at the service.
- Infectious Disease notification signs are located in the Health Plan Folder and will be displayed to notify the Kindy community.
- Further information regarding infectious diseases can be found in the “Staying Healthy In Child Care” publication


Sourced: ‘Staying Healthy in Child Care”, NQS, current information & training.

Incident, injury, trauma and illness record

The DECD Incident, injury, trauma and illness record is located in the Health Plans Folder in the kitchen storeroom. For minor injuries or illnesses not requiring the use of the DECD form, details are to be recorded on the Injury or Illness Report.

Notification

A parent of a child will be notified as soon as practicable, but not later than 24 hours after the occurrence, if the child is involved in any incident, injury, trauma or illness while the child is being educated and cared for by the service

REVIEWED : SEPTEMBER 2012
Injury or Illness Report – Kensington Gardens Preschool

This form is designed to be used by Staff to record minor first aid treatment or illness. An Incident, injury, trauma and illness record should be completed where a child is hospitalized or for other complications which may arise.

Name of Child : ………………………………………………………………..

Date and Time : ………………………………………………………………..

Care and attention was given to your child today because of :

☐ Injury ☐ Illness

Description of Injury/Illness, cause (if known), action taken :

…………………………………………………………………………………..
…………………………………………………………………………………..
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Action Advised :
(eg advised to seek medical advice) …………………………………………..

Accident/Injury report completed?  YES / NO

Name of person making entry :
(printed & signature)……………………………………………………………………

Acknowledged by parent :
(printed & signature)……………………………………………………………………
(Once signed in acknowledgement by parent please file report in the child’s enrolment record folder.)

Instructions for care following a minor head injury

First aid agencies advise that, in the case of a minor head injury, a doctor should be contacted if a person:

▪ complains of a headache
▪ becomes dizzy or faints
▪ develops loss of coordination
▪ vomits
▪ becomes irritable or confused

If the casualty appears well and does not develop any of the above symptoms or signs, it is unlikely that any serious injury has occurred. However, it is always wise to seek medical advice.
Administration of Medication Procedure
National Standards 2 and 4 Regulations 4,85-89, 90, 92-96,168,177-178,181-184

The administration of medication to children at the request of their parents is a task that requires attention to detail, meticulous record keeping, teamwork and common sense.

It is a responsibility that must be taken seriously, due to the potential health risks, and litigation issues that may arise as a result of incorrect administration.

In the interest of children’s safety and wellbeing, Kensington Gardens Preschool will only administer medication if the medication is in its original container with the dispensing label attached listing the child as the prescribed person and the dosage to be given. This applies to all medications; regardless of whether they are non-prescribed (such as teething gels, nappy creams, cough medicines) or prescribed (antibiotics). Pharmacies can provide dispensing labels for non-prescribed medication.

A completed Medication Administration Permission form must accompany the medication. Administration of puffers, antihistamines, etc must be in accordance with Health Care plans as detail in our Medical Conditions policy and procedure. All forms are located in the Health Plans folder in the kitchen storeroom.

Responsibilities of Staff

During orientation clearly explain to parents the centre’s policy for administering medication. It is important that parents understand both the centre’s expectations and the parents’ responsibilities prior to the child becoming ill.

Explain to all parents the centre is unable to administer medication unless it is in its original container with the dispensing label attached listing the child as the prescribed person and the dosage to be given.

Ensure parents fully complete the medication permission form.

Ensure parents deliver medication to a staff member, so that it can be stored securely (in the Children’s Medication cupboard in the First Aid cabinet in the bathroom) or at the recommended temperature (in the fridge). It is vital that medication is not left in the children’s bags where children may gain access.

Ensure medication is administered promptly at the prescribed intervals. Use timer to ensure administration of medication is given at correct time.
Two staff members must check all medication before being administered to children. The medication permission form is to be signed by the staff member administering the medication and the staff member who has cross-checked that the correct medication and dose has been given to the correct person at the right time according to the Medication Permission Form.

Advise parents that the centre is unable to administer a medication at a different dosage or frequency other than that recommended on the medication label, unless alternative written advice is received from a medical practitioner.

Advise parents that the centre will not administer medication that is labelled for another person or that is past the recommended ‘use by’ date.

Use of nebulisers is permitted providing parents demonstrate their use to staff to ensure correct administration.

**Responsibilities of Parents**

Complete/review a medication permission form when the child attends and medication is required. These forms should include details such as the name of the child, the name of the medication, dosage, storage requirements, how it is to be administered (eg ear drops, oral medicine, nebuliser) and how often it is to be administered.

Hand the medication and the medication permission form to a staff member upon arrival at the centre. Parents must not leave medication in the child’s bag.

Collect medication on departure from the centre.

Confirm the child was given the required medication by speaking with appropriate staff on collection of the child.

**REVIEWED : SEPTEMBER 2012**
Medication Administration Permission Slip

In the interest of children’s safety and well-being, Kensington Gardens Preschool shall only administer medication if it is in its original container with the dispensing label attached listing the child as the prescribed person, strength of drug and the frequency it is to be given. This applies to all medications, regardless of whether they are non-prescribed (such as teething gels, nappy creams, cough medicines, etc) or prescribed (antibiotics etc).

Child’s full name: ________________________________

Medical Practitioner/Chemist etc: ________________________________

Medication:

Name of medication ________________________________________

Date prescribed____________________________________________

Expiry date of medication____________________________________

Reason for medication ______________________________________

Storage requirements ______________________________________

Time and date of last dose given______________________________

I request that the above medication be given in accordance with the instruction below:

Parent’s full name____________________________________________Date: ___/___/____

Signature____________________________________________________

Instructions:

Please complete table and list any detailed instructions in the box eg route (eg oral, inhaler), dose (eg thin layer, number of drops/mls/number of tablets), before or after food.

<table>
<thead>
<tr>
<th>Date</th>
<th>Dosage</th>
<th>Time to be given</th>
<th>Time medication actually given</th>
<th>Signature of staff administering medication</th>
<th>Signature of staff cross-checking medication</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>
Medical Conditions Policy and Procedure
National Standards 2 and 4 Regulations 4,85-89, 90, 92-96,168,177-178,181-184

Kensington Gardens Preschool has developed this Medical Conditions Policy to establish practices in relation to the management of medical conditions, including asthma, diabetes or a diagnosis that a child is at risk of anaphylaxis.

Plans are divided into two areas – Personal Care Plans (for daily living support) and Health Care Plans (for emergency response/first aid, medication, health conditions and health related personal care issues. Before staff can assist, parents/care givers must provide written information from their Doctor/treating Health Professional that outlines specific care needs in the appropriate plan format.

These “Care Plan” forms ensure that the Centre has information from the treating health professional relevant to the student’s health, wellbeing, attendance, learning and care at preschool. These plans include medication, first aid, specific health information eg asthma, seizure/epilepsy plan, diabetes, anaphylaxis. Staff can work with families to plan support for students who require assistance in these areas. This support may be required as there are individual first aid requirements other than basic first aid response, or the child has a predictable need for additional support with daily living tasks, or there is additional need for supervision for health related safety.

Other forms can also include Medical Information, for general health care or those without specific forms, and General Health Information.

All forms will be kept in the Health Forms folder in the Kitchen storeroom. Children’s photos and a brief description of their medical condition will be displayed on the fridge.

Responsibilities of parents

Complete the enrolment form with accurate health/medical information.

Ensure the preschool has up-to-date information with parent/caregiver 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/caregiver, and return to the preschool.
Work with the Preschool Director to complete a health support plan for the child if necessary.

Ensure all medication is delivered to the Preschool as needed (in a container with an original Pharmacy label), and that a medication plan is completed and signed by the doctor and signed by parent/caregiver.

Update the medical information as necessary with forms completed and signed by the treating medical practitioner. Communicate any changes in health-related issues with staff immediately.

Provide and maintain your child’s health equipment (eg spacer).

**Responsibilities of Staff**

Check that any child with a medical/health concern on enrolment form receives the appropriate Health Care Plan forms.

Check Health Care Plan forms for doctor and parent signature.

Ensure you understand the care required if different from usual first aid.

Provide basic first aid in line with DECD training.

Follow Health Support Plans, Health Care Plans and Medication Plans as necessary.

Complete the First Aid Log each time first aid is given.

Complete the Medication Record each time medication is given.

Health Care Plan forms, Medication Plans and Health Support Plans are located in the Health Plans folder in the Kitchen storeroom.

Teachers are responsible for keeping First Aid Training and Medication Management Training up to date.

**Responsibilities of the Preschool Director**

Ensure families are informed about and supported to understand and participate in the Health Support Planning process.

Check any health issues at enrolment discussion.

Ensure correct forms are given and policy explained.

Complete Health Care Plans with parent/caregivers as necessary.

Involve all staff in health support planning.

Ensure Health Support Plans are developed, implemented, monitored and routinely reviewed.

Identify and ensure access to the training required to meet the routine and emergency health support needs of children.
Ensure Occupational Health Safety and Welfare processes are inclusive of Health Support Planning requirements.

Ensure Governing Council remains informed about this policy and its implementation.

**All staff will:**

Follow worksite procedures.

Follow Health care plans, Medication plans and Health support plans.

Complete the first aid log each time first aid is given.

Complete the medication log each time medication is given.

Familiarise self with students throughout the Pre-school with severe health concerns.

Participate in training in line with health support planning responsibilities.

Contribute to and follow Health Support Plans.

Maintain confidentiality.

Develop programs that are inclusive of health support plan requirements.

Communicate any health-related issues with parents.

**DECD Health Care and Planning Forms**


The following Health Care forms for Health Professionals are available on the DECD website. They should be written by a health professional and be agreed to, signed and released to staff by a parent or guardian. The preschool will use health care plans to plan a child’s health support and identify staff training needs.

Condition specific forms:

- Acquired brain injury care plan
- Anaphylaxis and server allergy care plan
- Asthma care plan
- Continence care plan
- Cystic fibrosis care plan
- Diabetes care plan
- Modified diet care plan
- Oncology patient care plan
- Oral eating and drinking care plan
- Osteogenesis imperfect care plan
- Seizure care plan
- Spina Bifida and hydrocephalus care plan
- Transfer and positioning care plan
- Toilet care and learning plan
General forms for physical and mental health care (if not using one of the condition specific care plans listed above):

- General health information
- Individual first aid plan
- Medical Information

Medication forms:

- Medication authority (not to be used for Intranasal Midazolam or Adrenaline via an auto-injector)
- Multiple Medication authority (for use when a child is prescribed four or more medications [excluding Intranasal Midazolam or Adrenaline via an auto-injector])

REVIEWED : SEPTEMBER 2012
Assessment and Reporting

National Standard 1,4,5,6,7

1. Ongoing Learning Stories and Observations are written and used to program for children’s interests and reflect the Early Years Learning Framework outcomes.

2. Parents are actively encouraged to provide information about their child’s interests, dispositions and abilities (LAD Terms 1 and 3) and have opportunities to talk one on one with educators. Parents’ input into the program is actively sought.

3. Children’s voice in the program is included at the beginning and throughout each term project.

4. Educators gain an understanding of children’s numeracy and literacy development and where necessary use a checklist.

5. Educators work with parents to identify a child with additional needs and refer to the Speech Therapist, Occupational therapist or appropriate agency.

6. Educators write a Profile with children in their first term of kindergarten.

7. Fine motor and gross motor assessments are made and programs put in place in – Child’s first term.

8. Phonological Awareness (End of child’s second term).

9. Educators write Literacy reports for children in Literacy support.

10. Children in their final term of kindergarten will have a summative report written and begin transition to school. Where possible teachers and reception teachers will meet to discuss children’s transition needs.

REVIEWED : SEPTEMBER 2012
Emergency Policy

National Quality Standard 2  Regulations 97, 98, 68

Our Centre has a duty of care to provide all persons with a safe and healthy environment. Generally, an emergency is an unplanned, sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the service’s environment. It is a risk to an individual’s health and safety.

- The emergency events or situations the service’s Emergency Policy identifies and responds to are:
  - Fires;
  - bomb threats;
  - missing child;
  - intruders (animal or human);
  - power failures or electrocution;
  - the involvement of firearms or other weapons;
  - structural damage;
  - burglary; or
  - natural disasters, such as a floods, cyclone, thunderstorm or earthquake.

The Centre has procedures and practices that will assist services to either administer first aid, evacuate the service or remain in the service until further notice.

- It is understood that there is a shared legal responsibility and accountability between, and a commitment by, all persons to implement the service’s Emergency policy, procedures and practices.

- The service also complies with OHS Standards, codes of practice, Australian Standards and best practice recommendations from recognised authorities.

- The procedures relating to the Emergency Policy are laminated, clearly labelled and displayed in the service for all stakeholders to read in all areas.

- The service also complies with South Australian EECSRS and reflect additional health and safety requirements.
Strategies and practices

Our emergency plans and evacuation strategies, consider the:

- location of the site and practices Evacuation and Invacuation procedures each term;
- location of the service in relation to emergency services, such as fire departments, police stations and hospitals;
- location and condition of the buildings’ entries and exits;
- mobility and capability of adults in the service to assist in an emergency;
- skills and knowledge of staff/carers and their responsibilities in an emergency;
- age range of children needing to be evacuated;
- the documentation required by staff/carers once the service has been evacuated, such as the contact details of children’s families;
- contingency plans when regular staff/carers are on leave (all staff are required to become familiar with the Emergency Plan on Induction);
- the implications of two or more emergencies occurring at the same time, such as a fire and people requiring first aid. Telephones, children’s emergency details, staff emergency details and first aid kits make up part of the emergency plan.

Risk management strategies

Emergencies that require first aid
Centre procedures are to be followed where reasonably possible during all emergencies.

Emergencies that require persons to remain inside the service until further notice
In case of flood, storms, and other external threats the Centre will contact:
- And remain in constant contact with Emergency Services such as the Police or SES, and the District Director.
- Families who have left children or who are due to arrive and inform them of decisions to remain inside the service or not to attend.
- Staff will remain with children inside until the emergency is over.

Emergencies that require immediate evacuation
- The Centre will minimise the risk of fire by maintaining all electrical equipment and the surroundings of the building.
- The Centre has a Preventative Maintenance program in place through DECD with Spotless to maintain fire blankets and extinguishers, fire detectors, security alarms, exit lights, access and egress, security lighting and gutters.
- The Centre has electrical testing and tagging carried out annually by an accredited electrician.
- In case of a bomb threat the evacuation process will be implemented.
- At induction all staff, students and volunteers are informed of emergency procedures and plans.
Evacuation drills

The Centre practices its Emergency Drill at least 4 times a year. All drills are evaluated and discussed at staff meeting and changes made as required. Evidence of the evacuation drill is located in the OHS Folder, the staff meeting notes and the diary.

Dealing with the emotional and psychological impact of an emergency

- Where necessary the Centre will access DECD support services if there is an emotional and psychological impact on people which could affect individuals for an extended period after the emergency.
- The effect of an emergency on children’s ability to feel secure and safe will be considered and staff will complement with curriculum responses where necessary. Play and learning experiences will be planned which encourage children to express their thoughts, feelings and emotions regarding an emergency.
- Support networks and counselling services will be sought for children, families and staff/carers following an emergency.

Dealing with the media

- Any media issues will be handled by the DECD Publicity Department.

SITE REQUIREMENTS

It is CRITICAL to notify Police in a timely manner and to provide FACTUAL information about what has or what might occur (i.e. a fight is in progress or about to take place, weapons are present or Lock Down procedures have been activated, etc).

This will enable police to assess the seriousness and urgency of the incident, and therefore the appropriate response which may include patrol attendance, referral to a police station or provide some other information and advice. In some instances this could involve referral to the Crime Prevention Section or another appropriate service.

Please note: Police may not attend at all incidents and could ask for the matter to be reported to a police station. In this case, obtain the name and/or ID number of the operator for your records.

SITE PROCESSES

- IMMEDIATE TIME CRITICAL POLICE ATTENDANCE calls to 000 are the responsibility of ALL staff to make. The identified site contact person should be informed as soon as practicable after this notification.
- For POLICE ASSISTANCE calls to 131 444 there must be an identified site contact person (e.g. Preschool Director) who determines the severity of the incident and contacts SAPOL.
- Sites will have a proxy(s) who must be in place should the primary contact person be unavailable or away from the site.
- Sites need to ensure that any crime scene is protected and no person is allowed into that area (e.g. a classroom or an area of the yard, etc). Sites need to appoint a ‘Crime Scene Guard’.
- The identified site contact person is to phone the Regional Director and provide details of the incident as soon as practicable.
The identified site contact person is to complete a Critical Incident notification (including Operator Name and/or Identification Number obtained from SAPOL Call Centre) as soon as practicable.

**Sources**


Sourced: SA Police Department, DECD- EECSRS current information & training

**REVIEWED : SEPTEMBER 2012**
Marked on this plan are the locations of gas, electrical, water, smoke detectors, fire extinguishers, and fire blankets. This plan can also be found adjacent to our emergency procedures around the Kindy.
Assembly Points:

For inside threat – Assemble outside at the gate to proceed to the light post in the park.  
For outside threat – Assemble inside in the main room on the carpet area.  

PRIORITY 1: CHILDREN’S SAFETY – the first responsibility of staff is the safety of children.  
PRIORITY 2: RING EMERGENCY - 000.  
PRIORITY 3: IF INCIDENT RELATES TO FIRE, ATTEMPT TO EXTINGUISH FIRE ONLY IF SAFE TO DO SO.

WHOEVER SIGHTS EMERGENCY

- Evacuation - Blows whistle three (3) times – located by all exit doors.
- Invacuation – Rings the handbell – located on the shelf in the kitchen.
- Support mustering children to gate or carpet area.

INSIDE STAFF MEMBER

- Check all rooms for children, closing doors behind them.
- Get portable First Aid kit, attendance lists, Children’s Records book, Parent’s Sign In Folder and portable phone from Director’s office.
- Turn OFF air conditioners and fans, if safe to do so.
- Gather handbags (LOW priority and only if safe to do so).
- Ring emergency - 000.
- Go to gate or carpet area.
- Mark children from roll.

OUTSIDE STAFF MEMBER

- Muster children to gate or carpet area.

ECW / SUPPORT WORKERS / VOLUNTEERS

- Support mustering children to gate or carpet area.
KENSINGTON GARDENS PRE-SCHOOL

... EMERGENCY PROCEDURE ...

EVACUATION PLAN

1. OUTSIDE STAFF

- Direct all children to muster point (gate).

2. INSIDE STAFF

- Direct children to muster point (gate).
- Get portable First Aid kit, attendance lists, Children’s Records book, Parent’s Sign In Folder and portable phone from Director’s office.
- Ring 000.

3. OTHER STAFF/VOLUNTEERS

- Assist in directing children to muster point (gate).

INVACUATION PLAN

1. OUTSIDE STAFF

- Direct all children to muster point (carpet area in main room).

2. INSIDE STAFF

- Direct children to muster point (carpet area in main room).
- Get portable First Aid kit, attendance lists, Children’s Records book, Parent’s Sign In Folder and portable phone from Director’s office.
- Ring 000.

3. OTHER STAFF/VOLUNTEERS

- Assist in directing children to muster point.
Manual Handling Policy

1. **Policy Statement**

Kensington Gardens Preschool is committed to providing a safe workplace and systems of work for all of its staff, contractors, clients and visitors. It recognises that the manual handling of materials, equipment, furniture, people and animals within the workplace is potentially hazardous to health and safety.

It is the policy of this preschool to establish an effective Manual Handling program aimed at preventing the occurrence of injuries resulting from workplace manual handling tasks and that all of the tasks performed are identified, assessed, controls developed and appropriate operator training provided.

2. **Definitions**

“Manual Handling” - is any activity requiring the use of force exerted by a person to lift, lower, push, pull, carry, assemble or otherwise move, hold or restrain any person, animal or object.

3. **Procedures**

3.1 **Roles and Responsibilities**

The **Director** has ultimate responsibility for the effective implementation of this policy and the Department’s Manual Handling Program and will ensure that:

- adequate resources are made available for implementation;
- all levels of staff are given the necessary responsibility and authority to enable successful implementation of the policy;
- the implementation of this policy is regularly monitored and its effectiveness reviewed;
- the policy itself is reviewed and updated at least annually.

The **Director** will oversee and monitor the policy’s implementation in keeping with the requirements of the Occupational Health Safety and Welfare Act 1986, Regulations and the Approved Code of Practice for Manual Handling.

**The Director** has direct responsibility for:

- implementing the policy’s strategies;
- providing appropriate and adequate supervision;
- ensuring appropriate training and staff development is provided;
- consultation with employees; and
- maintaining appropriate records.
Staff are responsible for:
- following safe and healthy work practices consistent with this policy;
- participating in the implementation of this policy through the consultation process;
- complying with reasonable changes and instructions which may be given by their supervisors in relation to the implementation of this policy;
- taking care to avoid adversely affecting their own or another persons health and safety; and
- providing appropriate and adequate supervision.

3.2 Management of Manual Handling Hazards

3.2.1 At least annually, staff will be re-trained about manual handling techniques and responsibilities. They will be reminded at this time of the necessity to identify any manual handling tasks that are likely to be hazardous.

3.2.2 Where a manual handling task is perceived by a staff member as being hazardous, the staff member will conduct a risk assessment in accordance with the procedures outlined on the attached flow chart (spare copies kept with the OHSW files), and award a priority.

3.2.3 Where a risk has been identified the manual handling task will be added to the Action Plan, and appropriate control measures indicated on the Action Plan and then actioned in accordance with the pre-school’s hazard management procedures.

3.2.4 Items need to be purchased for a control measure for a manual handling task, must be included on yearly budget. eg. Sack Trucks, Trolleys, Block & Tackle.

4. Strategies

4.1 Manual handling will be a consideration in, and a specification for:
- the design and redesign of work places, work practices, plant and equipment;
- the review of existing work places, work practices, plant and equipment;
- the maintenance of work places, work practices, plant and equipment; and
- the purchase of all goods and services.

4.2 Staff training in manual handling procedures will be updated annually.

4.3 The implementation and effectiveness of this Policy will be monitored and regularly reviewed to ensure the objectives are being achieved.

5. Review

This policy will be kept under review by all staff on an annual basis and revised as necessary.

REVIEWED : SEPTEMBER 2012
Purchasing Policy and Procedures

POLICY STATEMENT
Kensington Gardens Preschool is committed to purchasing and equipment hiring procedures designed to ensure that all purchases and equipment hire, to the extent practicable, are as safe as possible.

PROCEDURES
1. All purchase orders will be written in the Purchase Order Book located with the catalogues. After faxing, the top white copy is to be placed in the Finance desk tray for the bookkeeper to attach to the invoice (if the white copy is needed by the supplier, please remove the next copy for attaching to the invoice).

2. The risk assessment needs to be done for items at the time of filling in the Purchase Order Form. A Risk Assessment Flow Chart (attached) is found in the neighbouring pocket for your convenience. Use the Risk Assessment Matrix as necessary to determine hazard level. (See Hazard Management policy for more detailed process for risk assessment).

Risk Assessment matrix:

<table>
<thead>
<tr>
<th>HOW SEVERELY COULD IT HURT SOMEONE?</th>
<th>kill or disable</th>
<th>several days off work</th>
<th>first aid</th>
</tr>
</thead>
<tbody>
<tr>
<td>HOW LIKELY IS IT TO HURT SOMEONE?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>very likely</td>
<td>H</td>
<td>H-M</td>
<td>M</td>
</tr>
<tr>
<td>likely</td>
<td>H</td>
<td>M</td>
<td>M-L</td>
</tr>
<tr>
<td>unlikely</td>
<td>H-M</td>
<td>M-L</td>
<td>L</td>
</tr>
<tr>
<td>very unlikely</td>
<td>M</td>
<td>L</td>
<td>L</td>
</tr>
</tbody>
</table>

very likely

could happen frequently

likely

could happen occasionally

unlikely

could happen, but only rarely

very unlikely

could happen, but probably never will
H  =  High risk
H-M =  High to medium
M   =  Medium
M-L =  Medium to low
L   =  Low

Use the hierarchy of controls to control risk:
• **Eliminate**: If the substance/item/equipment is not necessary, do not purchase. This removes the hazard completely.
• **Substitute**: Replace with a less hazardous option. (Eg. Purchase metal bins instead of plastic bins because plastic bins emit toxic fumes if the bin catches fire.)
• **Engineer**: Modify or apply another suitable engineering control such as using a trolley, fume hood, guarding etc.
• **Administration**: Change work procedures to reduce exposure to the hazard.
• **Personal Protective Equipment**: Use gloves, apron, safety glasses, mask etc when appropriate.

3. It is important that a purchase order form is filled out for each item ordered. You need to include company name and enough information eg fax no. or address to send the order.

4. The purchase order form must be authorised. **Signing the form certifies that you have conducted the risk assessment.**

5. Where a purchase or hire, either through school system or DAIS, will result in a workplace change, adequate consultation of those affected by the change should occur before the final decision is made.

Kensington Gardens Preschool will take into consideration protecting the environment through sound environmental management practices in the procurement of goods and services.

We aim to:
• reduce energy use and greenhouse gas emissions in our operations through the procurement of equipment with lower energy consumption and through the effective utilisation of energy efficient office equipment;
• reduce resource consumption, waste, greenhouse gas emissions, and minimise environmental, health and financial risks, and costs; and
• be environmentally, socially and economically sustainable.

**REVIEWED : SEPTEMBER 2012**
RISK ASSESSMENT FOR PURCHASING / HIRING

Identify Item

Decide Hazard Level
Use Risk Assessment Matrix. Consider all hazards.

<table>
<thead>
<tr>
<th>Hazardous Substances:</th>
<th>Plant and Machinery</th>
<th>Quantity/Size of Item(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acquire Material</td>
<td>Dust/ventilation</td>
<td>Special delivery</td>
</tr>
<tr>
<td>Safety Data Sheet</td>
<td>extraction implications</td>
<td>instructions</td>
</tr>
<tr>
<td>See Risk Assess</td>
<td>Guarding implications</td>
<td>Manual handling</td>
</tr>
<tr>
<td>Tool for Ordering or</td>
<td>Power supplier and</td>
<td>implications</td>
</tr>
<tr>
<td>Using Substances</td>
<td>outlet locations</td>
<td>Storage implications</td>
</tr>
<tr>
<td></td>
<td>Signage (eg Safe</td>
<td>Sitting of item(s)</td>
</tr>
<tr>
<td></td>
<td>Operating Procedure)</td>
<td>Quantity considerations</td>
</tr>
</tbody>
</table>

Extremt to High Hazard

No Hazard

Medium to Low Hazard

Proceed with Purchase

Is item essential?

No

Are safer alternatives available?

Yes

Order Alternative

Can Hazard be managed with existing procedures?

Consider:
- Staff Training
- Safe Operating Procedures
- Ventilation, fume/dust extraction
- Lighting, storage, workspace
- Material Safety Data Sheets
- Protective clothing
- Mechanical aids
- Electrical supply
- Ergonomics

Can Hazard be managed by changing procedures?

Consider:
- Provide additional staff training
- Provide new SOP
- Improve dust/ventilation
- Improve lighting
- Improve storage or work space
- Purchase protective clothing
- Purchase additional/mechanical aids
- Upgrade electrical supply
- Purchase ergonomical furniture
- Other

Do Not Purchase / Hire

Proceed with Purchase

Purchase / hire only with new control measures

Do Not Purchase / Hire

Psychological Health Policy

At Kensington Gardens Pre-School we believe that:

❖ The psychological health and well being of staff is paramount.
❖ A safe, caring, purposeful, responsive environment that supports staff psychological health is central to learning and continuous improvement.

At Kensington Gardens Pre-School we promote the continued psychological health and well being of staff by:

- Identifying, exploring and addressing major psychological health risk factors.
- Including Psychological Health in our OHS Action Plan.
- Ensuring staff are informed about and accessing relevant psychological health, training and learning opportunities.
- Supporting staff in times of psychological vulnerability or personal difficulty.
- Ensuring all staff have a regularly reviewed, documented performance discussion and performance management plan in place, which enhances psychological health.
- Staff being aware of employee initiatives, contacts and processes (eg: OCAR Counselling).
- Having effective induction processes in place for new staff, including induction into the psychological health policy.
- Staff being aware of their right and obligation to report psychological health hazards and injuries in the same way as other work site hazards and injuries.
- Promoting a positive, safe work environment, with effective conflict management and grievance procedures in place.
- Having a site that values learning for all and celebrates success.

For further information see:

REVIEWED : SEPTEMBER 2012