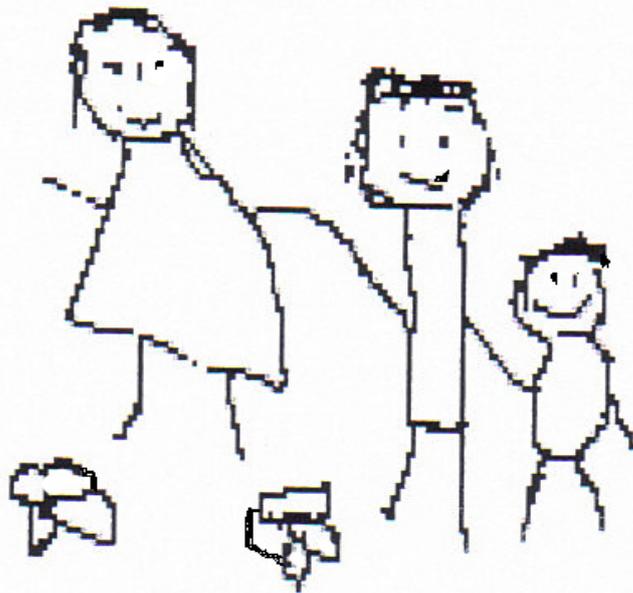


McRitchie Crescent Children's Services Centre



'a place where children learn skills for life'

**Policy & Procedures
for Parents**

Dropping off & Picking children up from Kindy

Rational

Child safety is of paramount importance to all of us who live and work with children and in our fast, busy lives sometimes shortcuts are taken to lessen time however they may increase the danger to children. Therefore new procedures have been put in place to protect the children.

Procedure

Dropping off

- Parents/caregivers **will not** be able to leave their children before 8.30 am as staff are not on duty.
- All children must be **brought into** the Centre by their parent/caregiver **and signed in**
- Snack and lunch boxes must be placed in the boxes provided. A drink bottle is not required.
- To settle their child, parents are encouraged to "play" or read with their child.
- Always let your child know that you are leaving so that they will not look for you later and be upset.
- If parents have difficulty separating from their child, a staff member will assist in the hand over.
- Parents are encouraged to phone the Centre within 1/2 hr if their child is extremely distressed when they leave. Staff will phone the parent/caregiver if their child does not settle.

Picking up

- Parents/caregivers **must be on time** to collect their child. Late parents cause stress as staff try to clean up/set up between sessions or at the end of the day.
- Children will usually be dismissed from the mat area however if you pick up your child early, you must let a staff member know so that there will be no concerns about a missing child.
- While waiting to collect your child, please feel free to collect their art work, look at your child's work book and check lost property.
- Late pick up will cause a fee to be applied unless prior arrangements have been arranged.
- Your child is expected to remain seated in the mat area until they have been verbally dismissed once the staff member has seen the parent/caregiver.
- If you are not able to collect your child ring and let staff know so that they can inform your child. Alternatively you may write the information and the name of the person collecting your child on the sign in sheet.

Other issues

- Please ring if your child will be away to **maintain their place** at kindy.
- If you need to talk to a staff member remember they need to set up or supervise children so if it will take time, arrange a time to talk.
- A "see me" tag will be placed in your child's parent pocket if staff need to see you.

Only allow your child through the gate when leaving

Health & Medical Policy

Rational:

Children become ill at various time in their kindy life and some have medical conditions that require management. To allow these children to attend our centre, the following procedures will be followed.

Procedures:

Children with pre-existing illness eg Asthma, Eczema, Allergies, and /or more life threatening illnesses will need a Health Care and Medicine Plan provided by their Doctor. These documents are to be kept for a year before being renewed by the child's family. They will be kept in a confidential folder on a "need to know basis" unless requiring urgent action by staff.

If a child requires medication or creams/lotions a Medical Authority Form must be completed by the child's doctor and returned. All medicines and creams must be in their original container with the Pharmaceutical instruction attached. Staff will check the name of the medication, dosage and the date match the information provided on the Medical Authority form from the doctor.

All medication will be stored correctly and returned daily unless prearranged. When medication or creams are given/applied the staff member will fill in the Medical Log appropriately.

Staff, parents/caregiver and health professionals will develop a support plan if your child has a serious health issue and requires support.

Non prescribed medications eg nappy creams/ lotions will be treated in the same manner and require a Medical Authority Form before they may be used in our Centre.

Hot Weather Policy

Rational:

UV level and severe heat will cause serious health issues for young children and staff.

The Centre is equipped with evaporative air-conditioners but with the increase in the number of children and staff the air-conditioners are only effective when the outside temperature is below 38°. Therefore when there are prolonged days of high temperatures, the conditions inside the centre are not suitable for young children or staff.

Heat stress is a physical response by the body to the total heat burden of which it is subjected. Both external (air temperature, humidity, air movement, radiant heat from surroundings) and internal (metabolic heat load from physical or chemical activity) factors

could result in fatigue, heat exhaustion, heat cramps and heat stroke.

Procedure:

The Governing Council, in conjunction with the Director have set the following procedures for hot weather.

When the temperature is predicted to be between 30° and 34° , children are only allowed to play outside in the shade.

When the temperature reaches 35° and 37° there will be no outside play.

When the predicted temperature is 38° or above, the Centre is offering parents the choice to keep your child home (or pick your child up early if they attend all day).

The hot weather policy will be activated when the channel 7 news reports the predicted temperature for the next day unless the weather changes.

McRitchie Crescent Food and Nutrition Policy

McRitchie Crescent kindergarten promote healthy eating habits for all children attending preschool.

We have reviewed the Right Bite: Healthy food and drink strategy promoted by the Government of South Australia and used it as a guide to create our list of suitable foods to bring to kindy.

This Food and Nutrition policy has been developed with the support of the Governing Council and staff at this site. Early childhood is an important time for establishing lifelong healthy eating habits. Healthy eating has both short term and long term benefits.

We recommend that all snacks be brought in a lunch box with the child's name clearly labelled and put into the appropriate place, container at the entrance or fridge is needed.

Snacks and /or lunches that need to be refrigerated can be placed in fridge located in the kitchen. All children will be encouraged to wash their hands before eating to maintain personal hygiene.

Lunch care children will be asked to follow the nutrition policy.

Children will be asked to take home foods that are not on the approved list.

Through this policy we aim to: (goals)

- Promote a nutritious diet to the children
- Teach children about food and nutrition
- Promote safe eating practices

How will these goals be achieved? (Strategies)

1. Parents will receive information on nutritious and safe foods to pack for their children to take to

kindergarten.

2. Water will be available at all times

Guidelines for special occasions:

Birthdays and graduations are special occasions and we will acknowledge this with a ceremony. **We ask that you do not bring in a cake to celebrate this special day** as it can become a bit excessive at the end of the term.

If you wish to share something with the children we suggest balloons, pencils, stickers, or various party treats (**Not food or lollies**).

We are an allergy aware centre:

We sometimes have children within our care who have Food Allergies. So as a precaution we ask that you do not bring foods that may trigger a reaction like: nut based products.

If your child does have an allergy then the centre requires you to inform us ASA P and fill out a Health Support Plan.

Healthy Snacks for Mat time:

(Choose plenty—Green foods)

- *Fresh fruit whole
- *Fresh veg cut into sm. pieces or strips eg: carrot, celery, cucumber, capsicum, broccoli and cauliflower
- * Corn on the cob
- *Sandwiches
- *English muffin
- *Cheese slices, cottage cheese, cream cheese, fruit cheese and cheese sticks
- *Plain cracker biscuits: Jatz, Sao's, plain rice crackers etc
- *Sm container of yoghurt, sago, vanilla custard
- *Weetbix with Vegemite/Promite
- *Vegetable dips
- *Plain popcorn and rice cakes
- *Cold crumpets, pita bread rolled up with sandwich fillings
- * Cooked - Chicken, fish, chops
- *Cold pasta
- *Tossed salad in a container
- *Home made: Scones, pikelets, falafel balls, cold toast, pizza
- *Un-sweetened tin fruit.

(Select carefully - Yellow Foods)

- *Processed meats: Cold meat, fritz, metwurst, sausages, rissoles
- *Corn fritters
- *Jam and honey

Snacks we do not wish to see:

A good indication of acceptable foods is the nutritional table displayed on each packet. Look at the 100g list, if the product contains more than 20g of fat, sugar or salt, it will not be healthy for your child.

These foods are definitely not encouraged – Red foods

- *Cakes/buns/ pastries eg: Pies, pasties, sausage rolls
- *Sweet biscuits
- *Lollies
- *Sugary sandwich spreads eg: Chocolate spread, hundreds and thousands
- *Muesli or nut bars
- *Roll ups
- *Fruit straps/ fruit metres/fruit bars
- *Chocolate anything
- *K-time, LCM bars etc.
- *Dried fruit
- *Chips or savoury biscuits of any kind
- *Jellies
- *NO NUTS or NUT PRODUCTS AT ALL**

Foods that are high in fat and sugar, promote tooth decay. Some foods are soft don't promote chewing for h required to develop jaw movement which is needed for speaking.

Grievance Procedures for parents and staff

Rational:

In any pre-school setting, the establishment and development of respect and the successful resolution of grievances require parents and staff to communicate openly, honestly and courteously with each other.

At McRitchie Cres CSC parents can expect staff to respect their diverse opinions, aspirations and perspectives. In turn, parents need to respect the staff as professional people. When parents and staff show mutual respect it enables them to discuss issues and work together to resolve problem situations. This effective working relationship will result in the best possible outcomes for the children

All discussions between Staff, Parents and DECS personnel are confidential and will not be discussed with other parties.

Please try to resolve any issues within the Centre but do not hesitate to contact the Regional Office if the issue is unresolved.

Procedures:

Here are the three steps to follow if an issue arises with a staff member.

1. Politely discuss the issue with the staff member . Remember it may just be a misunderstanding. If this does not bring about a resolution move to step 2
2. Arrange a formal time and place to meet and speak with the person concerned and the Director or another staff member about the issue.
3. If the issue is NOT resolved or if the issue is with the Director, ring the Regional office on 86 45 6568

Evacuation for off Site

Rational:

Natural disaster events happen unexpectedly, so in the event of a critical incident (eg earth tremor, flood, aftermath of severe storms, gas leaks, or serious accident) the site may need to be evacuated. First and foremost the safety of our children & staff are essential and any decision made to evacuate the site will be made in consultation with the regional office leadership and staff.

Our designated off site safe place to congregate is the Our Lady Help of Christians School oval on McRitchie Cres. This site will only be used if it is safe to walk the children there, otherwise the children will remain on site in our own yard.

Procedure:

Once the decision has been made to evacuate, emergency contacts for each child will be rung, informed of the decision and encouraged to collect their children from the designated area, (either on our site or at OLHC oval).

On leaving the site, the staff will do a head count of children as they exit the building, taking emergency information, mobile phones, first aid bag, the roll, spare clothing and depending on time, children's bags.

The last teacher to leave will investigate all areas to check for children. Upon arriving at the designated evacuation area staff will call the roll and sit the children calmly. While 2 staff supervise the children, the remaining staff will ring the emergency contacts and arrange the child's collection. Once all emergency contacts have been informed the PM session will then be contacted (if required) and informed of the site closure.

Staff will only be released to attend to their own needs once all the children have been collected.

Behaviour Education Policy

Rational

McRitchie Cres CSC believe in working in partnership with families and caregivers to address children's behaviour needs and providing a safe, secure and supportive learning environment which will increase the success in learning appropriate behaviours.

We further believe that the use of a positive approach to behaviour education that takes into account the child and their contextual factors and addressed challenging behaviours in a timely and appropriate manner, will also increase the success in learning appropriate behaviours. All parents/caregivers to be given a copy of our Behaviour Code.

The following has been adapted from the DECS 'Behaviour Management Policy for Early Childhood Services'. There are 2 main guiding principles we will follow;

Principle 1: Staff will use a positive approach in managing children's behaviour.

Principle 2: Consequences for inappropriate behaviours must reflect the dignity and rights of the child.

Principle 1: Staff will use a positive approach in managing children's behaviour.

* Behaviour (verbal and non-verbal) is a form of communication from the child to the world. Staff need to examine what individual children are attempting to communicate and to teach them more appropriate ways of communicating their needs. For example, when a child is angry because someone knocked over their building and they hit that child, we intervene and suggest some language that the child could have used instead of hitting the other child.

* Behavioural expectations of children need to be made explicit - both the appropriate and inappropriate behaviours. We remind children when they enter a play area about appropriate behaviour, such as "keeping shovels down", "keeping sand in the sand-pit low", "we only throw balls and we go outside to do that" etc.

* It has been recognised that long term change occurs as a result of teaching and reinforcing positive, appropriate behaviours rather than as a result of the imposition of consequences for undesirable behaviours. In order to reinforce appropriate behaviours, the time and attention given by staff to these behaviours must be noticeably greater than that spent on inappropriate behaviours. We use language such as "It's great to see you", "Thank you for givingsome play dough", "I didn't ask you to pack the blocks away but you are, thank you" etc.

* The manner in which adults interact with children is significant to children's growth and development. Staff need to model appropriate styles of interaction and appropriate approaches to conflict resolution. We encourage sharing, and turn-taking often modeling those behaviours by being part of the activity. We suggest language children could use and involve them in problem solving when dealing with a conflict situation.

* There are situations in which a child has wide choice, situations of limited choice and situations of no choices. Staff will clarify for children, situations of "free", "limited" and "no" choice. Free choice -

free play time and children can choose any activity; limited choice - such as fruit time where children can only sit together on the mat, no choice - such as pack-up and mat-time as everyone is involved.

* A positive approach to behaviour management means considering a child's level of development and matching expectations to this. Anticipating potential difficulties and planning programs and routines around these are essential strategies. Understanding the limits of young children's abilities - to wait, to share, to appropriately express feelings to cope with tiredness/disappointment, is a prerequisite to planning high quality programs. Activities which offer a wide range of choice on Occasional Care Day to cope with two year old children.

* Positive teaching and caring techniques to be employed include: positive reinforcement and encouragement for appropriate behaviours, redirection/distraction, early intervention to avoid escalation of conflict, teaching of communication and problem solving skills that encourage self awareness and self discipline.

To achieve this staff, volunteers, trainees and visitors:

- will provide safe, caring, well planned environment in which expectations of children's behaviours are expressed positively and explicitly and are developmentally appropriate
- are responsible to all children
- have a duty to supervise children so that they comply with rules and practices designed for their own safety and that of other children
- have a duty to design and implement appropriate programs and procedures to ensure the safety of children
- have a duty to warn children about dangerous situations or practices
- have a duty to ensure that premises, grounds and equipment are safe

If Adults:

Model appropriate behaviours

Provide opportunities for children to take risks and experience success

Be positive

Value and recognise the individual strengths, skills and interests of each child

Provide opportunities for problem solving

Provide lots of opportunities to communicate and ask questions

Help children to recognise and articulate their feelings

Be fair and patient

Be consistent and follow through when managing challenging behaviours

Respect others

Children Will:

Have a role model

Take risks

Be relaxed

Feel respected and happy

Solve problems

Become assertive

Be able to express feelings, wants and needs

Be able to work in a cooperative manner

Know limits

Respect others and take responsibility for their own actions

Principle 2: Consequences for inappropriate behaviours must reflect the dignity and rights of the child.

* Consequences for inappropriate behaviours must always be used as part of a comprehensive behavioural approach with the focus on encouraging / reinforcing appropriate behaviours. We offer children the choice to behave appropriately or they can choose to leave the activity for the safety of others..

* Such consequences will never include physical, verbal or emotional punishment; that is smacking, slapping, shaking, put downs, name calling, shouting and any punishment that humiliates, frightens or threatens the child.

Our rules and consequences help to; keep us safe, respect our rights and encourage responsibility.

Inside Rules

We walk inside

We use quiet voices

We use a soft touch

We pack away

We wash our hands

Mat Time Rules

We sit with our legs crossed

We sit with our hands in our lap

We look at the teacher

We listen to the teacher

We sit quietly

Outside Rules

We use safe hands

We use safe feet

We share

We pack up

We wear a hat it quietly

Consequences for appropriate behaviour

- Positive feedback, reinforcement and encouragement
- Stickers, certificates, stamps
- Special activities
- Photos, display of work
- Sharing work/behaviour with staff & peers

Consequences for inappropriate behaviour

- Reminder of rules and/or counselling on behaviour
- Redirection to another activity
- Walk with staff and talk about examples of appropriate behaviour
- Being withdrawn from peers & thinking of appropriate behaviours
- Sitting in Time Out (kitchen for safety and exclusion) until staff discuss issues & find resolution
- Sent home

The Importance of Play Based Learning

Why does our Centre feel that a play based approach is important to learning?

Play is the way most humans, but especially young children, make sense of their world, Play based learning is an important way to develop active learning. Active learning means using your brain in lots of ways.

When children play, they

- Explore the world—natural and social.
- Develop and practice social and language skills that may be more complex than everyday activities
- Expand and challenge their physical skills
- Experiment with new ideas including symbolic competence required for formal learning.
- Enhance their self confidence
- Think and express themselves creatively
- Respond to experiences with or without language
- Develop their sense of self and identity.

What does play look like?

- Children may play on their own in solitary play; alongside someone else but independently in parallel play or with other children in cooperative play
- Play may be structured, where someone else makes the rules and decisions
- Play may be unstructured, when the child is self-directed or takes all the initiatives.

What can children learn in play?

- Positive attitudes of self motivation and self direction
- Self confidence
- Cooperative and group values
- Curiosity, persistence and concentration
- Language, literacy and numeracy.

Staff support children's play by

- Allowing for extended periods of time for children to remain in the "flow" of their play,
- Providing resources such as household items and materials
- Making enough space to focus on the play activity
- Catering to choice of activity, materials and equipment
- Role modelling to encourage and extend ideas
- Challenging them with more complex thinking, novel ideas and experience.

Staff achieve this by,

- Planning and programming to suit the needs and interests of the children
- Using the Early Years Learning Framework which covers the curriculum areas of
 - Sense of Identity
 - Effective communication
 - Sense of wellbeing
 - Involved and confident learners
 - Connect and contribute to their world
- Observing, assessing, photographing and recording children's progress and development.