



Avenues College

Avenues College Children's Centre Preschool Policies, Procedures & Guidelines

Avenues
College

UPDATED September 2022



Government of South Australia
Department for Education



POLICY AREAS

The Department for Education (DfE) sets formal parameters in each policy area which must be implemented. The Australian Children's Education and Care Quality Authority (ACECQA) also provides preschool policy compliance which must be implemented. In addition to compliance with DfE and ACECQA some policy areas require ACCC to translate policy into our local contexts and provide additional procedural documents.

This document will reference DfE and ACECQA policy and as required, will provide website links for further reading. The local ACCC policies and procedures will include a brief overview and the scope explaining how to use the policy as required by DfE.

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1	Health and safety – nutrition, food, beverages, dietary – ACCC local
2	Sun Protection – ACCC local
3	Water Safety including safety during any water based activity – ACCC local
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1. Health and safety – including nutrition, food and beverages

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.1 – Each child’s health and physical activity is supported and promoted.	Element 2.1.3 – Healthy eating and physical activity are promoted and appropriate for each child.

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	Nutrition, food and beverages and dietary requirements

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the department’s website :	<ul style="list-style-type: none"> • Nutrition and dietary requirements in preschool (edi.sa.edu.au) • The Right Bite ready reckoner (PDF 439KB) • Australian Dietary Guidelines • SA Health food standards (Food Act 2001) • Nutrition and dietary requirements in preschool • Staying Healthy: Preventing infectious diseases in early childhood education and care services (Section 3.5 Food Safety) • Oral eating and drinking procedure • Anaphylaxis and severe allergy

Rationale: At ACCC we promote healthy eating and embed this in the curriculum to support children with knowledge, attitudes and skills to make positive, healthy food choices. We respect and celebrate cultural diversity. Children learn about diet firstly in families. Children bring their lunches to preschool from home. We encourage families to follow the Australian Guide to Healthy Eating. Families have access to a range of referral pathways for children and families seeking support in the area of nutrition, including individual referrals and group learning opportunities about diet and nutrition which can be offered on a needs basis.

1a. Local ACCC healthy food supply and nutrition policy

We want and need our children to:

- Enjoy a wide variety of nutritious foods
- Eat foods that are low in saturated fat
- Balance food intake with physical activity
- Eat only a moderate amount of sugar and foods containing added sugars
- Choose low salt foods and use salt sparingly.

Some purposes:

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

Messages for the parents/ caregivers:

- Smaller amounts of nutritious food provide more nutrition than lots of processed food. Children are encouraged to bring their own named drink bottle with water. There is access to clean filtered tap water at all times for bottles to be filled up. If a bottle is not provided, a spare bottle can be arranged.
- There is no need to bring lollies to preschool.
- Food WILL NOT be **reheated** by staff for safety reasons. Parents can choose to use a thermos container but will take responsibility for the temperature of the food. In some cases, children may have a care plan that requires initial heating (not reheating) of food. This process is developed with parents and only approved in special circumstances where clear instructions are given to educators.
- Children will be encouraged to drink water with their lunch. Fruit boxes, juice and cordial are discouraged.
- Parents will be encouraged to support this policy and where difficulties arise in the provision of suitable foods, parents will consult with staff.
- Children will be informed that sharing of food is not appropriate due to allergies and intolerances.
- Dietary requirements should be reported to staff on enrolment through the enrolment form and pre entry interview.
- Children should have a food safe container for their lunch. This should contain a cooling element to keep the food cold until lunch time.
- We are a nut and allergy aware centre and ask that food brought in does not contain nuts. Other children with food allergies may be enrolled during your child’s time at preschool, families will be notified of these as they occur. We ask you to respect these allergies and food restrictions, so all children are safe at preschool.

Messages for the children:

- We wash our hands before we eat to wash off the germs. Germs on our hands can get into our stomach through our mouth and food, these germs can make us sick.
- At lunch time, we eat our ‘healthy food’ before our snacks and ‘sometimes food’. We eat our ‘healthy food’ before we go and play.

Staff and Centre Responsibilities:

- At preschool children eat in a positive social environment with staff who model and discuss healthy eating.
- Our preschool provides a healthy food supply for preschool activities, celebrations and events, limiting availability of high fat, high sugar or processed food. Whilst these foods may be present at parties, fruit and water will always be available.
- All staff know and follow hand washing guidelines.
- Families are made aware of this policy and the need to be a nut and allergy aware centre.
- Staff will encourage children to try new foods.

- Staff will encourage children to eat their lunch and will be guided by the Australian Dietary Guidelines whilst respecting children's personal preferences and hunger levels.
- Dietary requirements will be inquired about on enrolment through the pre enrolment interview.
- Learning about food and nutrition will be included in the curriculum e.g. growing vegetables, cooking and tasting experiences.
- Principles of good hygiene practice will be incorporated into daily routines to support this policy e.g. hand washing.
- Staff will provide parents with healthy eating information and our healthy eating policy.

ACCC 'Birthday celebrations for children'

When it is a child's birthday families often want to bring in something for children to share and celebrate. We encourage fruit platter to share. When it is a birthday celebration we will sing happy birthday to the child during a group time of the day and the child will get to wear a 'birthday hat' while eating their lunch. Sometimes there will be more than one child celebrating. We prefer parents to remind us when there is a birthday so we can write it in our day book and include in our routine.

Celebrations

It is acknowledged that on some occasions there is a desire to have foods which are outside the general policy of the centre, special events, fundraising etc. These occasions will be limited and at such events, for instance end of term parties, fruit and water will also be available to children.

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2. Sun protection policy

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.2 – Each child is protected	Element 2.2 At all times reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	Sun Protection

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	<ul style="list-style-type: none"> • www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email.version.pdf • sun protection policy.

Rationale

All department school sites, and early childhood education and care services must have a sun protection policy in effect for school terms 1, 3 and 4 and whenever ultraviolet (UV) radiation levels reach 3 or above. Sites must inform the school community including employees, students, parents and volunteers of the sun protection policy. Children and young people are encouraged to be responsible for their own sun protection.

ACCC maintains a safe and healthy environment for all.

Using sun protection

The school uses a combination of sun protection measures for all outdoor activities on and off-site during terms 1, 3 and 4 when the UV reading is higher than 3.

Hats

All adults and children are required to wear an appropriate, legionnaire, broad brimmed or bucket hat, when playing outside in terms 1, 3 and 4. We understand that at Preschool, this maybe some children's first experience in wearing a hat and staff will take persistent and repeated actions to ensure children wear their hat whilst outside and hats that fall off are regularly put back on.

Sunscreen

It is the responsibility of parents/carers to apply sunscreen before children come to preschool. Sunscreen is available at preschool. Parents give signed permission for staff to support the application of sunscreen during the day where required during a pre enrolment interview.

Children are encouraged to apply their own sunscreen.

For children with allergies or sensitive skin parent/carers will provide the appropriate sunscreen which will remain in the child's bag or in the sunscreen basket.

Strategies are in place to remind children to apply sunscreen before going outdoors (e.g. reminders both verbal and visuals, lunch time and morning routines).

Clothing

Families are encouraged to send their children to preschool in tops and dresses that cover their shoulders for example t-shirts instead of singlets.

Staff, volunteers and workers at the site are expected to wear sun protection and are responsible for applying their own sun protection equipment.

Curriculum

Sun Smart behaviour is regularly reinforced and promoted to the community through newsletters, school homepage, parent meetings, staff meetings, Facebook, Seesaw, and pre enrolment interviews.

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3. Water safety policy and procedure

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.2 – Each child is protected	Element 2.2 At all times reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Education and Care Services National Regulations	
Regulation 168 (2) (a) (3)	Water safety, and safety during any water based activities

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to DfE’s websites:	<ul style="list-style-type: none"> • ‘Preschool Water Safety Procedure’ ▪ https://kidsafe.com.au/water-safety/ ▪ Risk Management Policy for further details: https://edi.sa.edu.au/results?query=risk+management+policy&collection=edi-combined

Rationale: The safety and supervision of children in and around water is of the highest priority. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the preschool environment. Children will be supervised at all times during water play experiences.

Aims:

To ensure that the site will prevent child accidents and illnesses relating to water hazards. Children’s safety and well-being will be protected in and around water through supervision and prevention and be promoted through the availability of clean, hygienic water for play and drinking.

Leadership will:

- Develop and review this policy and ensure it is implemented throughout the site.
- Ensure facilities for other programs are aware of the restrictions regarding use of the water vessels inside and outside based on attached water hazards risk assessment documents.

Educators and Teachers will:

- Ensure permanent water indoor containers, such as fish tanks, are safety covered in the education and care setting. Children inside are to be supervised at all times.
- Ensure wading/paddling pools or water play containers are emptied after each use and are stored to prevent the collection of water.
- Ensure that containers used by children in their play such as buckets are emptied after play has finished
- Ensure adequate supervision of water ‘bubblers’ and hand washing areas to ensure children do not slip, hurt themselves
- Supervise water play experiences at all times as per the attached risk assessment.
- Provide access to clean drinking water at all times.
- Adults may carry and consume hot drinks only in approved thermal mug.
- Complete a Risk Management Plan, when planning experiences or excursions based around water play or areas with potential drowning hazards. See Risk Management Policy for further details: <https://edi.sa.edu.au/results?query=risk+management+policy&collection=edi-combined>
- Ensure children are supervised if playing in the outdoor environment during or after rain. The environment should also be checked for flooding after heavy rain.
- Ensure they follow the outlined safety strategies in the risk/ benefit assessment of water containers/ vessels, including supervision plans (located in preschool room).

Evaluation:

- Supervision and access to water within the service is managed effectively by staff to ensure children remain safe and healthy.

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4. Administration of first aid, incident, injury, trauma & illness policy

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.1 – Health practices and procedures	Element 2.1.2 – Effective illness and injury management and hygiene practices are promoted and implemented

Education and Care Services National Regulations	
Regulation 168 (2) (a) (iv)	Administration of first Aid

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website:	<ul style="list-style-type: none"> • First Aid in School and Preschool, • Responding to Injuries, • Preventing and managing illness at your site • First aid and infection control

Rationale: ACCC committed to providing and maintaining a safe and healthy environment for children, families, staff, volunteers and visitors. This is achieved through an effective preventative approach to the management of health, safety and welfare and includes the recording and/or reporting of any incident, injury, trauma or illness that occurs.

Procedure for minor child injury:

- Comfort the child and administer appropriate first aid.
- Staff member in attendance is to then fill out an *Incident, injury, trauma and illness record*.
- When the child is collected, the parent/carer will be asked to sign the record, staff offer to make a copy for the family if they wish. The original remains in the bound book and is kept in the room until the book is full, then stored in the admin area and then archived.
- **Any head injury, or more serious injury will be treated with appropriate first aid and then staff will aim to inform a parent by phone.**

Procedure for Serious Injury/Incident

- Comfort the child and administer appropriate first aid
- If necessary, contact either parent or emergency contact person and ask them to come and collect the child.
- When the authorised person collects the child and is going to seek ongoing medical support, staff to ask if the authorised person is safe and happy to drive the child or would they like an ambulance called.
- Staff should not travel in a private car with a parent driver.
- If a person at a departmental site is ill or injured and needs urgent medical attention, staff must call an ambulance by dialing triple 0 (000).
- If a child or young person requires ambulance transport to hospital, wherever possible a department employee should accompany them in the ambulance and remain with them until a parent or alternative emergency contact arrives at the hospital. This should not occur if this will prevent the site from being able to provide appropriate supervision for other children.
- Employees should not use a private vehicle to transport individuals to hospital, unless on the expressed advice of the ambulance service via phone or at attendance. Where this occurs, at least 2 adults should accompany the injured person.
- Meeting ambulance costs is primarily the responsibility of the individual or their caregiver. Those that have private ambulance cover should recoup costs from that source.
- Where a person does not have private cover, a request for payment by the department can be made by the parent or guardian. This is done by completing an online ambulance claim and the centre is able to support the family to do this.
- Meanwhile the staff at kindergarten will continue to try to make contact with the parent or emergency contacts.
- Staff/leadership will be redirected from the school if needed
- The staff member/s will stay with the child until a parent or emergency contact person arrives. They will keep the preschool informed of the situation.
- If the parent or authorised person arrives to accompany the child to hospital themselves, staff (where able, dependent on supervision) will ask the family if they wish for a staff member to accompany them and their child to the hospital until a support person arrives or the authorised person feel confident they can take charge in the situation.
- Principal or Senior Leader will log the incident on IRMS- Incident Response Management System.

Procedure for Staff/ Volunteer/Student Injury

- Administer appropriate first aid
- Ring for ambulance if required
- Notify the emergency contact
- Accompany staff member to hospital if emergency contact has not arrived
- Arrange relief staff if needed.
- Complete an *Incident, injury, trauma and illness record*.
- Staff will log the incident on IRMS- incident response management system.

Staff are required to:

- Complete an *Incident, injury, trauma and illness record* as soon as possible and give to the Principal/Senior Leader and where applicable the Workplace Health and Safety Representative.

- Complete a Work Cover SA claim form if applicable (refer to DfE Injury Reporting and Investigation Procedure).
- Complete an application for Leave of Absence if injury prevents you from attending work (if applicable)

Illness:

ACCC is responsible for maintaining a safe and hygienic environment for families, children and educators including preventing the spread of infection. This extends to ensuring that children attending the preschool are healthy and therefore able to engage in learning. Educators are not qualified to care for sick children and are not able to administer medication unless under the authority of a Medication Agreement Plan filled out by a Health Practitioner (for controlled medication) or with the family and site for none controlled medications. If symptoms and/or high temperature readings occur while the child is at the Preschool, parents or emergency contacts will be asked to collect the child. Staff follow SA Health advice regarding incubation and exclusion periods. Parents or emergency contacts will be asked to collect their child as soon as possible, and the child will not be able to attend until the exclusion period has passed in line with SA Health guidelines.

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5. Sleep and rest policy

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.1 – Wellbeing and comfort	Element 2.1.1 – Each child's well being and comfort is provided for including appropriate opportunities to meet each child's needs for sleep , rest and relaxation

Education and Care Services National Regulations	
Regulation 168 (2) (a) (v)	Sleep and rest for children

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website :	<p>DfE Safe Sleeping Procedure</p> <ul style="list-style-type: none"> ▪ Education and Care Services National Law and Regulations ▪ DECD Safe sleeping for infants and children Procedure July 2017 ▪ Safe infant sleeping standards policy directive (SA Health) ▪ Kidsafe SA safe sleeping recommendations ▪ Keeping Baby Safe: A detailed guide for consumers <ul style="list-style-type: none"> ○ https://www.productsafety.gov.au/system/files/Babies%20dummies%20-%20Supplier%20guide.pdf ▪ ACECQA Safe sleep and rest practices

Rationale: We are fortunate to have quality information to ensure our best practice is consistent with safe sleep recommendations. Within our daily routine if a child needs to sleep ACCC ensures safe protocols. Currently (2022) our programs do not offer explicit sleep time. It is only offered to children who express their need to sleep. We do incorporate relaxation time within our preschool program.

The following ACCC procedure is consistent with the requirements of the:

- Education and Care Services National Law and Regulations
- DfE Safe sleeping for infants and children Procedure January 2022
- Safe infant sleeping standards policy directive (SA Health)

For Children of all ages

- A quiet place will be designated for rest and sleep. The space will allow for a calm play experience.
- Educators follow the 'flow of the day' and in the afternoon a relaxing sensory space can be set up as educators take their cues from the children.
- Open ended, comfortable resource are available for children to set up their own cosy/quiet space if they wish.
- Children are to sleep and rest with their face uncovered.
- The sleep and rest environment and equipment will be safe and regularly checked for hazards. This includes all equipment complying with the Australian Standards.
- Supervision planning and the placement of educators across our service will ensure educators are able to adequately supervise sleeping and resting children.
- Educators will closely monitor sleeping and resting children and our sleep rest environments. This involves checking/inspecting sleeping children at regular intervals (no less than 15mins) and when possible, sleeping children are within sight and hearing distance of educators so that we can assess a child's breathing and the colour of their skin. Service providers will consider the risk for each individual child, and tailor sleep and rest to reflect the levels of risk identified for children at our service. Factors considered include the age of the child, medical conditions, individual needs and history of health and/or sleep issues.

For Babies and Toddlers

- In our Occasional Care Program, toddlers will remain in the line of sight and hearing distance so that educators can assess the child's breathing and colour of skin to ensure safety and well-being.
- Babies are placed on their back to sleep when first being settled. Once a baby has been observed to repeatedly roll from back to front and back again on their own, they can be left to find their own preferred sleep or rest position (this is usually around 5–6 months of age). Babies aged younger than 5–6 months, and who have not been observed to repeatedly roll from back to front and back again on their own, will be re-positioned onto their back when they roll onto their front or side.
- If a medical condition exists that prevents a baby from being placed on their back, the alternative practice will need to be **confirmed in writing to the Coordinator of the service, by the child's medical practitioner.**
- Babies over four months of age can generally turn over in a cot. When a baby is placed to sleep, educators are to check that the bedding is tucked in secure and is not loose. Babies of this age may be placed in a **safe baby sleeping bag** (i.e. with fitted neck and arm holes, but **no hood**). At no time should a baby's face or head be covered (i.e. with linen). To prevent a baby from wriggling down under bed linen, the educator **will position their feet at the bottom of the cot.**
- If a baby is wrapped when sleeping, consideration will be given to the baby's stage of development. Educators will leave their arms free once the startle reflex disappears at around three months of age and discontinue the use of a wrap when the baby can roll from back to tummy to back again (usually four to six months of age). We use lightweight wraps such as cotton or muslin as per the Red Nose Safe Wrapping Information Brochure.

- If families choose to use a dummy, the dummy must comply with the Australian mandatory standard AS 2432:1991, have no unsafe decorations and never tied around an infant's neck. Educators will do a visual check of the dummy against the keeping baby safe information (pg18) and will refuse the use of the dummy if there is doubt regarding it meeting the standards. If a dummy falls out of a baby's mouth during sleep, it will not be re-inserted.
- As per the **DfE Safe sleeping for infants and children procedure January 2022** Prams, pushers, bouncinettes and rockers are not used unsupervised or as a sleeping environment for children.
- As per the **DfE Safe sleeping for infants and children procedure January 2022** all cots including portable will comply with the Australian Standards (AS/NZS 2172 / AS/NZS 2195).
- Cots will be kept away from hanging cords, mobiles, electrical appliances and curtains. Beds and cots must have an unobstructed gap, end-to-end and side-to-side, to enable free movement by an educator.
- This sleep and rest procedure will be reviewed on a regular basis to ensure our practices are consistent with safe sleep recommendations. We refer to the **DfE safe sleeping checklist for infants and young children** as a guide for reviewing our practices to maintain the highest level of safety and well-being of every child who attends our service.

For Learning Together Play Group

These playgroups are an external service and are not assessed against the national standards. However, as a whole centre policy learning together staff will:

- Ensure all sleeping children are uncovered and next to their parent
- Offer a space for the sleeping child, if the parent chooses, to be transferred
- Ask parents to remove any decorations, chains, and attached dummies when sleeping

This sleep and rest policy will be reviewed annually to ensure our practices are consistent with safe sleep recommendations. We refer to the **DfE safe sleeping checklist for infants and young children** as a guide for reviewing our practices to maintain the highest level of safety and well-being of every child who attends our service.

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6. Dealing with infectious diseases policy and procedures

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.1 – Health practices and procedures	Element 2.1.2– Effective illness and injury management and hygiene practices are promoted and implemented

Education and Care Services National Regulations	
Regulation 168 (2) (c)	Infectious diseases including procedures complying with r188

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website:	<ul style="list-style-type: none"> • Infection control and employee immunisation programs • Incidents, illness and complaints in early childhood services • SA Health exclusion from childcare, preschool, school and work • Staying Healthy: Preventing infectious diseases in early childhood education and care services • SA Health You've Got What • Immunisation requirements flow chart • Immunisation requirements and early childhood services • How to enter and maintain immunisation records in EYS for preschool and occasional care

Rationale: Protecting children and staff against preventable communicable infections and diseases is an important part of keeping children and staff healthy and safe.

Prevention

Consistent healthy practices prevents illness or injury. Clean and/or disinfect as often as necessary. Follow procedures and recommended practices.

We have a limited range of products. It includes spray solution bottles for;

- **Cleaning solution*** – floors, furniture, stains -made up in solution @ 1:20
- **Disinfectant solution*** – table tops, toys/equipment, handles, toilet taps – made up in solution @ 1:20
- **Milton Anti-bacterial solution** –sand pit cleaning @ 1:80.

*These have matching coloured sponges. Do not spray onto surfaces, spray onto the sponge.

They are located in the bathroom, the kitchen and at the art sink. The bulk containers are stored in the locked cupboard in the children's bathroom.

Personal hand washing equipment is available in the kitchen and bathroom.

Control

Disposable gloves are available in the children's bathroom and the kitchen. There is a mop and bucket in the adult bathroom for cleaning spills/bathroom accidents.

The room is cleaned at the end of the day by a professional cleaner. We put the chairs in small stacks of 4 and leave them up on the tables when all the children have gone home.

Equipment must be cleaned and/or disinfected before storing after use.

Site Manager will follow Work Health Safety Act requirements to report notifiable conditions and prescribed serious illnesses.

Containment

In the event of a case of a notifiable disease in our community, this centre will follow the Public Health Act 2011 guidelines to communicate with families and staff to minimize risk.

We keep a record of immunisation status for enrolled children and will exclude non-immunized students in the event of a notifiable disease alert from SA Health.

Risk assessment is an ongoing process undertaken by all staff.

Routine Practices

First Aid:

- Handwashing and/or gloves to be used as required.

At snack and lunch time:

- Children and adults to wash hands before and after snack/lunch time.
- Before and after children use tables, clean and/or disinfect
- Clean and/or disinfect bathroom taps, sinks, toilet flush buttons and door handles. These facilities are checked whenever possible throughout the day.

At the end of each day:

- Tables sprayed and wiped clean
- Paint/glue brushes and other tools cleaned
- Easels and painting area cleaned
- Kitchen sink cleared

At the end of each week:

- Utensils used on playdough table should be cleaned and/or disinfected
- Any props used in home corner should be cleaned and/or disinfected
- Art smocks laundered
- Kitchen benches and tables tidied and cleaned and/or disinfected
- Tea towels/hand towels laundered

At the end of each term:

- Toys, blankets washed

As warranted:

- Carpets, soft toys, fabric, shed equipment and sand cleaned and/or disinfected

Process for NITS in hair:

If a child of adult noticed NITs in someones hair, educators will call parents and parents are expected to pick up their child and do a treatment in hair. A note will be shared with all other children in the session asking for parents to check the hair and do a treatment if needed. Appropriate washing of items will occur for any preschool items such as cushion.

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7a. Medical conditions: risk minimisation and communication plans

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.1 – Health practices and procedures	Element 2.1.2– Effective illness and injury management and hygiene practices are promoted and implemented

Education and Care Services National Regulations	
Regulation 168 (2) (d)	Medical conditions in children, including matters set out in r90

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website:	<ul style="list-style-type: none"> ▪ https://www.acecqa.gov.au/sites/default/files/2021-08/DealingMedicalConditionsChildrenGuidelines.pdf ▪ Health Support for children and young people ▪ Health care plans ▪ Managing student's medical conditions ▪ Complex needs safety checklist ▪ Oral eating and drinking including oral eating and drinking in education and care procedure ▪ Anaphylaxis and severe allergies in education and care procedure

Rationale: Families need to communicate health status on enrolment and throughout the year so that staff can develop health care plans with family and administration processes. Only with an official DfE form can medication be administered.

To help children stay safe and healthy, under regulation 90 services must have a policy for dealing with medical conditions in children that includes:

- service procedures if a child enrolled has a specific health care need or relevant medical condition (for example diabetes, asthma, allergy or anaphylaxis)
- information for staff and volunteers about managing these conditions
- requirements for parents and carers to provide a medical management
- information for parents and carers on their involvement in developing a risk-minimisation plan and communication plan with the service
- if providing education and care for children over school age:
- the self-administration of medication by children, if permitted
- recording notification from a child who has self-administered medication.

Approved providers must ensure that their services have a policy for dealing with medical conditions in children, even if they have no children with a medical condition at the service. This is because circumstances could change or new medical conditions can emerge and new children enrol.

During the enrolment process, children's medical issues and management must be discussed with families, including the provision of a medical management plan and supporting documentation, if required.

In collaboration with the family/carers, the service must develop a risk minimisation plan and communication plan if an enrolled child has a specific health care need, allergy or relevant medical condition, to minimise risk by ensuring staff and volunteers understand the medical conditions policy and each child's medical requirements.

Your policies and procedures should address these requirements, as well as quality practices relating to dealing with medical conditions in children that align with the National Quality Standard.

Every service is different so it is not sufficient to apply generic policies and procedures to multiple services. You will need to contextualise your policies and procedures to your service's operations and its unique context.

Principles to inform our policy

All decision-making should be carried out in accordance with the principles of your service's Dealing with medical conditions in children policy. Examples of principles could include, but are not limited to:

- All staff are informed of any children diagnosed with a medical condition or specific health care need and the risk minimisation procedures in place.
- All staff are informed where medication is stored and/or any specific dietary restrictions relating to their health care need or medical condition.
- All children with diagnosed medical conditions have a current risk minimisation plan and communication plan that is accessible to all staff.
- Staff are trained in the administration of emergency medication.
- Families can expect that educators will act in the best interests of the children in their care at all times and meet the children's individual health care needs.
- We will partner with families of children with diagnosed medical conditions to develop a risk minimisation plan to ensure that the risks relating to the child's specific health care need or relevant medical condition are assessed and minimised. In conjunction with the risk minimisation plan, a communication plan will be developed setting out how communication occurs if there are any changes to the medical management plan or risk minimisation plan for the child.

The communication plan ensures all staff are informed of the child's medical condition and relevant documentation.

- We will communicate with families about their children's health requirements in a culturally sensitive way.

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Avenues College

7b. Medication information for families

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.1 –	Element 2.1.3 –

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	<ul style="list-style-type: none"> • medication management in education and care procedure (PDF 990KB) . • Medication in education and care services: information for families (PDF 226KB) • https://edi.sa.edu.au/supporting-children/health-and-well-being/health-condition-plans-and-forms/medication-management

Rationale:

Managing medications in an education and care setting is necessary for children to be kept safe. We need to make appropriate plans and safely manage medication administration for children procedure and have common understandings of the responsibilities for parents and legal guardians. Preschool and Occasional Care

Definition

‘Medication’ includes all prescribed, non-prescribed, over the counter and alternative therapies (vitamins, minerals, supplements) that are administered in an education or care service. Education and care services can only administer medication orally, aurally, inhaled or topically.

Medication administration types

- Medication that requires administration three times per day can generally be administered from home outside of school hours (in the morning, after school and in the evening).
- First dose: Not to be given at preschool
- Administration: Preschool can only administer aurally, orally or topically.
- Three times a day medication: Generally, these can be administered outside of school hours morning, afterschool and evening.
- Administer as needed (PRN) : Education staff are unable to do this without an Allergic Reactions Action Plan, Asthma Plan, Anaphylaxis Action Plan, or emergency medication management plan.

Post administering:

Education Staff will fill in our medical log and a medical advice form for the family to take home.

Medical Agreement

To administer medications: a **Medical Agreement** must be filled out with family and the preschool.

A DOCTOR needs to sign this medical agreement for controlled drugs or on-going pain relief (over 72 hours)

All medication must be provided in an original pharmacy container and have a clear pharmacy label with:

- your child's name date of dispensing name of medication strength of medication
- dose (how much to give) when it should be given length of treatment or end date (where appropriate)
- any other administration instructions (i.e. to be taken with food) expiry date (where there is no expiry date the medication must have been dispensed within the last 6 months)

Medication that is labelled **PRN, (Pro Re Nata- which means as needed)** to be taken as directed or similar does not provide sufficient information and **cannot be administered** in the education or care service.

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7c. Allergy awareness procedures

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.1 – Each child’s health and physical activity is supported and promoted.	Element 2.1.3 – Healthier eating and physical activity are promoted and appropriate for each child.

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	Nutrition, food and beverages and dietary requirements

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	Health support planning: anaphylaxis and allergies in education and care

Rationale: At ACCC we promote a healthy and safe environment. We need to promote awareness amongst children and parents/caregivers about allergic reactions suffered by certain children after coming into contact with these products. The policy also aims to alert parents to the potential severity of ANAPHYLACTIC reactions and provide information on how parents can help prevent such reactions by being aware of which products to avoid.

Information on Allergies

Many children have allergies. If exposed, allergic reactions include hives, swollen eyes, wheezing and asthma symptoms. A few reactions, however, are life threatening. Some children are severely allergic to PEANUT BUTTER, even a tiny amount could be fatal within minutes.

Children who have severe allergies to such food substances are exposed to a health risk not only when peanut products are consumed in their environment or shared with them, but from residue left on toys, play surfaces and other equipment (cross-contamination). These children are termed ANAPHYLACTIC i.e. suffer from ANAPHYLAXIS.

ANAPHYLAXIS (pronounced ana-f il-ax-is) is the most severe form of an allergic reaction that can result in death. An anaphylactic (or full body shock) can occur within seconds of exposure to an allergen or it may occur as a delayed reaction several hours after exposure. Anaphylaxis is a critical medical emergency that requires immediate treatment with adrenaline by injection to prevent permanent injury or loss of life. (Adrenaline opens up the airways and blood vessels in the body).

Parents responsibilities

- The Preschool must be informed of all allergies, if any, before enrolment of a child.
- Parents and the medical practitioner of children with allergies and anaphylaxis must fill out an ACTION PLAN FOR ANAPHYLAXIS (ascia) and EMERGENCY MEDICATION MANAGEMENT PLAN (HSP153) the documents to be partnered with a MEDICATION AGREEMENT (HSP151). Information on whether or not a child wears Medic Alert identification also needs to be provided.
- Parents/caregivers of an anaphylactic child must make sure the appropriate medication is made available to the Preschool to use in the event of an emergency.
- All medication e.g. Phenergan, EpiPen’s used for the treatment of allergies and/or anaphylaxis must be **in date** and provided by the family, be clearly labelled with child’s name and instructions on a pharmacy label and stored in the kitchen cupboard with all medications. **All staff must know of its location in the event of an emergency.**
- Parents /caregivers must make arrangements with staff for medication to be taken on any excursions
- Any suspicions of allergies the parents have noted must be further investigated by a qualified medical practitioner
- The Preschool must be notified of any changes to a child’s condition that may affect their existing care at the site
- All children should be encouraged by his/her family (and preschool staff) not to accept food from anyone other than their own family

Staff responsibilities:

- Encourage all children not to share food with each other and to sit down when eating
- Supervise all children whilst eating.
- Children’s lunches and snacks are to be monitored during eating times by a staff member in order to assess potential risks and to educate the children on the necessity of eating ‘nut free’ food at Preschool.
- In the event that a child brings a snack containing nuts, the snack will be placed in a safe place by staff and returned to family with a “Nut Aware Note”.
- All families will be asked not to send snacks containing nuts of any kind to preschool to promote a nut aware preschool
- Preschool staff will ensure any activities provided for the centre will be nut free (e.g. cooking or seed play).
- Any food not eaten is to be placed back in lunchboxes and bags or recycling bins such as the yellow compost.
- Ensure that any soaps and sunscreens used at the Centre are free from “nut oil” (do not contain peanut or nut oil).
- Remind parents/caregivers and children about the policy from time to time
- All staff will undergo required First Aid training in the use of EpiPens and managing anaphylaxis.
- Anaphylactic children need to be identified to any relief and volunteer workers and made aware of their action plans.

- Parents are asked to ensure collage/art materials (e.g. boxes/plastic containers) are free from possible contamination e.g. by washing thoroughly or shaking out crumbs etc.
- Parents are requested not to send cakes or chocolates for birthdays.

Safety first at Preschool

One way to ensure the safety of children whilst attending kindergarten is to become peanut and nut allergen aware and to develop an environment that will minimise the risk of exposure to nut allergens. In the event that accidental exposure may occur, the preschool has an emergency response first aid procedure in place.

Avoidance of peanut/nut products is the cornerstone of management in preventing an anaphylactic reaction in a child suffering from a nut allergy, your assistance is vital due to these health risks. We ask for your understanding and cooperation by not sending any snacks with your child containing NUT PRODUCTS. It is just a matter of double-checking food labels before putting snacks in your child's lunchbox.

It is recommended that ALL NUTS should be avoided since most nuts are processed with peanuts and therefore cross contamination may occur. It is also possible to have an allergy to more than one kind of nut.

If staff are informed of anaphylactic reactions to foods other than nuts, an agreement will be formed with the parent to determine if a short term policy restricting other foods is needed to keep that child safe.

The following is a list of foods commonly used in children's snacks/lunches which are at risk of causing allergic responses in children :

- Peanut Butter/Paste
- Dips
- Nutella and Hazelnut Spreads
- Dunkaroos
- Cereal or muesli bars
- Satay flavoured rice crackers
- Any nuts or products that may contain nuts

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7d. Immunisation policy and procedure

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.1 – Each child's health and physical activity is supported and promoted.	Element 2.1.3 – Healthful eating and physical activity are promoted and appropriate for each child.

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	Nutrition, food and beverages and dietary requirements

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	<ul style="list-style-type: none"> Immunisation requirements and early childhood services Australian Immunisation Register Early childhood services and immunisation requirements: https://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/conditions/immunisation/immunisation+programs/early+childhood+services+and+immunisation+requirements Department for Education intranet info: https://edi.sa.edu.au/operations-and-management/school-preschool-and-fdc-admin/preschool-and-early-childhood-management/immunisation-requirements

Rationale: Immunisations support keeping children healthy and stopping the spread of disease.

IMMUNISATION RECORDS

ACCC follows the requirements for collecting evidence of immunisations records in accordance with the *South Australian Public Health Act 2011*. Following changes to the *South Australian Public Health Act 2011*, **from 7 August 2020, children will not be able to enrol in or attend early childhood services unless all immunisation requirements are met (No Jab, No Play).**

As of the 7th of August 2020, ACCC Preschool and Occasional Care is **not able to enrol a child without a current immunisation record or up to date approved exemption**. Children who are already enrolled will **no longer be able to attend** unless their parent or carer can provide either:

- a copy of their child's current immunisation record that shows that the child's immunisation is up to date or up to date on catch up schedule with a future end date.
- evidence that their child has an approved exemption from the Chief Public Health Officer.

For most children an **approved immunisation record** is an extract from the Australian Immunisation Register. All education and care services must be provided with and retain a copy on file (at the service) of an Immunisation History Statement for all enrolled children by parents/families. The Blue Book, overseas immunisation records or a letter from the local GP doctor are no longer considered approved immunisations records and should not be accepted as such.

Schedule	Date given	Immunisation	Brand name given
2 months	03 Jan 2019	Diphtheria Tetanus Pertussis Hib Hepatitis B Polio Pneumococcal Rotavirus	Infanrix Hexa Prevenar 13 Rotarix

Parents or carers can access an immunisation history statement via:

- [Medicare](#) through [MyGov](#)
- [Express Plus Medicare mobile app](#)
- contacting the [Australian Immunisation Register](#) general enquiries line on 1800 653 809 and requesting that a statement be posted to them.

Occasional Care: Families must supply a current up to date approved immunisation record when filling out a family contact form to join the occasional care waiting list. This is to ensure a place will only be granted to eligible children who can attend when a place is allocated.

When do approved immunisation records need to be provided?

Records must be provided at these times to show the child is up to date with all immunisations and the immunisations have been provided at the correct schedule points. If a child enrolls in or attends a service in between these specified times, then the record must be extracted no greater than one month before enrolment or attendance.

At the time of enrolment

- after the child turns 7 months of age but before the child turns 9 months of age
- after the child turns 13 months of age but before the child turns 15 months of age
- after the child turns 19 months of age but before the child turns 21 months of age
- after the child turns 4 years and 2 months of age but before child turns 4 years 8 months of age.

What is a catch-up schedule?

A child is registered for a catch-up schedule on the Australian Immunisation Register (AIR) when they have missed some vaccines as per the National Immunisation Program (NIP) schedule.

The child's AIR immunisation history statement will state if a child is up to date or not up to date.

For example, the AIR statement might include this text

- Up to date, catch-up schedule effective until 12 December 2022, or
- Not up to date, catch-up schedule active until 1 June 2023.

If the child is on a recognised catch-up schedule and has not passed the date indicated, the immunisation history statement will read: "Up to date – catch-up effective to (an end date will be supplied)" and the child will be able to enrol and attend.

If the immunisation history statement read:

Not up to date – catch-up effective to (an end date will be supplied)" the child will not be able to enrol and attend.

Please use these web-links to source more detailed information around these new requirements:

Early childhood service and immunisation requirements

Early childhood service providers - FAQ

Early childhood services parent and carers - FAQ

Department for Health: <https://campaigns.health.gov.au/immunisationfacts>

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**Avenues
College**

8. Emergency evacuation/invacuation procedures

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.2 – Incident and emergency management	Element 2.2.2 –Plans to effectively plan incident and emergencies are developed in consultation with relevant authorities , practised and implemented.

Education and Care Services National Regulations	
Regulation 168 (2) (e)	Emergency and evacuation, including matters set out in r97

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	Refer to: <ul style="list-style-type: none"> • Emergency management for schools and preschools • Bushfire management • Emergency management and bushfire procedures for schools and preschools • Displaying required information to meet NQF requirements

Rationale: this is a whole school policy which supports childrens safety across the site. This policy has ben developed in conjunction with AC B- 12 staff

EVACUATION OF BUILDING

Emergency Procedures are placed prominently in each area of the Children’s Centre, as per copies pasted below. Staff are required to become familiar with the Emergency Procedures on induction. Staff will hold emergency evacuation drills every term to ensure staff are fully aware of their responsibilities and the procedures. This is managed centrally in the school by the Business Manager and Spotless. In all cases of disaster, the first responsibility of staff is the children in their care.

STEP 1

Warning signal – Repeated short blasts to be **sounded by the front office or set off via fire alarm**

STEP 2

If inside or outside staff will :

- Teacher to assemble children in a line, educator to gather attendance sheet and evacuate all children from inside areas to **the school oval**
- admin officer and lead teacher to collect the first aid kit, health plans and medications, attendance sheets, staff and visitors sign in book.
- Lead teacher (usually the director) will do the final check of the building to ensure no one is inside and will report to the chief warden at assembly point (school oval)
- Teachers and educators to remain with children
- Walk around school yard to the assembly point (school oval) if safe to do so. If not safe, chief warden will direct children and educators to a secondary assembly point at another point on oval.

STEP 3

At assembly point (b) School oval

- check roll and sign in sheets to ensure all children, staff and visitors are evacuated and accounted for
- appropriate emergency service will be contacted via the front office and chief fire warden

STEP 4

- When emergency services arrive the nominated supervisor/principal or chief fire warden will inform the officer in charge of the nature and location of the emergency, and of any missing children or adults.
- No one will re-enter the building until advised it is safe to do so by the officer in charge of the emergency service.

INVACUATION

In the case of an external threat (e.g. threatening person, swarm of bees/wasps, unsecured building materials or branches, nearby chemical spill/fumes or power lines down) staff **Invacuate** to the educator office in the Preschool.

STEP 1

Warning Signal – Continous siren to be sounded by admin staff or leadership in front office”.

STEP 2

If Inside teacher will

If you see the initial threat phone the office to instigate invacuation alarm and notify them of the emergency services required.

- assemble children and adults on the carpet in the staff office.
- if deemed necessary, usher children and adults from the office, through the school corridor and to the front office.
- The front office will call 000 ASAP or call 131 444
- Turn air conditioner off (fumes) where possible

If Outside teacher

- Gather children outside and move them to educator office. Checking whole outdoor area and climbing equipment. Close automatically locking doors, check children’s toilet door is locked by ensuring pull down hook engaged.
- Collect roll
- Close/lock windows, doors .

Fire Warden

- Will confirm children are accounted for with lead teacher (usually he director)
- Confirm Close/lock windows, doors – including children’s bathroom door
- Check all internal rooms
- Collect staff sign in sheets and roll.

STEP 3

At assembly point – staff office

- check roll and sign in sheets to ensure all children, staff and visitors are invacuated and accounted for.
- appropriate emergency service will be contacted by the front office
- If safe to access, initiate search if necessary.

UPDATED 01/04/21

EMERGENCY EVACUATION PROCEDURE

REPEATED SHORT BLASTS OF SIREN

- Check evacuation map located in building
- Follow teacher direction
- LEAVE BAGS IN ROOM**
- Do not lock doors

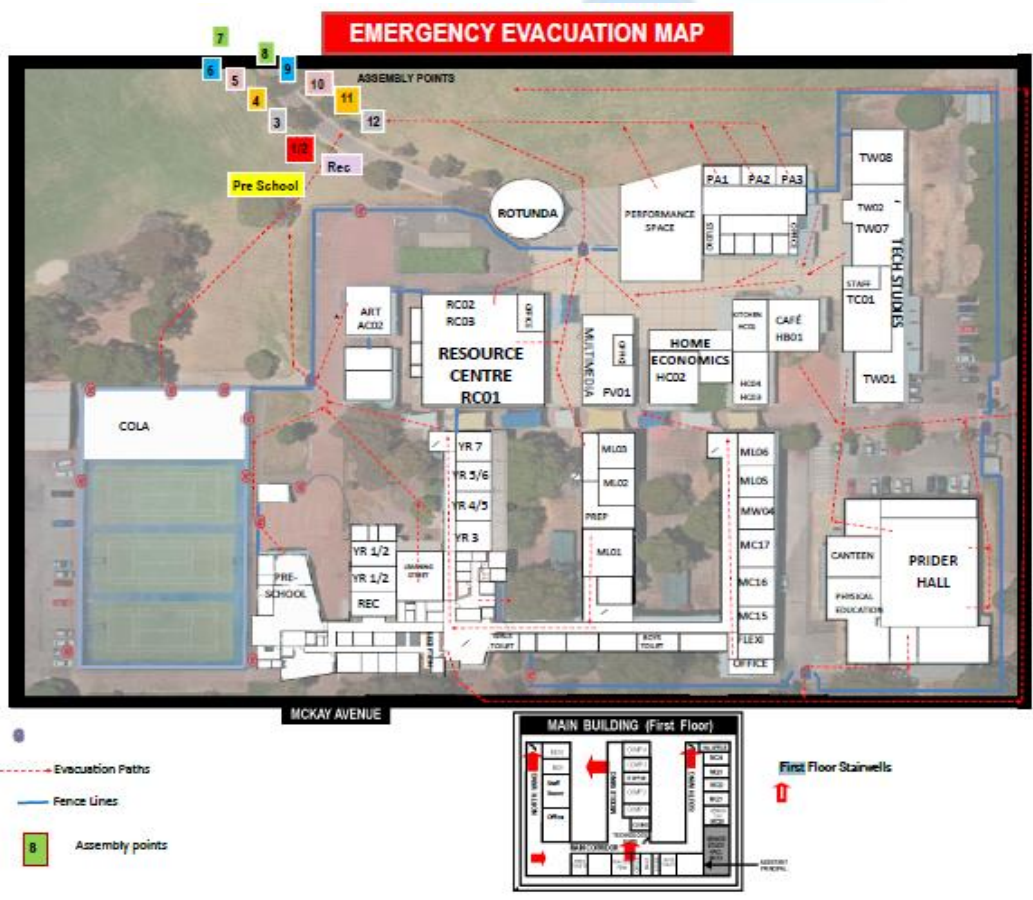
- Move towards the nearest exit point
- Walk in a calm and orderly manner
- Make your way to the assembly point on the college main oval
- Sit in a straight line in Year groups behind the appropriate marked tree
- Wait for the all clear from Site Manager before moving off

EMERGENCY LOCKDOWN PROCEDURE

CONTINUOUS SIREN

- Secure doors and windows
- Stay out of sight from doors and windows
- Remain totally quiet
- If outside at recess or lunch, move to the nearest building or classroom

REMAIN WHERE YOU ARE UNTIL FURTHER INSTRUCTIONS ARE RECEIVED



Record-of-Invacuation-&-Evacuation-for-2022		
	Invacuation	Evacuation
Term-1	Tuesday-22 nd -February—Preschool-Only-(M/T-Group)-DONE Friday-4 th -March—Preschool-Only-(T/F-Group)-DONE	Monday-4 th -April—Preschool-Only-(M/T-Group)-DONE Friday-1 st -April—Preschool-Only-(T/F-Group)-DONE
Term-2	Monday-16 th -May—Preschool-Only-(M/T-Group)-NOT-COMLETE Thursday-19 th -May—Preschool-Only-(T/F-Group)-NOT-COMLETE	14 th -June—Whole-school-DONE
Term-3	Monday-8 th -August—Preschool-Only-(M/T-Group) Thursday-11 th -August—Preschool-Only-(T/F-Group)	Tuesday-9 th -August—Preschool-Only-(M/T-group) Friday-12 th -August—Preschool-Only-(T/F-Group)
Term-4	Tuesday-1 st -November—Preschool-Only-(M/T-Group) Friday-4 th -November—Preschool-Only-(T/F-Group)	Monday-7 th -November—Preschool-Only-(M/T-Group) Thursday-10 th -November—Preschool-Only-(T/F-Group)

Emergency numbers

Police, Fire, Ambulance 000
Fire 8223 3000
Police 131 444 Patrol attendance - 8207 6000 Holden Hill
State Emergency Service 8463 4171 - 8207 5000 or 8204 2999

Education Director, Paul Newman: 8416 7341

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**Avenues
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9. Delivery and collection of children to ACCC policy

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.2 – Supervision	Element 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Education and Care Services National Regulations	
Regulation 168 (2) (f)	Delivery of children to, and collection of children from, education and care premises, including procedures complying with r99

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website	<ul style="list-style-type: none"> • Attendance, delivery and collection of preschool children, including the EYS Guide to record attendances • Camps and excursions

Rationale

At Avenues College Children’s Centre arrival and departure times for children can be very busy. This is a time when monitoring of which children are present is an important imperative of making our centre safe. It is also a time for children can become distressed and their wellbeing is enhanced when communication of unexpected changes are undertaken. When ever possible, staff welcome families and care givers into our learning space and to be part of our learning program.

Delivery of Children

Parents/caregivers are asked to

- come **into** the Centre with their child (when health regulations allowing such as COVID)
- greet a staff member so that their arrival is noted
- stay and initiate a play activity or read a book if they wish (COVID allowing)
- are required to sign the child in on the attendance sheets provided

Educators

- collate and check numbers regularly across the morning by the nominated Educator.
- record children who arrive after 9am with time of arrival .

Kiss and Drop COVID 19 OPTION:

A kiss and drop at the gate option has been offered to families given COVID restrictions. The kiss and drop option has and will become mandatory if and when directed or advised by the education department who will take advice from the Health Minister and SA Health.

Currently: This is a choice and families are welcome to come into the centre providing they have not travelled overseas or interstate in the last 14 days; are not displaying flu like symptoms; use sanitizer on arrival and adhere to social distancing.

Adults exiting the centre:

- Families are asked to enter the centre through the side school gate and through the outdoor play area and leave through the outdoor learning area. This entrance is preferred for both pick up and drop off. If you arrive at preschool late (after 9am) or need to pick your child up early (before 3pm) please come through the main admin building in the school.
- This is to ensure a one way in and out approach to optimise children’s safety and significantly reduce the risk of children going out of the preschool (via the gate) without their adult.
- Children’s safety is of the highest importance.

Collection of Children

Collection time is between **Monday, Tuesday, Thursday and Fridays are 3.00 – 3.10pm.**

On Wednesdays there is an early finish of 2.20pm

At the conclusion of the day

- parents/caregivers/authorised persons are required to personally come into the centre and collect their child
- parents may choose to wait outside in the preschool yard for their child to come out independently.
- parents must sign the child out using the attendance sheet
- ensures the safe monitoring of children leaving, all essential information is given to the adult and social distancing can be adhered to.
- this staggered collection time, respects the child, family and educator relationship so as to not rush this important final transition.

Staff will only dismiss children when their parent/caregiver/authorised person is present.

- Children will not be released into the care of others unless documented instructions (on the attendance sheet) or a phone call is received from the child’s parent/caregiver.
- if someone else will be collecting their child, parents are required to write the necessary details on the daily attendance sheet and add the new person to the enrolment form, These newly authorised people are required to show photo ID
- If a parent/caregiver wishes their child to be collected by a sibling or school student under the age of 18 a ‘ACCC PERMISSION FOR UNDER 18 YEARS OLD TO COLLECT CHILDREN’S CENTRE CHILD’ must be completed and counter signed by the Children’s Centre Director or the School Principal

Late Collection of Children

- Parents/Caregivers are required to contact the centre if they are going to arrive at the centre after 3.10pm (m,t,Th or Friday) or after 2.20 Wednesdays... If parents are going to be late, alternative collection needs to be arranged. Staff may have external and internal meetings to attend to, preparation of learning programs or documentation, assessing and reporting etc. It is difficult to achieve this if there are children still on the premises that need to be supervised. To ensure preschool staff can carry out the above tasks the child may be taken (with a qualified staff member) to the school front office to await late pick up.

Authorised Persons

An authorised person is anyone given permission on the "Emergency Contacts" including "Authority to Collect the Child" section of the Preschool Enrolment Form completed by the enrolling parent.

Parents are responsible for informing staff of any changes to the authorised person details.

If someone unknown to staff attempts to collect a child, and there is no record on the enrolment form, attendance sheet, the parent will be contacted, and permission sought before "handing over" the child. Children will not be released until the person's identify is established (including photo id) and permission is given from the parent/caregiver.

Special authorisation (and in some instances, verbal authorisation over the telephone) for a person not nominated on the enrolment form to collect their child is possible but not encouraged. Checks and balances will be made.

Family Court Orders

Parents are welcome to talk to staff at any time regarding custodial issues.

Any parent gaining a Court Order or injunction against the access of their spouse, ex-spouse or other adult to their child, must inform the preschool immediately and provide a copy of that Court Order. Staff will not "hand over" a child to a parent or adult who has legally been denied access. Staff will attempt to discourage the non-custodial parent from taking the child (an invacuation may be used) while another staff member uses the phone discretely to call the Police. Where possible and in protecting the child's well -being the child may be discreetly removed from the main preschool play space and taken out of the line of sight. Upon arrival, the Police will be responsible for the offending adult while staff reassure the child and contact the custodial parent. Staff will attempt to discourage any un-known adult from taking the child, while another staff member discretely uses the phone to call the enrolling parent.

Please note: If no court order, our children's centre has **no legal ability** to prevent a parent from collecting a child



Avenues
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9a. Person under 18 years of age to collect child process

[Back to Policy Areas table](#)

[References to the National Quality Framework \(NQF\) requirements](#)

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.2 – Supervision	Element 2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard

Education and Care Services National Regulations	
Regulation 168 (2) (f)	Delivery of children to, and collection of children from, education and care premises, including procedures complying with r99

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	<ul style="list-style-type: none"> ▪ Attendance, delivery and collection of preschool children, including the EYS Guide to record attendances ▪ Camps and excursions

Rationale: The only people able to collect children are parents/guardians and authorised people nominated by the enrolling parent on the child's enrolment form.

Children under the age of 18 years of age are not authorised to collect children from the centre unless written permission is given by the enrolling parent/guardian. These arrangements must be made in negotiation with the Children's Centre Director or Principal.

Request for a child under 18 years of age to collect my child from ACCC

Director and/or Principal and is not accepted or valid until both the parent/guardian and the Senior Leader/Principal have signed it off.

I _____ authorise _____ age _____

To collect _____ from centre on a regular basis.

Parent/ Guardian

Children's Centre Director/ Principal

Name: _____

Name: _____

Signature:

Signature:

Date:

Date:

Negotiated and signed by parent/guardian and leadership
 Added to the attendance sheet
 Added to the roll
 Added to the enrolment form – Authority to Collect
 Child has been introduced to the centre by the parent/guardian **OR** Child is known as enrolled at the site **OR** Photo ID was produced

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10. Excursions and incursions ACCC policy

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.2 Supervision	Element 2.2.1- At all times reasonable precautions and adequate supervision ensure that children are protected from harm and hazard

Education and Care Services National Regulations	
Regulation 168 (2) (g)	Excursions including procedures complying with r 100 -102

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	Camps and Excursions Camps and excursions: Policy, Procedure, consent forms etc <ul style="list-style-type: none"> • School transport policy

Rationale: The Preschool belief is that excursions and incursions and local excursions outings are an important part of every child’s learning journey.

TERMINOLOGY

Excursion: an outing off Preschool site, usually for a special and purposeful learning experience

Incursion: A hired event that is a special and purposeful learning experience which occurs on kindy site

Local excursion: an outing that leaves the immediate licenced space usually to visit the school garden, library, gym playground or footpath around the school. To support learning investigations and exploration of the wider AC site.

Risk assessment

A risk assessment will be carried out before each excursion/incursion by the teaching team. This needs to be

- signed off by the Director
- kept on file with a list of excursion participants.
- two records of participants and emergency contacts are made one will remain on site and one will be taken to the excursion.
- Risk assessments for local excursions will be on file and referred to before excursion occurs.

Communication

Parents will be informed of all programmed excursions/incursions for their child and

- Detailed written consent forms will be issued
- Need to return signed to staff before their child can participate
- Parent permission will be obtained upon enrolment which allows for local excursions to the wider school facilities, surrounding footpaths to occur

Educators Responsibilities

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 (eg water spaces) will also be taken into consideration. Staff are responsible for all decisions and activities occurring on excursions.

Volunteers

Sometimes volunteers will join in the excursion as identified volunteers. They will be responsible to Educators and under their direction at all times. Volunteers are required to have a current South Australian Working with Children Check (WWCC). Staff will inform all volunteers of their role and responsibilities when participating in a preschool excursion. They will be asked to encourage the children to listen to staff for instructions, procedures and direction.

Safety

An emergency first aid kit, health care plans and medications will be taken on excursions.

Staff will use their discretion 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. Parents will be informed as soon as possible.

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11. Safe transport of children policy and procedure

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children’s health and safety	Standard 2.2.1 – Supervision	Element 2.2.1- At all times reasonable precautions and adequate supervision ensure that children are protected from harm and hazard

Education and Care Services National Regulations	
Regulation 168 (2) (ga)	Transportation of Children

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website:	https://edi.sa.edu.au/library/document-library/controlled-policies/safe-transportation-of-children-policy.pdf <ul style="list-style-type: none"> • Authorisation form for transportation in early childhood services • Risk assessment template – transporting children

Rationale: Avenues Children’s Centre implements the Department for Education “Safe Transportation of Children policy and safe transportation of children procedure” which includes

- Completing a risk assessment for transportation of children prior to transportation (risk assessment for regular transportation reviewed and renewed every 12 months. Noting that a new assessment must be completed when there is a change to circumstance)
- Ensuring written authorisation is obtained prior to authorisation

The following procedure outlines the process, authorities and accountabilities associated with preschool transport and provides information and guidance to all department employees about

- Fully paid bus services provided by the department owned and operated buses
- Fully paid bus services operated under the department
- Transport assistance for the transport of students to and from kindergarten

Avenues College Children’s Centre safe transport of children- local procedures

Staff responsible for event and or experience that requires transport are to:

- Complete, review or renew transportation risk assessment prior to event or experience
- Obtain written authorisation prior to transportation from parent or alternate authorised person using the department for education “authorisation for transportation of children in education and care services” form
- Ensure all children are accounted for when entering and exiting premises and the pickup location
- Upon embarking the vehicle the lead teacher will complete a roll call matching the child to attendance sheet and 2 educators doing a head count. All 3 staff members check the count is accurate.
- Upon disembarking of the vehicle children will assemble in a group, safely near the vehicle with staff.
- As soon as it is believed all children have exited, 2 educators will walk through the vehicle and ensure all children have disembarked the vehicle, checking for any children who may have fallen asleep during the journey or may be hiding underneath a seat.
- The lead teacher will complete a roll call matching the children to attendance sheet and 2 educators do a head count. All three staff check count is accurate.
- After disembark check has been done the lead teacher signs off that the entire bus has been physically checked to confirm that all children have exited the bus.
- For children requiring additional support the direct and/or nominated supervisor will discuss possible scenarios with the family/s which may include family attending on the transportation, the family transporting their child independently and/or extra staff being hired for the event to support the child.
- Ensure adequate supervision will be maintained at all times by allocating the required staff to child ration at all times.
- Information and equipment required in case of emergency (e.g emergency contact details for each child, mobile telephone, first aid kit etc) will be the responsibility of lead teacher and 2 educators.
- Prior to event/experience staff induction processes and roles and responsibilities (include relief staff)
- In the unlikely event of a child being unaccounted for staff member/s will:
 - Enquire about missing child with other adults or children in the vicinity
 - If the child cannot be located, then the director or nominated supervisor must be informed immediately
 - The director or nominated supervisor will then inform the police
 - The director or nominated supervisor will then inform the parents/ carers of the child
 - Attendance sheets must have current up to date picture of attending children, which will be given to police if required.
 - The director or nominated supervisor will inform the regulatory authority (Education Standards Board)
 - Ensure all other children are safe
- In the unlikely event an adult is not present at the address of embarking or disembarking

- o Enquire about the missing adult with the other adults or children in the vicinity
- o If the adult can not be located, then the director or nominated supervisor must be informed immediately.
- o The director or nominated supervisor will then inform the police
- o The director or nominated supervisor will then inform the next of kin
- o The director or nominated supervisor will then inform the sites WHS officer
- o Remaining staff will stay with the children and the director or nominated supervisor will organise suitable ratios for children as soon as possible
- o The director or nominated supervisor will inform the Education Director

The director or nominated supervisor will follow departmental policies and processes at all times.

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12. Providing a child safe environment: child protection guidelines

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 7– Governance and Leadership Quality Area 2- Health and Safety	Standard 7.1.2 Management Systems 2.2.3 Child Protection	Element 7.1.3- Systems are in place to manage risk and enable the effective management and operation of a quality service Element 2.2.3- Management educators and staff are aware of their roles and responsibilities to identify and respond to every child at risk of abuse and neglect

Education and Care Services National Regulations	
Regulation 168 (2) (h)	Providing a child safe environment

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	Refer to: <ul style="list-style-type: none"> • About child safe environments • Employee and volunteer working with children check - information for leaders and managers • Reporting child abuse or neglect • Information sharing guidelines (ISG) in education • Child protection policies and guidelines

Rationale: The Children's Centre main responsibility in child protection is to promote the safety of each and every child and support their right to feel safe and secure in their environment. We ensure that all Educators have an up to date training certificate in Responding to Abuse and Neglect – Education and Care (RAN).

Curriculum

We teach the "Keeping Safe: Child Protection Curriculum" and this occurs through both explicit teaching and in the moment opportunities through play, storytelling and conversations with children.

The contact person for child protection concerns in this site is the Children Centre Director. If there are any concerns external providers, visitors and students are able to contact the Director, the School Principal, or other Educators who can direct and support your concerns being heard and actioned.

Confidentiality will be respected at all times.

All staff are mandated to report incidents of any suspected cases of child abuse or neglect and is a fundamental professional responsibility of any person employed at the Children's Centre. Further information is on DfE and DHS websites which explains our site procedures.

Summary

All occasions where suspected abuse or neglect has occurred are reported on Child Abuse Report Line (CARL) **13 14 78**. Matters will only be discussed with other professionals who are responsible for ensuring the safety of all children. The South Australian Department for Education (DfE) Incident Management Division may manage further phases of the process.

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13. Staffing – including staff code of conduct policy

Rationale

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 4 Staffing arrangements	Standard 4.1 Staffing arrangements 4.2 Professionalism	Element 4.1 - Staffing arrangements enhance children's learning and development 4.2 - Management, educators and staff are collaborative, respectful and ethical 4.2.2 Professional standards guide practice, interactions and relationships

Education and Care Services National Regulations	
Regulation 168 (2) (i)	Staffing including: (2) (i) (i) a code of conduct for staff members

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE:	Refer to: <ul style="list-style-type: none"> Your responsibilities as a public sector employee (including Teacher Registration Board code of ethics, Early Childhood Australia code of ethics, and Australian Professional Standards for Teachers). Accessing the HR Management Information system (HRS) ICT Security Standard

Rationale: All educators at Avenues College Children's Centre are expected to abide by professional codes of conduct. Educators are committed to the education, care and wellbeing of children and will conduct themselves in a professional manner.

Educators Responsibilities

All educators are to follow professional codes of conduct. These are outlined in:

- Teachers Registration Board 'Code of Ethics for the Teaching Profession in South Australia',
- Australian Institute for Teaching and School Leadership 'Australian Professional Standards for Teachers'
- Early Childhood Australia 'Code of Ethics'; and
- The 'Code of Ethics for the South Australian Public Sector'
- 'Protective practices for staff in their interactions with children and young people: Guidelines for staff working or volunteering in education and care settings', DfE 2019

These codes are available in the preschool office in labelled folders.

These policies outline areas such as professional practice and relationships, professional and courteous behaviour, gifts and benefits, conflict of interest, criminal offences, handling official information, outside employment, public comment, reporting unethical behaviour and use of government resources.

All staff are required to complete the '**Code of Ethics Awareness for the South Australian Public Sector**' online training available on the Plink portal. Certificates are filed in the 'Staff Certificate' folder located in the yellow-labelled filing cabinet in the preschool office.

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14. Determining the responsible person present at ACCC

[Back to Policy Areas table](#)

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 4: Staffing arrangements Quality Area 7 – Governance and leadership	Standard 4.1 – Organisation of educators - Standard 7.1.2 Management Systems -	Element 4.1.2 The organization of educators across the service supports children's learning and development Element 7.1.3- Systems are in place to manage risk and enable the effective management and operation of a quality service

Education and Care Services National Regulations	
Regulation 168 (2) (i) (ii)	Determining the responsible person present at the service

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	Refer to: <ul style="list-style-type: none"> • ACECQA Responsible person requirements for approved providers fact sheet • Displaying prescribed information to meet NQS requirements

Responsible Person

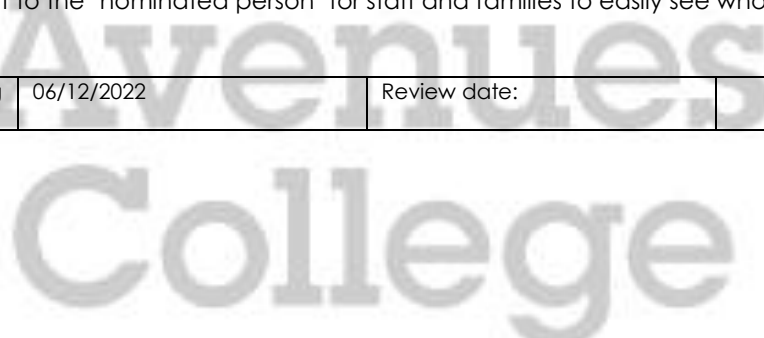
Rationale

Avenues College Children's Centre will always have a 'responsible person' present. This is the educator responsible for the day-to-day running of the centre. This aligns with regulations within the NQF and supports staff to know who is the 'lead educator' for the day

Educators Responsibilities

- The 'responsible person' is the principal; the 'nominated supervisor' is the preschool Director. When the preschool leader is absent, follow the 'prescribed information' for the next person to act as 'nominated supervisor'
- Prescribed information is displayed at the preschool. This includes the name of the service, name of the approved provider, hours of operation, the regulatory authority details and accreditation rating. It must also include the name and phone number of the nominated supervisor, responsible person's present, educational leader and to whom complaints may be made.
- The name of the responsible person present is displayed on the office door.
- A red arrow will point to the 'nominated person' for staff and families to easily see who is responsible for that day.

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15. Interactions with children, ACCC site behaviour guide

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 1 Program and practice Quality Area 5 Relationships with children	Standard 1.1 Approved learning framework Standard -5.1.1 Poative educator to child interactions	Element 1.1.1 Curriculum decision making contributes to each child's learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators. Elementt 5.1.1 Responsive and meaingful interactions build trusting relationships which engage and support each child to feel secure, confident and included

Education and Care Services National Regulations	
Regulation R168 (2)(j)	Interactions with children, including the matters set out in r155-156

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	Refer to Preschool support programs for children with disabilities or additional needs including Preschool Speech and Language programs (SLP's) and the inclusive preschool programs placement procedure. <ul style="list-style-type: none"> • Inclusive Education Support program (IESP) • Specialised education options for children and students with disability placement procedure • Curriculum and teaching • Strategies for managing abuse related trauma (SMART) training • Perspectives on pedagogy and the Early Years Learning Framework • Early Years curriculum framework and educators guide • Above and Beyond Quality: Demonstrating 3 Exceeding themes for exceeding quality standard

Rationale: Documented guidelines regarding behaviour, interactions 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 a right to feel protected and develop in a psychological and physically safe, environment
- children have a right to express their feelings and emotions and supported to manage these feelings, emotions and behaviours that underpin the development of positive relationships with peers and adults
- effective communication and learning occurs when families and educators work together to develop common goals for children's wellbeing, learning and development.
- consideration of children's individual, and contextual needs are crucial to successful learning and the development of positive behaviours
- family partnerships are essential and their individual perspectives are valued and respected
- children have a right to be supported by educators who model appropriate behaviours and ensure consistent guidance measures are implemented
- no person has a right to make any child feel rejected, insecure, embarrassed or ashamed.

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

- planning for and implementing an environment that promotes a sense of belonging, being and becoming and provides enhanced opportunities for learning through play
- ensuring that guidance measures are reasonable and understood by all children and adults
- providing an enriching and engaging program that enables each child to experience success, a sense of wellbeing and gives opportunities to express feelings through sensory and all forms of play
- using positive verbal and non verbal guidance
- demonstrating empathy and sensitivity to each child and being mindful of the variety of factors that influence behaviour
- planning opportunities for enabling the development of skills including resilience, agency, entry and exit when playing, appropriate risk taking, conflict resolution, independence, leadership, respect for others and communication.
- communicating positively, using positive language and acknowledging and modelling respectful and acceptable 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 where possible
- engaging in open and two-way communication with families to ensure that each child's rights are met.

We will respond to behaviours that pose challenges or safety risks by:

- reminding children of expectations and guidance measures and the reasons for these
- supporting children to problem solve, negotiate, find resolutions and manage their feelings, emotions and behaviours 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 children's wellbeing and learning
- assessing individual children's learning and development and critically reflecting on and reviewing our planned and implemented program and how the active learning environment supports positive behaviours
- planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services
- seeking assistance where required from Partnership Student Support Services.
- accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation aiming for positive outcomes for all involved.

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16. Enrolment and orientation procedure

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 6 - Collaborative Partnerships with families and communities	Standard 6.1 – Supportive Relationships with Families	Element 6.1.1 – Families are supported from enrolment to be involved in the service and contribute to service decisions

Education and Care Services National Regulations	
Regulation 168 (2) (k)	Enrolment and orientation

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	Refer to: <ul style="list-style-type: none"> • Preschool enrolment • Preschool orientation • Planning transition from preschool to school • starting school

Rationale The Department for Education provides their School and Preschool Enrolment Policy in full at: and replaces any site specific procedures.

Preschool enrolment policy and related procedures:

- Registration of interest,
- Placement, Admission, and Transfer?

This includes ensuring:

- enrolment information is easily accessible by families
- service specific orientation information is available to families

Eligible enrolments

ACCC offers the following programs (based on funding guidelines) to children who are eligible enrolments:

From 2023 there will be mid year intakes for preschool

Children who turn 4 years of age on or after 1 May can start preschool the following year. Government preschools have one intake at the beginning of each year for children who turn 4 years of age before 1 May. Eligible children who enrol after the start of the school year can start at a mutually agreed time between the parents and principal or preschool director ('director'). It is recommended families consider their child's readiness to start preschool before enrolling in a preschool program. When a family decides their child will start school in the year they turn 6 years of age, the child is eligible to access preschool in the calendar year before starting school (refer to [starting school](#) in this policy).

Children who are Aboriginal or under the Guardianship of the Minister are eligible to attend preschool after their 3rd birthday. In these circumstances, children may attend for an average of 12 hours per week. At the beginning of the year in which the child turns 4 years of age before 1 May, the child can access their full preschool entitlement. These children may either: start school when they reach the age of eligibility for enrolment at a government school (refer to [starting school](#) in this policy) or continue at preschool until they turn 6 years of age.

Children of Defence Force families

Children who turn 4 years of age on or before 31 July and have a parent who's a full-time serving member of the permanent navy, the regular army or the permanent air force are eligible to enrol in a government preschool. The director must be satisfied and have sufficient documented evidence that 1 or both parents are current serving members.

Approved Early Entry or Extended Enrolment:

Early entry to preschool is not a guarantee, as it is no longer funded by the department. Children who meet the eligibility requirements for preschool are given priority for enrolment over early entry enrolments. Requests for early entry to a preschool are assessed on a case-by-case basis by the director and can only be considered if the centre has capacity to take them.

The Director may grant a child early entry to a preschool program based on the following considerations:

- the child will continue to access preschool at the same service the following year
- the preschool has the capacity to accept the enrolment within existing resources
- additional time at preschool is likely to significantly improve the child's learning, well-being and developmental outcomes
- there has been consultation between the director, parents and relevant departmental staff and agencies.

Early entry to preschool may be offered to:

- children with additional needs or disability or both
- children with significant extenuating family or individual circumstances
- children with emerging English as an additional language or dialect (EALD)
- children who are at significant risk due to family circumstances.

The child may attend preschool for up to 6 hours per week in term 4, before the child starts their eligible preschool year. Children accessing early entry may be eligible to access support services.

Additional information

FAQ's – Preschool Enrolment Form and Enrolment Process

CHECKLIST FOR ENROLMENT

- Meet a staff member, information for ACCC and/or Occasional Care given. Questions verbally answered
- Enrolment form completed with proof of birth and Immunisation history (Preschool)
- Family contact form filled in with Immunisation history (Occasional care)

PRE-ENTRY INTERVIEW with Preschool Educator to include:

- Site policies, copy given
- Preschool operating hours
- Collection and pick up procedures
- Procedure for another person to collect your child
- Parking facilities
- Governing Council information
- Fees and how to pay
- Procedures for completing medication forms
- Medical Care plans, including Asthma, Allergy, Medication, Continence plan
- Ambulance and Emergency procedures
- Daily routine and curriculum purpose – Copy of 'What a day in preschool may look like' given
- Communication modes, including email, dojo log in details
- Shared goal setting (supported by questions to better get to know your child)
- Children Centre consents, explained and signed
- Dietary requirements. In particular around birthdays and other celebrations

CHECKLIST FOR ORIENTATION PRESCHOOL: PRE-ENTRY PLAYGROUP SESSIONS

- Lunch box and drink trolleys and 'nut aware information'
- Toilets and bag area
- Exiting doors and inside and outside play areas
- Initial transition visit procedures explained

Note: To ensure all the correct and relevant information has been gathered from the family to ensure the child's care and safety a pre enrolment interview must be carried out before a child can be left by the family at the service.

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17a. Occasional care enrolment procedure

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 6 - Collaborative Partnerships with families and communities	Standard 6.1 – Supportive Relationships with Families	Element 6.1.1 – Families are supported from enrolment to be involved in the service and contribute to service decisions

Education and Care Services National Regulations	
Regulation 168 (2) (k)	Enrolment and orientation

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	<ul style="list-style-type: none"> • https://edi.sa.edu.au/supporting-children/early-years-and-family-services/types-of-child-care/occasional-care •

Rationale:

Overview: This user guide covers the use of The Education Departments documents relating to Occasional Care Program Procedure. The primary document this user guide refers to is the '[Occasional Care Program Procedure](#)' **Occasional Care during Department for Education term times is to be offered in 2023 at ACCC – times will be determined and offered** and community informed closer to the offering date.

Eligible Enrolments

In our government funded Occasional Care sessions, we can accept enrolments for:

- Children aged between 2 and 5 years **who are not currently accessing other preschool services or childcare.**
- Bookings of one session per week or fortnight depending on availability and priority of access guidelines.
- Children cannot attend more than one session per week, regardless of which centre they access Occasional Care at – i.e. a child cannot attend a session at another preschool and a session at ACCC in the same week.

Program Aims:

- provide families with access to occasional childcare, targeting children not accessing other early childhood education and care programs
- enable parents to participate in a range of activities including non-work and casual work commitments
- promote young children’s development and learning by increasing access to a high-quality early childhood education and care program.

Whilst staff will strive to comfort a distressed child there may be times when staff call home for collection of the child and then a plan of action for further attendance is to be made with family, occasional care staff or Director.

Bookings

Bookings can only be made by filling in a family contact form and being added to the waiting list. Staff will book children into Occasional Care sessions to ensure that all families have fair and equitable access to the service and by following the Education Departments priority of access guidelines.

Priority 1 access criteria are:

- children who are or have been in care
- children at risk of serious abuse and neglect
- Aboriginal children
- children in families that include a person with a disability or health condition that impacts upon their parenting
- children with a disability or additional needs
- children in socially isolated families.

Priority 2 access criteria is

- families who have an Australian government pensioner concession or health care card.

Fees and Charges

Fees are set by the Department for Education and are not negotiable. The standard session fee is \$5, however if you have a current Health Care Card (which must be sighted by staff) the fee is \$1.50. Fees for Occasional Care sessions must be paid on pick up, using correct money.

Late Collection If children are not collected at the stated closing time of their booked session, for three sessions in a row, the centre reserves the right to not rebook the family until appropriate collection arrangements can be made.

Cancellations

If a child is booked into a session and does not attend, the full fee may still be charged and may need to be paid before the child can attend a future session. If a booking is made and needs to be cancelled (due to illness, etc.), we ask that parents/caregivers cancel as soon as possible, so that the booking can be offered to another family. If a child is booked into a service and misses 2 sessions (fortnightly booking) or 3 sessions (weekly booking) without contacting the site the site may cancel their booking and reallocate this place.

Nappy Changing

If your child is still in nappies, you must inform ACCC Occasional Care staff of this and any special requirements that your child has in relation to this. Please ensure your child enters occasional care in a fresh clean nappy. Parents/caregivers are responsible for providing nappies for their child. Spare nappies are **NOT readily** supplied.

Toilet Training

If your child is undergoing toilet training please inform ACCC Occasional Care staff. This will make it easier for us to support you and your child in this area.

PARENT RESPONSIBILITIES

In accessing ACCC Occasional Care Program, parents agree to:

- Meet the SA Health immunisation regulations
- Check their child IN and OUT and be on time at each session and leave a contactable phone number
- Keep ACCC up to date with parent/family contact details and emergency contacts
- Pay all fees and charges outlined in the Occasional Care Procedure
- Notify the centre if a person/s other than the child's parent or nominated emergency contacts will be collecting the child. Photo ID will need to be the centre for booking cancellations
- Provide child's food, water and nappy requirements adequate for the length of their booking stay
- Provide any Medical Action Plan, Medication agreement and medication, appropriately pharmacy labelled, the child may require during attendance at centre

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17 b. Payment of fees and provision of statement of fees

References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 6 - Collaborative Partnerships with families and communities	Standard 6.1 – Supportive Relationships with Families	Element 6.1.1 – Families are supported from enrolment to be involved in the service and contribute to service decisions

Education and Care Services National Regulations	
Regulation 168 (2) (k)	Enrolment and orientation

Additional references under Item 1 of the Department for Education’s Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	<ul style="list-style-type: none"> • https://edi.sa.edu.au/supporting-children/early-years-and-family-services/types-of-child-care/occasional-care •

Rationale: We are fortunate to be funded to resource our preschool through DfE. To ensure we can provide additional resources and programs we request a termly fee, payable to the Avenues College.

Parents and caregivers will

- Be given information at enrolment about the termly fee (currently \$90)
- Will be sent email with the statement and bank details to the email given on enrolment forms
- If the payment is not paid, a reminder letter will be sent home at pick up time
- Be able to come into the school and pay at the front office for electronic payments

Communication: At any stage families can come and talk with the Director of Children's Centre about any challenges with the payment. Department for Education does not offer a 'School Card' system. We would waive the fees for families in financial difficulty.

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18. Governance and management of ACCC

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 7- Governance and Leadership	Standard 7.1 Service philosophy and purpose Standard 7.1.2 Management systems	Element 7.1.1 – A statement of philosophy guides all aspects of the service's operations. Element 7.1.2_ Systems are in place to manage risk and enable the effective management of a quality service

Education and Care Services National Regulations	
Regulation 168 (2) (l)	Governance and Management of the service's, including confidentiality of records

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE websites:	<p>DfE policy links are:</p> <ul style="list-style-type: none"> • Approving professional development activities • Undertaking performance and development planning and review • Monitoring staff budgets and expenditure • Ensuring the health, safety and welfare of their staff • Developing communications strategies with their staff • Checking, approving and signing timesheets, leave, flexi, TOIL, travel, vehicle, accommodation and allowance applications • Retaining copies of all forms in personnel files and forwarding timesheets, leave, flexi, TOIL, travel and private vehicle use to the children's centre team.

Rationale: Site leaders at centres with school-based preschools have responsibility for day to day management of the preschool and community space programs and any allied health staff which currently includes CAFHS. At Avenues Children's Centre this is the Principal and Director of CC. ACCC is under the management and governance of Avenues College B-12. In 2022, Governing Council for Avenues College approved and moved a motion that a sub committee be formed for Avenues Children's Centre. This parent 'committee' would be then feedback their ideas and requests and concerns to the broader GC who meet twice a term.

18 a Confidentiality of records

Rationale Early childhood settings require personal information from families to provide appropriate and responsive care for their children. This information needs to be maintained and managed in a private and confidential manner as in individual right and as a basis for building partnerships. The Children's Centre is committed to maintaining privacy and confidentiality in regard to all our families and staff. This policy has been developed with regard to the Information Protection Principles (IPP's) (2003) and pursues the highest standard in the protection and preservation of privacy and confidentiality.

Statutory Legislation & Considerations

Education and Care Services National Law Act 2010
Education and Care Services National Regulations 181.
Link to National Quality Standard 7.3.5.

EDUCATORS AND ADMINISTRATION STAFF WILL:

1. Ensure that all files for staff, children and their families will remain private and confidential.
2. Develop systems for the appropriate use, storage and disposal of these records
3. Ensure the information in these files is used only for the education and care of the child enrolled in the service, and only shared with relevant or authorised people as defined within authorisations of the [Education and Care Services National Regulations](#).2011

STRATEGIES

Collection of Information

For the centre to be able to meet the needs of each child, family, educator and staff member information must be collected and maintained. The Nominated Supervisor will provide families with details on the collection of personal information.

This information will include:

- The types of information collected by the Avenues College Children's Centre (ACCC)
- The purpose of collecting information;
- What types of information will be disclosed to the public or other agencies; and when and why disclosure may occur;
- How information is collected and stored at the service;
- Approaches used to keep information secure;
- Who has access to the information;
- The right of the individual to view their personal information;
- How information is disposed;

- How individuals may seek access to personal information held by the service or seek correction of such information; and
- How individuals may make complaints about a breach of privacy.

Access to Information

1. The Nominated Supervisor of the ACCC, will ensure that information kept is not divulged or communicated, directly or indirectly, to anyone other than:
 - When medical and developmental information is required to adequately provide education and care for the child, or
 - The Department for Education and Communities, or an authorised officer, or
 - As permitted or required by any Act or Law or
 - Persons authorised in writing by the parents/guardians
2. Individuals will be allowed access to their personal information when they request it.
3. Authorised persons may request to view any information kept on their child.
4. Information may be denied under the following conditions:
 - Access to information could compromise the privacy of another individual;
 - The request for information is frivolous or vexatious;
 - The information relates to legal issues, or there are legal reasons not to divulge the information such as in cases of custody and legal guardianship.
5. Each child's personal file containing the enrolment form, developmental records and so forth is to be kept in a secure location at all times.
6. Staff will ensure that discussions with parents about issues that may be sensitive take place in private and that these discussions are only shared with other relevant staff (on a need-to-know basis) and the Director.
7. The names of children who may have caused injury to other children while at preschool are not to be disclosed to parents, or to anyone other than staff members.
8. Staff members are not to discuss any financial details of families with persons other than the parent or guardian who is responsible for paying the child's fees. This confidentiality applies to subsidy assessments, fee arrears, and any other financial details. Any information regarding the financial status of a family needs to be discussed with them, and if they do not collect the child personally, a letter should be sent. Verbal messages regarding financial situations are not to be relayed via neighbours, friends or relatives.
9. A child's enrolment at the ACC is not to be confirmed with anyone without the consent of the child's parent or guardian.
10. University and TAFE students may be allowed limited access to children's information. For example, the children's first names, date of birth, country of origin, and home language should suffice for most tasks assigned to their course of study. Permission must be sought from families before any other information is passed on to students.

Maintaining Information

1. The Nominated Supervisor is responsible for keeping all service records required under the *Education and Care National Regulation 2011*. Information will be updated regularly.
2. In keeping with the Early Childhood Australia (ECA) Code of Ethics (2016), the Education and Care Services National Regulations 2011 and the National Privacy Principles, educators and staff employed by Avenues College Children's Centre are bound to respect the privacy rights of children enrolled and their families, educators and staff and their families and any other persons associated with the service.
3. Educators will sign a Confidentiality Statement as it relates to privacy and confidentiality of information.

Confidentiality (additional)

In accordance with the Privacy Act, Staff is bound to maintain confidentiality regarding a child's development and individual family circumstances.

Centre Policy

Parent, Governing Council and other volunteers, are also bound by the Act. Should any volunteer be concerned about a child in any way, then it is their responsibility to inform staff, **never to talk to the child's family or others in the community.** The Privacy Act is on the internet following links from <http://www.austlii.edu.au>

18b. Philosophy statement

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Rationale: A philosophy statement sets the scene for a centres response to interpreting guidelines where applicable. A philosophy statement does not supersede any DfE policies.

Avenues College Children's Centre Philosophy Statement

At Avenues College Children's Centre we work together with children, families, and the community to achieve the best possible learning, health and well-being outcomes. We learn together on Kurna Land and acknowledge the rich histories of the Kurna people and respect past and emerging leaders. We are a welcoming place.

We believe children need to feel safe and secure in our centre. Our safety focus is providing appropriate support for all and more support for those who need it most.

Our ways of learning with children are based on strengths, self-directed activity, hands-on learning, collaborative play, creative choice and problem solving. We believe children are powerful, competent and capable agents, in their own learning. Every child is unique.

Our Centre recognises the incredibly important role that families play in children's development and learning. We work with families to ensure strong outcomes for their children.

Our centre is a reflection of our diverse Australia and we value difference in children, staff and family context as an asset. We affirm that our children have voices and importantly we listen to them and demonstrate that we hear them.

Our Centre considers Reggio inspired beliefs that every child has: 100 languages

"The child has a hundred languages, a hundred hands, a hundred thoughts, a hundred ways of thinking, of playing, of speaking.

A hundred always a hundred ways of listening, of marvelling, of loving, a hundred joys, for singing and understanding, a hundred worlds to discover, a hundred worlds, to invent, a hundred worlds, to dream."

Updated May 2022

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19. The acceptance and refusal of authorisations - preschool priority of access guidelines

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 –	Standard 2.1.	Element

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	<p>Preschool Enrolment Policy https://www.education.sa.gov.au/sites-and-facilities/education-and-care-locations/find-school-or-preschool Current boundaries can be found at: https://www.education.sa.gov.au/sites-and-facilities/education-and-care-locations/find-school-or-preschool</p>

Rationale: Families need to understand how preschools manage enrolments with greater consistency by providing families with uniform and transparent advice. Placing children at their local preschool remains the priority. Enrolments will be determined in accordance with the [Preschool Enrolment Policy](#) of DfE and this Preschool Priority of Access guidance will be used in conjunction with the policy to inform parents /guardians of the criteria that will be used to prioritise enrolments in the event that the site has reached enrolment capacity.

Scope

Families are entitled to enrol in any DfE 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 Director / Regional Office staff. Where a place cannot be offered parents/guardians will be provided with the names of alternative local preschools.

When demand exceeds capacity - Procedure Details

Priority catchment area boundaries are set by DfE and current boundaries can be found at <https://www.education.sa.gov.au/sites-and-facilities/education-and-care-locations/find-school-or-preschool>
 Proof of address is required.

Enrolments will be assessed using the following criteria:

Priority 1a:

- Children living in the catchment area and
- A child at risk of serious abuse or neglect or
 - Identifies as Aboriginal or Torres Strait Islander or
 - Child or young person in care

Priority 1b:

All other children living in the ACCC catchment area

Priority 2:

- Children attending the ACCC Occasional Care program who live outside the local area.
- Siblings already attending ACCC
- Close distance from catchment area
- Extenuating circumstances that require placement at ACCC at the discretion of the Director/ Principal

Priority 3: To be applied if child living outside catchment area

- A child at risk of serious abuse or neglect
- Identifies as Aboriginal or Torres Strait Islander
- Child or young person in care
- Children in families which include a disabled person
- Children in socially isolated families
- Children in families with culturally and linguistically diverse backgrounds
- Children with a sibling that has attended the preschool
- Children of single parents
- Children with sibling attending local schools
- Children transitioning to local schools

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20. Dealing with complaints

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References to the National Quality Framework (NQF) requirements

National Quality Standard	

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	<ul style="list-style-type: none"> • complaint management policy • complaints management procedure • Site complaint record • https://www.education.sa.gov.au/department/about-department/contact-department/feedback-and-complaints-about-school-or-preschool/ • https://www.education.sa.gov.au/unreasonable-customer-conduct-when-making-complaint/ • (https://www.education.sa.gov.au/department/policies/departmental-policies/complaint-management-policy)

Rationale: We are committed to working things out together; things can be better and we can seek resolution; we have experience in getting things right and we want the opportunity to resolve issues in a fair and timely manner. Be assured, we take your feedback and complaints seriously.

If you have an unresolved complaint, unmet expectations or would like to provide feedback, we would like to hear from you. It's important to work together, talk, listen and find solutions in a courteous and respectful manner. We want to continuously improve our services. ACCC is committed to resolving complaints and providing an accessible, transparent and fair process to everyone.

Types of complaints concerns

You may choose to make a complaint if you believe that the preschool has:

- done something incorrectly
- failed to do something they should do
- acted unfairly or inappropriately .

Your concerns may be about:

- the type, level or quality of service
- the behaviour of and decisions by staff
- a policy, a procedure or a practice.

When your complaint applies to something we have to do because of state or federal law we can discuss and build understanding together.

Levels for raising your complaint



Level 1 – Preschool/occasional care resolution

If a person is not happy with a decision made or action taken by the preschool they should first contact the original decision maker or educator involved to discuss the matter and raise their concerns directly. This might be an Educator, principal or preschool Director.

Resources: [Site complaint record](#)

Level 2 – Central complaint resolution

If a person is not satisfied that their complaint has been addressed at the preschool level, including the senior leader, principal (or delegate), they can contact the Customer Feedback Unit (CFU). The role of CFU is to give advice and support about the issues behind a complaint and to confirm if departmental policy and procedure has been followed. The CFU role is to liaise with schools and preschools to help all parties to explore appropriate options for resolution.

A complaint or feedback can be lodged to CFU by using the [online form](#)

(<https://www.education.sa.gov.au/department/about-department/contact-department/feedback-and-complaints-about-school-or-preschool/>) or by phone (free call) 1800 677 435.

Level 3 – External resolution

If all pathways to resolve the complaint by DfE have been exhausted and the matter remains unresolved, a review or advice can be sought through the [Ombudsman SA](#) (OSA). The OSA is an independent body that investigates complaints about SA government. Contact the OSA on (08) 8226 8699. The circumstances of the complaint will influence whether the option of an external review is available.

Unreasonable conduct when making a complaint

When making a complaint there is a need to balance the right for someone to make a complaint with the rights of staff safety and respect.

Unreasonable may include:

- constant phone calls, visits or emails to staff
- swearing, yelling, intimidation or offensive remarks
- inappropriate comments on social media
- making demands to staff on how the complaint should be managed.

Depending on the severity and frequency of the behaviours, followup actions can be

- changing or limiting access to staff, students and school premises
- involving police.

Find out more about [unreasonable conduct when making a complaint](#).

(<https://www.education.sa.gov.au/unreasonable-customer-conduct-when-making-complaint>)

(<https://www.education.sa.gov.au/department/policies/departamental-policies/complaint-management-policy>)

20 a. Dealing with complaints - grievance procedures

[Back to Policy Areas table](#)

[References to the National Quality Framework \(NQF\) requirements](#)

National Quality Standard	

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE links:	

Rationale: Enabling all school stakeholders to voice their grievances and seek appropriate resolution requires clear and transparent procedures

- Effective relationships within the school community provides the best educational opportunities.
- Our school has both a responsibility to ensure that high standards of conduct are maintained by learners, parents/caregivers and staff at all times.
- Grievances will be managed and resolved fairly and effectively in accordance with the DfE policies and procedures.

Roles /responsibilities of members of the school community

All members of our school community have a responsibility to contribute positively by adhering to the grievance procedures and allow time for this to occur.

Support may be provided in a variety of ways including:

- Speaking to the person/people involved on your behalf
- Monitoring the situation
- Investigation of your concerns
- Acting as a mediator
- Seeking other intervention/assistance

Procedures

<p>CHILDREN with a grievance will:</p> <ul style="list-style-type: none"> ▪ Talk to the person in a respectful way – ask them to control their own behaviour. ▪ If not resolved ask a trusted person to help ▪ Talk to a educator SSO or staff member who can help at an appropriate time ▪ Make a plan so the problem can be sorted out ▪ Make a time with the Director, or the Principal if things are not resolved. ▪ Inform parents. Staff may also contact parents. ▪ If resolved – make a positive connection or keep away. 	<p>PARENTS/FAMILIES with a grievance will:</p> <ul style="list-style-type: none"> ▪ Speak only to staff, do not approach families or other children. ▪ Talk to the staff member or Director or school Principal about the problem at a negotiated time ▪ Seek to resolve it in a way that respects the needs of those involved. ▪ If a grievance is not resolved – arrange a time to speak to one of the leadership team. ▪ If it is still unresolved discuss the issue with the Education Director Paul Newman. ▪ If it is still unresolved contact the Parent Complaint Unit (see brochure for more details on our website) 	<p>STAFF [&VOLUNTEERS] with a grievance will:</p> <ul style="list-style-type: none"> ▪ Use the '24/48 hr rule'. Talk to the person about the problem ▪ Seek to resolve it in a way that respects the needs of those involved ▪ If a grievance is not resolved speak to : <ul style="list-style-type: none"> - Your line manager/principal - Nominated Grievance contact person - Union Representative. - PAC [where appropriate] - EAP Counselling service ▪ If not resolved –contact Torrens Partnership Director, in writing if desired.
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21. Weather policies - wet, cold, and inclement

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References to the National Quality Framework (NQF) requirements

National Quality Standard	

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	<ul style="list-style-type: none"> • Cancer Council SA SunSmart policy • www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email.version.pdf

Rationale: Children are at greater risk of being affected by weather than adults.. A child's ability to respond to environmental conditions and acclimatise is due to the physiological differences. For example "Children sweat less and get less evaporative cooling than adults. In warm and hot weather, they have greater difficulties getting rid of heat; they look flushed and feel hotter and more stressed than adults. (Sports Medicine Australia", refer to www.sma.org.au/wp-content/uploads/2009/05/beat-the-heat-2008-email.version.pdf)

Colds are more common in the winter months but cold weather itself doesn't increase the chance of getting a cold. During winter, people are in closer contact with each other because they stay indoors in heated environments and they are more likely to infect each other. Playing with soapy or bubbly water (mimics hand washing) actually helps reduce the spread of germs as does accessing fresh air. Getting wet or being cold doesn't actually cause a cold. But being wet and uncomfortable (shivering) for a prolonged time can be unhealthy.

Cold weather

Rain has always been a point of inquiry and curiosity for young children. Children will not be kept indoors when it is cold and raining, however the following strategies will be implemented to ensure that staff and children are comfortable

- Children will eat lunch inside during particularly cold and/or wet days. Whilst there is no set temperature to decide this, staff will assess the outside conditions on an ongoing basis and will take into consideration the requests of the children.
- Educators will draw attention to the learning opportunities on offer in relation to the weather, for example; reminding children it maybe too cold to get their whole bodies wet and they should roll up their sleeves when using water.

Children playing outside will be encouraged to:

- Wear appropriate clothing, putting on their coats, jumpers and hats when needed and if desired. Some children feel the cold more than others and we respect the child's right to choose their level of comfort.
- Change clothes if they become wet.
- Be active outside and move our bodies to keep warm. Quieter and slower activities will be encouraged to take place inside.
- Stay under sheltered areas when it is raining e.g. the sandpit and veranda.

Parents will be encouraged to:

- Dress children in clothing that allows children to monitor their own temperature, in layers that can be easily removed and put on during activities and allows for going both in and outside.
- Pack spare clothes so if children get wet they can be changed into dry clothes.
- Send children in gumboots, if available, on wet and rainy days.

Hot weather

While the temperature in Adelaide is considered a mild Mediterranean climate, we seem to be more frequently having occasions of very high temperatures in which outdoor learning activities are restricted. When the temperature is predicted to be 38 degrees and above the following strategies and restrictions will be put in place under the ongoing assessment of the nominated supervisors and teaching team, to reduce the risk of heat illness in young children and adults:

- Children will be closely monitored by staff and spend time outside in the cooler parts of the day, for example the morning, with the length of outside play restricted. Staff will respect the children's choice to play outside but will ensure this is not for extended periods of time.
- Children will eat lunch inside during these hotter days and the food trollies will be wheeled inside into a cool place.

Children playing outside will be encouraged to:

- Drink water regularly. Children's water bottles will be available at all times and encouraged to refill throughout the day. Adults will verbally remind children to drink water.
- Play in shaded areas, such as the sandpit and veranda.
- Have regular breaks from active play, sitting in the shade, having a drink or spending some time inside.
- Apply sunscreen and wear their hats in accordance with the school's sun smart policy (Term 1, 3 and 4)

Parents will be encouraged to:

- Dress children in clothing that minimises heat gain, in layers that can be easily removed during activities and of a type that is sun smart.
- Provide spare clothes for water play.
- Apply sunscreen to children before they arrive in the morning.
- Pack food in insulated containers with a freezer brick or frozen water.

The preschool has a reverse cycle heating and cooling system which enables us to function for normal operating hours when the temperature does reach over 38 degrees. However, in the event this breaks or there is a prolonged power outage, the kindy will activate an early dismissal clause.

Early Dismissal in the case of a 38 degree day and the breakdown of the air conditioning system:

- Parents will be notified by phone to collect their children early at 2pm.
- Children whose families are unable to collect them will remain and kept as comfortable as possible.
- Staff will remain on site for the normal operational hours.

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Avenues
College

22. Outdoor play daily visual safety inspection procedure

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References to the National Quality Framework (NQF) requirements

National Quality Standard		
Quality Area 2 – Children's health and safety	Standard 2.1	Element 2.1

Education and Care Services National Regulations	
Regulation 168 (2) (a) (i)	

Additional references under Item 1 of the Department for Education's Preschool Policy Compliance Self-assessment Resource	
Refer to the DfE website links:	<ul style="list-style-type: none"> • Safety Inspection • daily playground inspection checklist (DOCX, 73.4 KB) • Quarterly playground inspections (DOCX, 148.2 KB) • Kidsafe SA playground inspection and maintenance training or an accredited Operational (Level 2) Playground Inspector.

Rationale: A daily visual safety inspection is provided as guidance and is not required to be documented. We have ensured that ensure that appropriate instruction and/or training has been provided to employees to conduct the following inspections.

While we have daily checks it is important that anyone, staff, visitors, families, who sees anything unsafe, hazards or maintenance requirements that they report the issue to the Director or other Educator immediately in order to keep our site welcoming and safe.

Access, entry and surrounds:

- Gates are unlocked for families to enter
- Gate, closing and locking devices are operational and free of damage
- Tables and trolleys are clean and ready for the day
- Playground in good condition, including free from rubbish, vandalism, storm damage
- No equipment near fence e.g. bins/ furniture to create a climbing opportunity

Surfacing:

- No contamination or animal faeces, litter, sharps, unhygienic matter
- No pooling water
- Loose fill surfacing minimum depth 300mm in soft fall areas

Equipment:

- A-frame clear of debris underneath
- Check no sharp objects under 'Rope climb'
- Nothing over 600mm on non-soft fall surfaces.
- Equipment 600mm on soft fall with 1.5 fall zone
- No loose or protruding bolts, nuts, nails, sharp edges
- Chains, ropes, cables and nets in good repair
- Hooks and chain no more than 40% wear

Sandpit:

- Sand clean, free of debris, fouling, glass, foreign objects
- No evidence of pooling of water, drainage issues or health hazards (insects)
- Should any debris be found the surface is raked

Varandah and paths:

- Entrance steps and varandah area swept or blow vacced
- Sign in table set up for parents

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