

# Enfield Folland Park Kindergarten

## Policy Booklet

Updated September 2018



**Government  
of South Australia**

Department for Education



# Behaviour Code

"All children have the right to learn and play in a friendly, safe supportive environment. All staff have the right to teach in a friendly, cooperative, supportive environment."

One of the goals of preschool education is to have children develop into socially responsible and respectful citizens. In order to grow into responsible and respectful citizens children need to develop an understanding of how to interact with other children and adults both individually and within a group. This policy documents behaviours that are both respectful and disrespectful and highlights the way that staff will work with children and parents in addressing these behaviours.

## Respectful Behaviours

Respectful behaviours encourage an attitude of caring and respecting ourselves, others and the environment (both natural and constructed).

These behaviours include:

- Respecting each other – accepting each person as an individual, their differences, culture and beliefs.
- Listening to others – everyone has something valuable to contribute.
- Using positive language
- Being co-operative
- Helping each other
- Taking turns
- Sharing – equipment and materials
- Being friendly
- Participating in activities/experiences –having a go
- To try and work out problems in a fair way
- To be on time
- To work and play safely

To support children's development of positive, respectful behaviours, staff will:

- Support and encourage children to continue using these positive behaviours when they are observed through verbal reinforcement. Staff will focus on acknowledging and encouraging behaviour that is acceptable rather than focusing on the negative
- Ensure that children are involved in regular discussions about respectful behaviour and why it is important.
- Be explicit with children about what respectful behaviour looks like, feels like and sounds like in a range of situations.

## Disrespectful Behaviours

There are also behaviours that are disrespectful. These behaviours include;

- Those which are dangerous – to children themselves or to others around them e.g. throwing equipment, running inside.
- Those which physically hurt or frighten others e.g. kicking, punching, biting, spitting, pushing and shoving.
- Those which hurt or frighten others through the language used e.g. 'put downs', insults, name calling.
- Those which spoil others' achievements or work e.g. deliberately knocking down other children's work.
- Those which interfere unduly with the routines around which the kindergarten functions e.g. deliberate disruption of group time/pack up.

We believe that:

- All children are individuals and will have different levels of understanding of the "rules." Different expectations need to be made of a child who is new to kindergarten, from those made of a child who is familiar with the setting.
- Some children who have learning difficulties/delays or disorders may have greater difficulty in coping with frustration and in learning to behave acceptably; and in understanding the rules and reasons for them.
- Staff and parents need to work together and share the responsibility for encouraging and modelling appropriate behaviours in a variety of situations.
- Staff and parents need to work together to provide a safe environment for all children.
- At times children do feel angry, frustrated and upset. These feelings are normal and staff and parents will work together to help to express their feelings appropriately.
- Children learn best when they experience success and feel good about themselves.

As such, when disrespectful behaviour occurs, staff will:

- Redirect the child towards acceptable, constructive activities/experiences and provide encouragement, support and/or praise.
- Talk with the child about the reasons why the behaviours are not respectful
- If the behaviour is violent or aggressive a staff member will talk with the child immediately. Depending on the circumstance and the behaviour a range of strategies may be used including:
  - removing the child from the other children to talk through the situation that has arisen
  - Giving the child some time away from the other children to enable them to calm down before talking through the situation (with or without adult support depending on the situation)
  - Using a restorative approach with the children where the children are encouraged to think about how their behaviour affected another person and supporting children to restore their relationship with other children. Various strategies will be used based on the children involved and the behaviour displayed.
  - Discussing the incident with the child's parents to work collaboratively on strategies that will support the child's behaviour in the longer term.

This Behaviour Policy will assist staff at Enfield Folland Park Kindergarten to:

- Provide an environment where children feel nurtured, safe, secure and respected
- Develop collaborative relationships between children, staff and parents to maximise children's learning potential
- Deliver a curriculum that is fun, enjoyable and proactive where children are comfortable to explore their identity, take risks and learn.

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# Sun Smart & Hot Weather Policy

The purpose of this policy is to ensure that all children and staff members are protected from skin damage caused by the harmful ultraviolet rays of the sun.

## Sun Smart

Enfield Folland Park Kindergarten is committed to providing and maintaining a safe and healthy working and learning environment for staff, children and visitors to the kindergarten. All people (adults and children) must wear a hat outside in terms 1 and 4. Children will only be permitted to play under the veranda area when they are not wearing a hat.

Parents will be responsible for applying sunscreen to children before they arrive for kindy. Sunscreen will be provided during terms 1 and 4 for parents to use if required. Staff will remind children who stay at kindy all day to reapply following lunch and will assist them as required. Sunscreen will be provided. Parents are more than welcome to provide their own sunscreen to be left in children's bags. This is particularly important if your child has sensitive skin or requires specific sunscreen.

## Hot Weather

On days of extreme heat, staff will decide whether it is safe to play outside. On days of extreme heat, children will be kept inside and a supply of cool, fresh water will be available.

Staff, volunteers, visitors and workers attending the site will be expected to wear sun protection and be responsible for supplying their own sun protection equipment.

The Director (or delegate) shall decide whether it is safe to commence work in hot conditions. Preventative measures may be implemented. These include;

- rescheduling of work
- modify the rate at which work is performed
- alter location of work
- implement frequent work breaks
- provision of cool drinking water

If any person at the centre suffers from heat related illness (heat stress or heat exhaustion) they will be required to complete an ED155m and this will be forwarded to WHS unit of DECS.

# Sick Children / Infectious Diseases Guidelines

The health and wellbeing of children in the centre is of the highest priority.

Enfield Folland Park Kindergarten is committed to providing and maintaining a safe and healthy work environment for children, staff and visitors. We are committed to providing quality teaching in a supportive and caring learning environment. Sick children are required to stay at home as they need time and care to recover within a family environment.

Whilst we understand how difficult this can be for working parents, it is very important that sickness is not passed on to other children and staff members. The purpose of this statement is to provide guidance as to when your child is likely to be infectious to others and therefore needs to be excluded from kindergarten. Parents are required to notify the kindergarten staff of their child's absence and in the case of a contagious infectious illness the name of the disease/condition so that we can inform other parents of the illness (not the child concerned) so that they too can watch for any symptoms amongst their family.

This is likely to be when your child has:

- A temperature of 37.5 C or higher
- Been vomiting in the last 24hours
- Had diarrhoea in the last 24hours
- A productive cough
- Conjunctivitis
- Coloured nasal mucous
- An undiagnosed rash
- Head Lice [until treated]
- Cold sores –open and weeping

If your child has needed Panadol or Paracetamol the evening before, or on the morning of preschool for the purpose of pain relief or controlling a temperature, please do not send them to kindergarten.

Available from the kindergarten is a list of infectious diseases. In the event of your child becoming ill at kindergarten, we will telephone you to collect your child. If staff are unable to contact you, we will then contact the first person on the emergency contacts list.



# Healthy Eating Policy

Enfield Folland Park Kindergarten enforces a healthy eating policy. We believe that it is important to educate children about and encourage them to eat healthy food. Research shows that eating healthy foods help children to maintain attention and concentration supporting their learning.

Included in this policy is a requirement that all food brought kindy does not contain nuts. **NO NUTS** policy. At times, there are children enrolled who have an anaphylactic allergy to nuts in particular. This means that there can be serious and even fatal consequences for these children if they come into contact with these ingredients. Parents are asked to provide lunchbox foods that do not contain nuts. This includes peanut butter and Nutella in sandwiches and all snacks containing nuts including muesli bars or muffins. Products containing "traces of nuts" which are found on most packaged foods are generally fine unless there is a child with specific allergy to traces as well. In this case, notes will be sent to parents reminding them of the more stringent requirements.

Generally, the less packaging in a lunch box the healthier it is for children.

Examples of lunch box ideas include:

- Sandwiches (cheese, meat, salad, vegemite, avocado)
- Salads with carrot, cucumber sticks
- Cheese, unsalted crackers, crisp breads
- Sushi, cold rolls, rice & pasta dishes
- Vegetables
- Yoghurt
- Savoury muffins

Staff are happy to heat meals up for children if parents would like to send food requiring this. Parents are asked to provide individual ice packs for their child's lunch boxes however if there is specific food from their lunch box that needs to be refrigerated the kindy can accommodate this. Please ensure that it is individually named to ensure that staff know who it belongs to. Please place these items in the fridge when you are placing your child's lunch in the baskets provided.

Parents need to ensure that all lunch boxes, containers and drink bottles are clearly named and that drink bottles contain only water. Please do not bring sweetened drinks or add flavouring such as cordial to their water. Similarly we ask that lunch boxes do not contain foods containing high levels of sugar such as lollies, lolly pops, chocolate, roll-ups or LCM Bars.



# Celebrations Guideline

Enfield Folland Park Kindergarten staff felt a need to devise a Celebrations Policy. We believe that it is important to teach children that events in their lives are worthy of being celebrated.

We do not believe those celebrations that are 'commercialised' in our society are necessarily of importance to the young child. Celebrations for young children should focus on young children, what is important for them and their first-hand experiences, and this can mean events important to the individual child or their family. "Who's in charge of celebrations" – B Creaser

Birthdays will be celebrated by 'raising' the kindergarten birthday flag and singing 'Happy Birthday' song. Cakes and treats are not encouraged to be brought in, however if parents and children want to share a special gift with the rest of the kindergarten children they may offer a non food related item such as stickers, stamps or balloons. Our celebrations will acknowledge diversity.

All cultures have celebrations, some different and some similar. Some celebrations are of great importance to some families, while some are not. We would like to embed a culture of respect and acceptance of different ways of being and to learn a little bit about what celebrations each family enjoys and how they do this.

Therefore cultural celebrations are acknowledged, but may not necessarily have a strong focus. For example, at Easter we may set up the collage area with Easter type materials so if children choose to make an Easter card etc there are resources there for them to do so. Additionally, we are likely to do some Easter cooking however this will not be our total focus for learning. We ask families to let staff know if there are significant cultural celebrations they would like their child to celebrate with the other children. Experiences that are open ended may then be offered for children to self select if they wish to engage in it.

# Parent Feedback and Complaints Policy

At Enfield Folland Park Kindergarten we believe parents are partners in the education of children. Regular two-way communication between parents/carers and the Kindergarten is essential in helping children achieve their potential. Our Kindergarten is committed to ensuring that anyone with parental responsibilities for a young person can raise a concern or complaint, with confidence that it will be heard and responded to in an appropriate and timely fashion.

## GUIDING PRINCIPLES

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

- All persons in the Enfield Folland Park Kindergarten community including children, parents, staff and volunteers have the right to be treated with respect and courtesy in accordance with the Kindergarten's values.
- Parents have the right to raise concerns and make enquiries or complaints about any aspect of Kindergarten life.
- Information about how, where and to whom complaints can be made should be visible and accessible.

- Complaints will be acknowledged and addressed promptly within specified timelines.
- Individual complaints will be assessed objectively and without bias using principles of natural justice.
- The rights and responsibilities of all parties will be considered and balanced in attempting to find a mutually acceptable outcome to complaints.
- The confidentiality of all parties will be maintained wherever possible

## PROCESS FOR RAISING A CONCERN

### Step 1: Talk to us

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

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

Our staff will, following a direct complaint:

- Formally record what you say
- Identify actions to resolve the concern
- Let you know what will or has been done to resolve the issue
- Communicate regularly with you about the issue

- If appropriate, refer the matter to the Kindergarten Director

If your concern has not been resolved following discussions with the staff member, please contact the Kindergarten Director.

The Kindergarten Director will:

- acknowledge receipt of the complaint as soon as reasonably possible (within five school days)
- listen to you and record the issues in writing.
- provide support to you if necessary while the complaint is being considered /resolved.
- investigate, consider and determine the most appropriate way to resolve the issue fairly and promptly
- consider relevant legislation, DE policy and guidelines and Kindergarten procedures
- inform you if there is a delay in the process
- ensure your complaint and the outcome is documented



- ensure that the outcome of the process is communicated to you verbally and, if appropriate, in writing including the right to refer the matter to DE - Northern Adelaide Regional office.

**Please note:**

*Interpreters and Aboriginal Education Coordinators are available to assist parents in communicating with us. Please contact the DECD – Northern Adelaide Regional Office on 8256 8111 for assistance.*

## Step 2

If the complaint is about the Director of the Kindergarten or you are not satisfied with the outcome you may contact our local DE Northern Adelaide Regional Office.

**DE – Northern Adelaide Region**  
**1st Floor – Elizabeth House**  
**Oxenham Drive**  
**Elizabeth SA 5112**  
**Tel (08) 8256 8111**

The Regional Office will:

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

## Step 3: Contact the Parent Complaint Unit

If your complaint remains unresolved after working together with our Kindergarten, regional personnel and Educational Director, you should submit, in writing, your complaint to:

**Manager, Parent Complaint Unit**  
**Level 6 / 31 Flinders Street**  
**ADELAIDE SA 5000**  
**Tel: 1800 677 435**

Or by email to [decd.parentcomplaint@sa.gov.au](mailto:decd.parentcomplaint@sa.gov.au)

You should include information about the complaint, including why it remains unresolved and an outline of

what actions have been taken to resolve the complaint. You should also outline what you think a reasonable solution would be.

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

- acknowledge receipt of the complaint
- assess and make a recommendation to the Head of Schools or the Head of Child Development that:

1. a review is not warranted and that you should be advised that no further action is considered necessary and that the complaint is now concluded; or
2. a review is necessary; or
3. the complaint should be referred to an external agency for investigation or review.

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

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

**Please Note:**

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

*Parents can call the Parent Complaint Unit hotline at any stage on 1800 677 435 for information, advice and support.*

*In some circumstances it may be appropriate that a concern or complaint is escalated directly to Parent Complaint Unit. In these instances the parent will be advised of where the matter will be referred to and why.*

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

We always love to hear positive feedback on what children and families are enjoying about their involvement with Enfield Folland Park Kindergarten and we invite you to please share this with the Kindergarten community via our feedback box or directly in the Curriculum Journal.

# Priority of Access Policy

## Purpose

Enrolments will be determined in accordance with the Preschool Enrolment Policy of the Department for Education (DE) and this Preschool Priority of Access Policy will 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 DE preschool service across South Australia; however, where the demand for preschool places exceeds the capacity (number of places available) at that site then the Priority of Access Policy will apply to guide equity in allocating preschool places.

## Objectives

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

## Procedure Details

Enrolments will be assessed using the following criteria: -

*To be used if demand exceeds capacity*

*Priority 1a:*

- i. A child at risk of serious abuse or neglect
- ii. Identifies as Aboriginal or Torres Strait Islander
- iii. Child under the Guardianship of the Minister,

and living in the immediate local area, known as the priority catchment area will have first priority. Catchment area boundaries are set by DE. Current boundaries clockwise include: Barli Court, Kara Sreet, Terama Sreet, Tepko Sreet, Grand Junction Road, Hampstead Road, Ormond Avenue, Warwick Street and Main Nth Road. Proof of address may be asked for by site.

*Priority 1b:*

All other children living in the catchment area as stated above.

*Priority 2:*

- a) Past families that have had a child enrolled at the EFPK within the last 10 years whom no longer live within the priority catchment area.
- b) Close distance from catchment area
- c) Extenuating circumstances that require placement at Enfield Folland Park Kindergarten at the discretion on the Director

*Priority3: To be applied if child living outside catchment area*

- a) A child at risk of serious abuse or neglect
- b) Identifies as Aboriginal or Torres Strait Islander
- c) Child under the Guardianship of the Minister
- d) Children in families which include a disabled person
- e) Children in socially isolated families
- f) Children in families with culturally and linguistically diverse backgrounds
- g) Children with a sibling that has attended the preschool
- h) Children of single parents
- i) Children with sibling attending local schools
- j) Children transitioning to local schools