



Enfield Folland Park Kindergarten

Policy Booklet

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Enfield Folland Park Kindergarten also follows all
Department for Education policies, procedures,
and National Laws and Regulations.



Behaviour, Interactions and Guidance Code

The purpose of this Behaviour, Interactions, and Guidance Code is to create and maintain a psychologically and physically safe, respectful, and inclusive environment for all children, families, and staff at our kindergarten. It aims to provide consistent, and fair behaviour support to help children participate positively in learning while respecting the rights of others. By promoting personal and social development, this Code enables children to understand and exercise their rights and responsibilities within the kindergarten and the wider community.

Guidelines for Educators

Educators implement clear strategies that support positive behaviour development, recognising that behaviour is learned over time and influenced by relationships and experiences. Our approach focuses on building each child's strengths and achieving their goals in a safe and respectful manner, in collaboration with parents, caregivers, and the broader community.

Educators will:

- ensure the physical and psychological safety of children, families, and staff.
- model and promote respect, diversity, and inclusion.
- support all children to participate positively.
- help children express and manage their feelings and emotions constructively.
- explicitly teach safe, respectful, and inclusive behaviours.
- plan for opportunities to develop personal and social skills such as resilience, independence, entering and exiting play positively, communication, and conflict resolution.
- engage in professional learning to manage behaviour incidents effectively.
- demonstrate empathy and sensitivity, considering individual factors influencing behaviour.
- encourage children to respond appropriately to others.
- involve children in setting behavioural expectations and developing group norms.
- communicate openly with families to support children's rights and well-being.

Responding to Challenging Behaviours

When behaviours pose challenges or safety risks, educators will:

- remind children of expectations and the reasons for these.
- support problem-solving, negotiation, and appropriate emotional responses.
- use restorative practices to help children empathise and restore relationships.
- communicate with families early to support children's well-being and learning.
- assess, reflect on, and adjust learning programs to support positive behaviours.
- develop and review individual behaviour plans with families and support services.
- seek assistance from Student Support Services when needed.
- provide a calming space for children to go to when they are dysregulated.
- accompany children to a safe area if they or others are at risk of harm, providing support for positive outcomes.
- implement visible, consistent responses to foster trust and confidence.
- collaborate with families, service providers, and the community to support children affected by behaviours of concern.
- intervene and report on serious incidents promptly.

Expectations for Staff, Parents/Caregivers and Visitors

Staff, parents/caregivers, and visitors are expected to behave reasonably and respectfully, ensuring the kindergarten remains a safe place to work and learn. Aggressive, violent, or threatening behaviour will not be tolerated. It may result in you being asked to leave, and staff will contact the police if safety is at risk.

Role of Parents/Caregivers and Families

As children's first teachers, parents/caregivers, and families, support positive behaviour by:

- modelling and promoting safe, respectful, and inclusive relationships.
- encouraging safe behaviour at home, including supervising social interactions.
- discussing behaviour, including unsafe behaviour, and how to respond.
- collaborating with kindergarten staff to resolve behaviour concerns promptly.
- considering specialist support services when needed.
- supporting their child's continued attendance during behaviour resolution.

Expectations for Children

Children contribute to a positive learning environment when they:

- treat parents/caregivers, educators, visitors, and other children with respect.
- ensure their verbal, and physical interactions are safe, respectful, fair, and inclusive.
- take a stand against concerning behaviours by seeking a trusted adult for help.
- encourage peers to engage in safe, respectful behaviours.

Further information:

[Positive discipline strategies for every family - Dr Justin Coulson \(YouTube 11.26 mins\)](#)

Parenting SA Positive approaches to guiding behaviour (2 to 12 years) - Parent Easy Guide: [Positive approaches to guiding behaviour: 2–12 years](#)

Parenting SA Time in: guiding children's behaviour - Parent Easy Guide: [Time in: guiding children's behaviour](#)

Ratified by Governing Council: September 2024

To be reviewed: September 2027(or sooner should any circumstances change).

Inclement Weather and Sun Protection Policy

Rationale

This policy is to ensure that staff and children are protected from harmful exposure to ultraviolet (UV) radiation and daily sun protection decisions are made appropriately. This policy also outlines risk controls in place during extreme weather conditions. A balance of UV radiation exposure is important for health. Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Sun exposure during childhood and adolescence is a major factor in determining future skin cancer risk. Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for healthy bones and muscles, and for general health. Sensible sun protection when UV is 3 and above does not put people at risk of vitamin D deficiency. UV radiation levels are unrelated to temperature.

Procedures

Inclement weather

At Enfield Folland Park Kindergarten staff work with children and families to ensure everyone's safety and wellbeing during inclement weather conditions (such as extreme temperatures, heavy rain, hail, strong winds, severe dust storm, or lightning or thunderstorm). Staff will monitor daily weather forecasts through the [Bureau of Meteorology](#) and identify any potential inclement weather risks. Staff will ensure they consider and plan for potential hazards and situations impacted by inclement weather conditions (such as the risk of falling tree limbs).

Sun protection

The UV- rating and sun protection times will be taken from the SunSmart app <https://www.sunsmart.com.au/resources/sunsmart-app> or BOM [Bureau of Meteorology website](#) (Enfield location) to determine when sun protection is necessary. Staff recognise the importance of helping children to regulate their behaviours relating to the weather and will work with children and families to develop appropriate responses.

Sun protection procedures must be followed by all at Enfield Folland Park Kindergarten

Sun protection measures: Are in place **all year round** when the UV- level is 3 and above. A combination of sun protection measures are considered when planning outdoor activities, including excursions.

Scheduling: Care is taken during the peak UV radiation times, and outdoor activities are scheduled outside of these times, where possible.

Slip on clothing: Appropriate sun protective clothing is to be worn by staff and children. Tops that cover shoulders and longer style skirts and shorts are recommended. No singlets or midriff tops please.

Slap on sunscreen: Parents are responsible for applying their child's sunscreen at home before arrival or upon arrival to kindergarten if the UV rating is 3 and above. SPF 50+ broad-spectrum, water-resistant sunscreen is supplied by the Kindergarten for children and staff to use throughout the day. Sunscreen is applied 20 minutes before going outdoors and reapplied every 2 hours when remaining or returning outdoors if the UV rating is 3 and above.

Alternatively, families who would prefer to supply their own suitable SPF 50 (or more) broad-spectrum, water-resistant sunscreen for their child will need to speak with the Director so that arrangements can be negotiated. Then the Director and parent may need to complete the Health Support Agreement for Education and Care (HSP120 form) and the Safety and Risk Management Plan (HSP121 form). Children's individual sunscreen will be supplied by families and must be labelled clearly with the child's name and handed to staff for safe storage. Families who are concerned about vitamin D requirements are encouraged to speak to their GP or paediatrician. Families requesting that their child does not apply sunscreen will be asked to provide a letter from their GP or paediatrician outlining advice. Staff will review any sunscreen exemptions with families on a regular basis. Children who are unable to apply sunscreen should be adequately protected using hats and long-sleeved clothing and play in shaded areas or indoors as much as possible when the UV is 3 and above.

Slap on a hat: All children and staff are required to wear a broad brimmed, legionnaire or bucket hat (baseball caps are not acceptable) while the UV level is 3 or above. The Department for Education specify that hats must NOT have ties or cords attached due to it being a potential choking hazard. While the UV level is 3 or above, children who do not have appropriate hats or clothing with them will be required to play in an area protected from the sun such as indoors or under the veranda. The Kindergarten has a limited number of spare hats and clothing to use only in extenuating circumstances such as outdoor excursions.

Seek shade: Staff are to use available areas of shade for outdoor activities as much as possible and actively encourage children to play in the shade during peak UV times.

Curriculum: Age-appropriate information on sun protection is included in the curriculum and children's programming. Relevant information will be shared with families via our regular newsletter, or signage.

WH&S and role modelling: For work health and safety and role modelling, when the UV is 3 and above, staff are required to practice SunSmart behaviours including wearing sun protective clothing, sunscreen, appropriate hats, sunglasses and seeking shade when outdoors. Visitors and parents are encouraged to role model SunSmart behaviours when participating in or attending outdoor activities with the Kindergarten.

Policy promotion: SunSmart behaviour is regularly reinforced and promoted to the whole community (e.g., via newsletters and signage). During enrolment or induction, all families, staff members and volunteers are informed of the Sun Protection Policy.

Educators will:

- take reasonable care to cater for the individual needs of themselves, other adults, and children during all weather conditions.
- activate appropriate air-conditioning systems for comfort and relief in times of hot and cold weather.
- undertake risk assessments for outdoor play experiences if the weather is unpredictable or if weather warnings are issued.
- reduce access to areas that are potentially unsafe to play near (e.g., near trees in extreme wind).
- ensure activities conducted in periods of hot weather and/or when the UV rating is 3 and above, are undertaken in shaded areas or indoors.
- encourage children to wear hats outside when the UV rating is 3 and above.
- support children in reapplying sunscreen every two hours if the UV rating is 3 and above during outside play time hours.
- protect themselves and model SunSmart behaviour including wearing sun protective clothing, sunscreen, appropriate hats, sunglasses and seeking shade when outdoors.
- encourage children to drink water frequently through regular conversations about the health benefits of drinking water.
- ensure drinking water is always accessible to children.
- encourage families to provide a cooling element in child's lunch box to keep food cold if necessary.

Parents/Caregivers will:

- dress children and provide clothing that is weather appropriate i.e., layered clothing that can be easily removed.
- apply broad-spectrum water-resistant sunscreen (SPF 50 or more) prior to or upon arrival.
- parents/caregivers may collect children early on days of extreme weather or temperatures (e.g., 36 degrees or above), however the Kindergarten has cooling and heating systems that will be used to maintain comfort so the service can remain open for normal operating hours.

Policy review: The Inclement Weather and Sun Protection Policy is reviewed at least every three years to ensure the policy remains current and relevant.

Ratified/approved by Governing Council: June 2024

Next review date due: June 2027 (or sooner should any circumstances change).

Sourced by / Further Information

- Sun Protection in Schools and Preschools (Department for Education): [SA.GOV.AU - Sun protection in schools and preschools \(www.sa.gov.au\)](http://www.sa.gov.au/sun-protection-in-schools-and-preschools)
- Cancer Council SA – SunSmart Early Childhood Program: <https://www.cancersa.org.au/prevention/sunsmart/sunsmart-program/early-childhood-centres/>
- ACQCQA Sun Protection Policy Guidelines: <https://www.acecqa.gov.au/sites/default/files/2021-08/SunProtectionGuidelines.pdf>
- Hazard Alert– Cords, Drawstrings and Toggle Entrapment: [Hazard alert 39 Cords, drawstrings and toggle entrapment \(edi.sa.edu.au\)](http://edi.sa.edu.au/hazard-alert-39-cords-drawstrings-and-toggle-entrapment)
- What is the Weather Today?: [What is the weather today? \(education.sa.gov.au\)](http://www.education.sa.gov.au/what-is-the-weather-today)

Healthy Food and Nutrition Policy and Procedure

Enfield Folland Park Kindergarten is devoted to providing an education around healthy food habits and encouraging the development of healthy bodies and minds. A healthy diet for young children reduces their chances of developing future health problems. A healthy diet is one that is balanced and includes foods from each main food group: grains, vegetables, fruit, proteins, and dairy (or dairy alternatives). Foods that are not necessary for a healthy diet should be limited. These foods are referred to as 'sometimes foods' and include foods that are high in sugar, saturated fats, and salt.

This policy and procedure has been developed based on the following principles:

- promoting the health and safety of all students, especially those with severe, rapid, and life threatening (anaphylactic) responses to food allergens,
- providing children with an education around healthy food choices that allows them to grow into happy, healthy people, and
- providing a consistent approach to the management of food handling, dietary requirements, special occasions, and cultural considerations.

The scope of this policy and procedure applies to all staff, parents, and site visitors.

Context

National Quality Standards and Regulations -Regulation 168 (2) (a) (i) - National Quality Standard 2.2

Allergen Awareness

Food restrictions will reflect the needs of the children attending and may be subject to revision, please discuss the dietary needs of your children with educators. The most common food allergens are peanuts, tree nuts, eggs, dairy foods, fish, and sesame seeds. Due to the prevalence of nut allergies, we require that NO NUTS are permitted in the kindergarten (including peanut butter and Nutella sandwiches and all snacks containing nuts including muesli bars or muffins). Products stating 'may contain traces' of nuts which are found on most packaged foods are generally fine. However, if food packaging states 'contains' nuts or 'made on shared equipment' as nuts, it is not permitted. A reminder note will be sent home if your child's lunch box contains nuts or nut products. If you are unsure about whether a food product is permitted, please see staff. We appreciate your understanding regarding this serious health risk.

Eating at Kindy

Enfield Folland Park kindergarten observes up to three food breaks throughout the kindy day. This includes a morning 'healthy snack', lunch and offering for afternoon tea 'snack time.'

Some examples of healthy food children may bring include:

1. Two serves of fruit or vegetable for 'healthy snack'. This may be fresh or dried (e.g. dried apple, apricots, sultanas, etc.).
2. A lunchbox consisting of:
 - Breads or other carbohydrates for body and brain energy and to help fill hungry tummies, e.g. wholegrain sandwiches, rolls and wraps, pikelets, fruit bread, wholegrain plain savoury biscuits, rice, pasta, sushi, and/or noodles.
 - Meat and other protein foods for strong muscles, e.g. lean meat in wholegrain sandwiches or salads, meat or fish patties, meat based casseroles and pastas (reminder that these will be served cold as the kindergarten cannot heat up food).
 - Dairy foods for strong bones, e.g. reduced fat cheese, yoghurt, and/or custard.
 - Fruit, vegetables and legumes for vitamins, minerals and fibre, e.g. carrot sticks, cherry tomatoes, cucumber, apples, pears, strawberries, bananas, canned (in natural juice) and dried fruit, lentil patties, and/or chick peas etc.
3. A drink bottle containing only water.
 - Filtered tap water is available throughout the day for the children to top up their bottles or if required fill up a kindy cup to drink from.
 - During days with extreme heat, educators may offer experiences such as making fresh juices or fruit based ice-blocks to increase hydration and decrease heat stress.

Additional notes:

- Parents need to ensure that all lunch boxes, containers, and drink bottles are clearly named and user friendly for your child to open.
- Food WILL NOT be reheated by staff for safety reasons. Parents can choose to use a thermos container, but staff take NO responsibility for the temperature of the food.
- Children should have a food safe container for their lunch. This should contain a cooling element to keep the food cold until lunch time as we are not able to refrigerate foods.
- To promote healthy and environmentally friendly food, we encourage 'Nude Food' (food without packaging).
- Please see staff if you have any questions about appropriate foods, we have many resources available for guiding healthy food choices in children's lunchboxes. There is also a folder in the Parent Information Area that can be accessed for more ideas.

Further information:

<https://www.healthdirect.gov.au/healthy-eating-for-children>

<https://www.wellbeingsa.sa.gov.au/our-work/healthy-places-people/healthy-food-nutrition>

<https://www.wow.sa.gov.au/resources/nude-food-info-for-families>

Responsibilities**Staff:**

- Will encourage children to wash their hands prior to handling any food.
- Will encourage children to be independent in managing their own food and feeding themselves.
- Will encourage children to sit down whilst eating in the designated areas.
- Will supervise children while they are eating.
- Will encourage children to dispose of their own food scraps in the appropriate bins for recycling and composting.
- Will ensure that children do not swap or share their food with another child.
- Will ensure that children are reminded to drink water regularly to avoid dehydration.
- Will encourage children to eat healthy options and drink water first before other options.
- Will ensure that children are not at risk of consuming drinks that are not suitable for children (e.g. caffeinated, energy drinks and alcohol).

Parents:

- Will inform staff of their child's specific dietary needs such as allergies (including cultural/religious restrictions).
- Will be made aware of this policy upon enrolment of their child.
- Are encouraged to support this policy and will communicate with staff if there are any food related issues regarding their child so that staff can support them to the best of their ability.
- Will refrain from sending nuts and/or nut products to kindergarten or other allergens when advised by staff.

Cooking at Kindy

Throughout the year we will undertake cooking and food preparation activities with the children. We aim to include opportunities for children to develop practical food skills, and undertake activities that provide children with knowledge, attitudes, and skills to make positive healthy food choices. Where possible, we will use some produce that we grow in our kindergarten vegetable garden. We promote awareness of foods from different cultures and encourage children to try new foods and recipes. We encourage families to let us know of cultural days that they celebrate and any recipes we could try (e.g. Lunar New Year, Diwali, and Easter).

Special occasions

At Enfield Folland Park Kindergarten we enjoy celebrating children's birthdays or special occasions in a way that supports our food policy. We celebrate with your child at mat time by inviting them to stand in front of the group, having a birthday chat, and singing 'Happy Birthday'. Cakes and sweet 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. This is completely optional.

Ratified by Governing Council: February 2024

To be reviewed: February 2027 (or sooner should any circumstances change).

..... **Rest and Sleep Policy**

Purpose

Enfield Folland Park Kindergarten is required to follow the Department for Education's [safe sleeping and resting for infants and young children procedure](#) which aims to ensure appropriate opportunities are provided to meet each child's need for sleep, rest and relaxation.

Rest and Sleep Procedures

The Rest and Sleep Policy must be read alongside the department procedure. A copy of this procedure and the department procedure will be kept in the Policy Booklet and Policies and Information folder for parents/caregivers, staff, and visitors.

Educators will undertake a Local Sleep and Rest Risk Assessment at least every 12 months. Site leaders will ensure that, as soon as practicable after a risk assessment is completed, any necessary updates to this procedure will be made and discussed with staff. A copy of all completed risk assessments will be kept on site.

Partnership with parents/caregivers

- Educators will ask parents/caregivers about their child's health needs upon enrolment.
- Parents must inform educators if their child has a medical condition that requires specific sleep arrangements and provide a health care plan authorized by a medical practitioner.
- Parents should update educators about any changes to their child's rest and sleep needs.
- Educators will regularly communicate with parents about their child's rest and sleep needs, including sharing sleep records indicating how long their child slept during the kindergarten day.

Meeting sleep and rest needs

To ensure children's individual sleep and rest needs are met, educators will:

- provide opportunities for children to rest and relax during the everyday routine at kindergarten.
- support children to listen and respond to the needs of their bodies.
- ensure rest and sleep practices are tailored to meet the individual needs of each child, considering their age, health conditions, and specific instructions provided by parents or medical practitioners.

Supervision and monitoring

To implement the department procedure:

- educators will actively supervise and monitor children during rest and sleep times.
- educators will always remain within sight and hearing of resting and sleeping children.
- children must sleep or rest with their faces uncovered to ensure clear breathing and reduce the risk of suffocation.
- the rest or sleep environment will be regularly checked for hazards to maintain a safe space.
- all sleeping children will be checked at 10-minute intervals. Checks will be documented, including the time of check and the initials of the educator conducting the check.

Sleep and rest environment

To implement the department procedures educators will provide:

- a quiet and less busy space for rest or sleep, away from interactive groups. This area will be set up to promote a calm and relaxing environment for children.
- a well-ventilated room, with controlled lighting to allow adequate supervision. The temperature will be maintained at a comfortable level. All supervision windows will remain clear to ensure visibility.

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To be reviewed: September 2027 (or sooner should any circumstances change).

Water Safety Policy and Procedure

Please note, this policy and procedure must be read in conjunction with other relevant policy and procedural information provided on the approved provider's website, including:

- [Preschool water safety procedure](#)
- [Water Safety for preschools](#)
- [Water safety in education and care settings](#)

[Education and Care Services National Regulations – relevant references](#)

Reg. 168 (2) (a) (iii)	Education and care service must have policies and procedures – water safety, including safety during water-based activities
National Quality Standard	QA 1 – Educational program and practice – Standard 1.1, Element 1.1.2 Child-centered QA 2 – Children's health and safety – Standard 2.2, Element 2.2.1 Supervision QA 3 – Physical environments – Standard 3.1, Element 3.1.2 Upkeep QA 7 – Governance and leadership – Standard 7.1, Element 7.1.2 Management systems

Rationale

Enfield Folland Park Kindergarten implements a Water Safety Policy to manage water safety during water-based experiences and potential water hazards within the environment and during excursions or regular outings. Many children love to play with water and are naturally drawn to it, however, they are not always aware of the potential dangers. Through active supervision, and intentional teaching, educators will aim to develop children's understanding of water safety.

Water Hazards

A water hazard is defined as anything that can hold 5cm of water and fit a child's nose and mouth. Water hazards in the kindergarten learning environment and during excursions or regular outings may include:

- sinks, basins, fish tanks/bowls, baths
- water courses, fish and frog ponds, sandpits, mud kitchen, clam shells, creeks, dams, rivers, oceans
- water troughs, containers and buckets used for play, animal drinking containers, wells
- pooling water/puddles.

Managing Water Hazards

The Preschool Director is responsible for managing water hazards and communicating relevant and important information to the educator staff team, including relief staff. The Preschool Director will lead the development and completion of a benefit and risk assessment; however, this task will be undertaken in consultation with the whole team to ensure their input, agreement, understanding and implementation of consistent practices. The team will also consider water safety and potential water hazards when undertaking risk assessments for excursions. All children and families will be offered opportunities to have input into the development of the benefit and risk assessment, helping to identify and assessing the risks associated with any water hazards or water-based activities.

Active Supervision for Water Hazards and Water-based Activities Includes:

- direct and constant monitoring of children – within arm's length and no more than 2 metres away, depending on the level of risk identified by the relevant risk assessment
- careful and intentional positioning of water experiences and staff
- scanning and moving around the area
- listening closely for sounds or the absence of noise
- observing play and anticipating behaviour
- higher adult to child ratios when necessary.

Children will always be actively supervised when there is a risk of access to any water hazard on site or on excursions.

Eliminating Hazards Procedures

- Water receptacles must be emptied immediately after children are finished using it and should be stored upside down and out of children's reach.
- All aspects of the environment must be designed to ensure adequate drainage of water to avoid pooling.
- Children must not access the laundry or kitchen areas when unattended by adults.
- Educators must monitor the children's bathroom area frequently.

Frog Pond Safety

- The frog pond must be less than 300 mm in depth.
- The frog pond must have a rigid barrier over the water to prevent children falling in.
- Educators will monitor Frog Pond health and safety as part of their daily inspection procedure.
- All educators must implement appropriate risk control strategies as outlined in the related risk assessment to ensure the frog pond remains safe in the outdoor environment.
- A bubbler must be installed to ensure that the frog pond does not become stagnant.

Ratified by Governing Council: December 2024

Next review date: December 2027 (or sooner should any circumstances change).

Enfield Folland Park Kindergarten: Safe arrival of children procedure

Purpose

This procedure details how we will meet our commitment to ensuring the safety and wellbeing of children who travel between Enfield Folland Park Kindergarten and other education or early childhood services.

Background

This procedure addresses the requirements in regulation 168 of the Education and Care Services National Regulations (National Regulations) for education and care services to have policies and procedures in place for the safe arrival of children who travel between an education and care service and any other education or early childhood services.

Children's safety and wellbeing is of primary importance, and appropriate measures must be in place to protect children from harm or hazard, including during the time children are travelling between Enfield Folland Park Kindergarten and other services that provide education or care to children. This transition period requires particular attention, given how busy it can be at certain times and the number of people coming and going.

A copy of this procedure will be kept in the Policy Booklet.

This procedure was informed by a risk assessment for the safe arrival of children.

Legislative requirements

In relation to the safe arrival of children, the National Regulations:

- require services to have policies and procedures for the safe arrival of children (regulation 168)
- require certain consultation for the preparation of safe arrival of children policies and procedures (regulation 102AAB)
- provide for risk assessment requirements, including when risk assessments must be conducted, what matters must be considered, and record keeping requirements (regulation 102AAC)
- require any necessary updates to be made to policies and procedures following risk assessments (regulation 102AAC).

An extract of regulations 102AA, 102AAB and 102AAC and a list of other relevant legislation is at Appendix A for reference.

Procedures

Conducting risk assessments

To meet requirements under the National Regulations and to ensure the safety of children travelling between services, we will:

- conduct risk assessments at least once every 12 months, and as soon as practicable after becoming aware of any circumstances that may affect the safe arrival of children travelling between services
- use the [risk assessment template for the safe arrival of children](#), which addresses the matters required under regulation 102AAC(4) (note: these matters are detailed in Appendix A)
- make any necessary updates to this procedure as soon as practicable after a risk assessment is completed
- keep a copy of all completed risk assessments
- undertake risk assessments in consultation with services which children travel between, where relevant
- ensure that services that children travel between, have a clear understanding of roles, responsibilities, and their common duty of care obligations for children during the period of travel.

Working with other services

To engage effectively with the services that children travel between, we will:

- Complete a draft risk assessment and provide the draft to other services via email to seek input and agreement to details, including ensuring there is a clear understanding of the common duty of care obligations of each service during the travel period and supervision requirements.
- Ensure common duty of care obligations during the travel period is agreed between relevant services during the risk assessment process, which all services must sign off on.
- Provide a copy of the final risk assessment and procedures to relevant services as a record of roles, responsibilities and common duty of care obligations.

Duty of care and supporting children during travel between services

The below table shows staff members with a duty of care obligation for children's travel between specific services:

Service children leave	Service children arrive at	Personnel with a duty of care obligation (at the service/other service)
Family Daycare home	Enfield Folland Park Kindergarten	<i>Family Daycare Educator</i>
Child Care service	Enfield Folland Park Kindergarten	<i>Child Care Educator</i>

To support children during travel between services, we will ensure:

- Open communication between services and parents/caregivers including sharing contact details.

Entering and exiting the premises

To ensure children are accounted for when they arrive at Enfield Folland Park Kindergarten from another education or early childhood service:

- Enfield Folland Park Kindergarten staff will give induction to Family Daycare or Child Care Educators and ensure they follow the sign in procedure.
- Enfield Folland Park Kindergarten staff will check the attendance record (sign in sheet) before the first morning group (around 9 am).
- If child travelling from other service is unaccounted for kindergarten staff will call the other service and then parent until child is accounted for.

To ensure children are accounted for when they leave Enfield Folland Park Kindergarten to travel to another education or early childhood service:

- Enfield Folland Park Kindergarten staff will give induction to Family Daycare or Child Care Educators and ensure they follow the sign out procedure.
- Enfield Folland Park Kindergarten staff will dismiss children with hand over to parents/caregivers ensuring that photo ID is checked for new people collecting children.
- Enfield Folland Park Kindergarten staff will ensure that children are collected only by adults that are authorised to.
- If a child has not been picked up, kindergarten staff will call parents/emergency contacts in priority order listed on enrolment form.

Responding to incidents during travel

Should any incidents occur relating to the safety of children during travel (eg where the service becomes aware a child is not able to be accounted for) we will undertake the following procedures to ensure children are safe:

- If child travelling from other service is unaccounted for kindergarten staff will call service and then parent until child is accounted for.
- If a child is not accounted for, and no contact can be made to the service, parent or emergency contacts, staff to inform the police by calling them (000). Then kindergarten staff will report this on IRMS and to the Education Standards Board.

Communicating with families/carers

- Upon enrolment, parents and caregivers are asked to provide details of emergency contacts and persons with authority to collect their child.
- As per information booklet, parents and caregivers are asked to contact the kindergarten if their child is going to be absent.
- During enrolment process and transition days, kindergarten staff communicate with parents/caregivers to develop safe arrival procedure and risk assessment.
- During enrolment process and transition days, kindergarten staff communicate with the other service providers to develop and finalise safe arrival procedure and risk assessment.
- Parents/caregivers and other service providers are given a copy of the procedure prior to the child starting kindergarten or as soon as possible.
- Kindergarten staff communicate with parents/caregivers and other service providers during arrival and pick up times about notes on child's wellbeing including notifications of injury.

Induction and training of educators

To ensure educators and other staff (including casual and relief staff) understand and implement safe arrival policies and procedures:

- The site leader will provide Safe arrival procedure and risk assessment for staff to read (including relief staff and staff who are present at drop off and pick up times).
- The attendance record sheet is to state in notes section if a child is to arrive or/and be picked up by another service. If a parent informs the kindergarten that the child will be absent, staff to record this on the attendance sheet with attendance code (e.g. I for ill without certificate, F for Family reasons).
- Staff to be aware of adults authorised to pick up children as stated on children's enrolment form and emergency contact information. Staff to check ID to name on these documents to verify new people picking up.

Roles and responsibilities

Roles	Responsibilities
Enfield Folland Park Kindergarten staff	• Communicating between staff members (including casual and relief staff), services and parents/caregivers to share contact details, safe arrival procedure and risk assessment, and updates on child's wellbeing. • Giving induction to Family Daycare or Child Care Educators and ensure they follow the sign in procedure. • Checking the attendance record (sign in sheet) before the first morning group (around 9 am). • Calling the other service and then parent If child travelling from other service is unaccounted for until child is accounted for.

	• Informing the police by calling them (000). If a child is not accounted for, and no contact can be made to the service, parent or emergency contacts and reporting this on IRMS and to the Education Standards Board. • Dismissing children with handing them over to parents/caregivers ensuring that photo ID is checked for new people collecting children. • Ensuring that children are collected only by adults that are authorised to. • Calling parents/emergency contacts in priority order listed on enrolment form if a child has not been picked up.
Parent/Caregivers	• Providing details of emergency contacts and persons with authority to collect their child upon enrolment and if there are any changes to this. • Communicating with other service providers and kindergarten staff about child's wellbeing and if their child is going to be absent. • During enrolment process and transition days, kindergarten staff communicate with parents/caregivers to develop safe arrival procedure and risk assessment. • Supporting the development of a safe arrival procedure and risk assessment during enrolment process and transition days. • Reading the copy of the safe arrival procedure and risk assessment prior to the child starting kindergarten or as soon as possible.
Other service provider (Family Day Carer and Child Care Educator)	• Supporting the development of a safe arrival procedure and risk assessment during enrolment process and transition days. • Reading the copy of the safe arrival procedure and risk assessment prior to the child starting kindergarten or as soon as possible. • Communicating with parent/caregivers and kindergarten staff about child's wellbeing. • Follow the Enfield Folland Park Kindergarten's sign in- and out procedure on attendance record (sign in sheet) upon arrival and at pick up (including showing photo ID to verify they are the authorised person to collect child). • Escorting children to and from car holding hands and following road safety. • Supporting children to enter car safely and ensure children wear seatbelt and are in appropriate child safe seat.

Procedure creation and revision record

Version:	1
Approved by site leader:	Natalie Starrs
Date of approval:	27.01.2025
Date Approved by Governing Council:	24.02.2025
Date of next review:	February 2028 (or sooner should any circumstances change).
Amendments(s):	Nil

APPENDIX A

Extract of regulations 102AA, 102AAB and 102AAC of the National Regulations

Education and Care Services National Regulations (2011 SI 653), Division 6A—Safe arrival of children

102AA Definition

In this Division—

education or early childhood service means—

- (a) a school; or
- (b) an education and care service; or
- (c) a children's service; or
- (d) any other service which provides education or care to children.

102AAB Safe arrival of children policies and procedures

- (1) The safe arrival of children policies and procedures required under regulation 168(2)(gb) must set out the procedures to be followed by an education and care service to ensure the safe arrival of children who travel between an education and care service and any other education or early childhood service.
- (2) In preparing the safe arrival of children policies and procedures, the approved provider of an education and care service must consult with—
 - (a) staff of the service; and
 - (b) parents of children being educated and cared for by the service; and
 - (c) children being educated and cared for by the service (if applicable).

102AAC Risk assessment for the purposes of safe arrival of children policies and procedures

- (1) For the purposes of preparing the safe arrival of children policies and procedures under regulation 102AAB(1), the approved provider of an education and care service must ensure that a risk assessment is conducted in accordance with this regulation.
Penalty: \$2200.

Note A compliance direction may be issued for failure to comply with subregulation (1).

- (2) The approved provider must conduct a risk assessment—
 - (a) at least once every 12 months; and
 - (b) as soon as practicable after becoming aware of any circumstance that may affect the safe arrival of children travelling between an education and care service and any other education or early childhood service.
- (3) A risk assessment must—
 - (a) identify and assess any risks that a child's travel between an education and care service and any other education or early childhood service may pose to the safety, health or wellbeing of the child; and
 - (b) specify how the identified risks will be managed and minimised.
- (4) Without limiting subregulation (3), a risk assessment must consider the following, in respect of a child who travels between an education and care service and any other education or early childhood service—
 - (a) the age, developmental stage and individual needs of the child;
 - (b) the role and responsibilities of the following persons (if applicable)—
 - (i) in the case of a child who leaves the service premises to travel to an education and care service premises of another education and care service, the nominated supervisor of each service;
 - (ii) the child's parent;
 - (iii) an authorised nominee named in the child's enrolment record;
 - (iv) a person authorised by—
 - (A) the child's parent; or

- (B) an authorised nominee named in the child's enrolment record;
 - (c) the role and responsibilities of the service the care of which the child is entering or leaving;
 - (d) the communication arrangements between the service the child is leaving and the service the child is entering including any communication arrangements if the child is missing or cannot be accounted for during the child's travel;
 - (e) the procedure to be followed by the service if the service has identified that the child is missing or cannot be accounted for during the child's travel;
 - (f) given the risks posed by the child's travel, the number of educators or other responsible adults that are appropriate to provide supervision;
 - (g) the proposed route and destination, including any proximity to harm and hazards;
 - (h) the process for entering and exiting—
 - (i) the service premises; and
 - (ii) the pick-up location or destination (as required);
 - (i) the procedure to be followed by the service to ensure the child leaves the service premises in accordance with regulation 99(4)(b).
- (5) If, after conducting a risk assessment, a risk relating to a child's travel is identified, the approved provider must make any necessary updates to the safe arrival of children policies and procedures as soon as practicable.
- (6) The approved provider must keep a record of each risk assessment conducted under this regulation

Other legislative requirements

Legislative requirements under the National Law that are relevant to the safe arrival of children include:

- Section 165 – offence to inadequately supervise children
- section 167 – Offence relating to protection of children from harm and hazards
- section 175 – Offence relating to requirement to keep enrolment and other documents

Legislative requirements under the National Regulations that are relevant to the safe arrival of children include:

- Regulation 99 – Children leaving the education and care services premises
- Regulation 102C – Conduct of risk assessment for transporting children by the education and care service
- Regulation 102D – Authorisation for service to transport children
- Regulation 122 – Educators must be working directly with children to be included in ratios
- Regulation 123 – Educator to child ratios
- Regulation 161 – Authorisations to be kept in enrolment records
- Regulation 168 – Education and care services must have policies and procedures
- Regulation 170 – Policies and procedures to be followed
- Regulation 171 – Policies and procedures to be kept available
- Regulation 172 – Notification of change to policies and procedures

Enfield Folland Park Kindergarten: Safe use of digital technologies and online environments procedure

Purpose

This procedure details how we meet our commitment to child safe practices for digital technologies and online environments.

Background

This procedure addresses the requirements in regulation 168 which require an education and care service to have policies and procedures for the safe use of digital technologies and online environments, including the use of mobile devices.

Children and young people have a right to safety and protection at all times, including when being photographed or filmed and when accessing digital devices and technologies at Enfield Folland Park Kindergarten.

This procedure is part of the department's obligations and commitment to safeguard and promote the wellbeing of children and builds on the responsibilities and obligations of individuals and early childhood education and care (ECEC) services and programs outlined in the [Safeguarding Children and Young People Policy](#)

A copy of this procedure will be kept in the Policy Booklet. The Policy Booklet is kept in a Parent Information Folder in the parent area and is provided to families upon enrolment and when updates are made.

Legislative requirement

In relation to the safe use of digital technologies and online environments, the National Regulations requires services to have policies and procedures for the safe use of digital technologies and online environments (regulation 168).

This procedure outlines how Enfield Folland Park Kindergarten will implement the [Safe use of digital technologies and online environments policy](#).

Procedures

Personal electronic devices that can take images of children

Employees and volunteers (including work experience students) working with and/or providing a service to children at this service are not permitted to have a personal electronic device in their possession that can take images when:

- they are working directly with children
- they are in a space or spaces that are primarily used for children's programs or services when children are in attendance.

Personal electronic devices will be stored in the office.

Staff and volunteers can use their personal electronic device during authorised break times (e.g. lunch times) in a space not used for children's programs or services including the office, staff room, and the designated outdoor staff lunch area at the back of the kindergarten.

Smart watches or any other device that does not have the capability to takes images or videos can be worn at the service. Employees and volunteers must confirm with the site leader that their Smart watches or any other device cannot take images or videos (e.g. show that their Smart watch is set on theatre mode, if it has that function).

There are limited exceptional circumstances where an employee or volunteer may seek approval in writing from the site leader to be in possession of a personal electronic device which can take images or video including health needs, disability, or urgent pressing necessity.

Where a staff member or a volunteer believes their circumstances constitute exceptional circumstances, they can complete the [Exemption request – on site possession of a personal electronic device application](#) form for consideration by the site leader. If approval is granted it will be for the stated essential purpose only and the personal electronic device must not be used for other purposes.

Exceptional circumstances applications will be considered on a case by case basis and the criteria for any approval will be consistent with the [Safe use of digital technologies and online environments policy](#) and the [National Model Code and Guidelines](#).

In emergency circumstances such as a child is lost or missing or the site is in lockdown the site leader may give one off approval for educators to use their personal electronic devices. All approvals will be recorded on the [emergency circumstances – register of approvals \(DOCX 109 KB\)](#) after the event.

Where staff or volunteers provide emergency contact details to their family members, child's school or medical providers, staff and volunteers are encouraged to provide the site landline number (08 8262 3785), and service issued mobile number (0419 602948) which is generally only in use during excursions and emergencies.

Parents will be discouraged from using their personal electronic devices when in attendance at the service. This information will be communicated to parents in our Parent Information Booklet.

Posters will be displayed on the verandah area and the inside learning area, to alert parents and visitors of the ban on taking photos or videos of children.

Service issued devices

At our service only service issued devices are to be used to take and access images and videos of children. All educators who need digital devices in the course of their work will be provided access to a service issued device at the discretion of the site director. To utilise a shared Windows device, staff members must log in using their EdPass user account. The site leader will maintain a record of all service issued or borrowed devices.

All staff must read and understand the Department for Education's [ICT cyber security standard](#) and sign the [ICT Acceptable Use Agreement](#) declaration and complete [PLINK Cyber Security Training Course](#) before using service issued devices.

Images and videos of children

Consent from parents to take, use and store images and videos of children

We will obtain parental consent before taking, using, distributing or storing images and videos of their children.

At the time of enrolment parents will be asked to complete the [consent to publish media and creative work of children, students and the community](#). The consent forms will be stored with the child's enrolment record or an electronic consent will be stored via EdSmart digital communication, forms and consent platform in accordance with the departments [Information and records management requirements](#).

If parent permission is revoked, every effort will be made to remove relevant media from distribution, however this may not be possible or practical in some situations.

Taking Images and videos of children

We believe:

- electronic devices are a useful educational tool to document on children's learning
- images and videos play an important role in engaging parents in their child's education and care experiences
- images and videos are useful for educators and children to document, reflect on, assess and plan learning experiences

We will:

- only take images or videos on service issued devices
- seek children's consent before taking images or videos
- ensure children's privacy, dignity and rights are respected
- not possess devices or take images or videos in private rooms such as the toilet or change room
- only take images or videos when another educator or staff member is present in the learning area
- continue to critically reflect on our use of digital images to ensure that images or videos relate directly to children's learning, development and wellbeing
- be intentional in our approaches to documentation of children's learning
- ensure we prioritise active supervision, interactions and engagement with children in their learning

Parents of children enrolled in our service and programs will be discouraged from using their personal electronic device while at the service, noting they will not be prohibited from taking an image of their own child, but must not take images of other children, including where their child is part of a group.

Staff will communicate to parents the importance of child-safe environments and explain how the service is implementing the newly introduced regulations to enhance child safety.

If a parent takes images of children, other than their own, we will request that they stop taking images and delete any taken images. If the request is ignored, or the parent becomes offensive or abusive the site leader will lodge a critical incident report. If required we will contact [Conditions for Learning](#) directorate if urgent assistance is required.

Before being granted access to the service, visitors and contractors will be asked to agree, as a condition of entry, that they will not take images or videos of children by completing the visitor sign in register.

Visitors and contractors may, with the site leader's or delegates permission, take images for approved purposes, such as taking images of site infrastructure to obtain a quote.

Work experience students and volunteers must not take images and videos of children. Where images are required as part of a practicum, additional consent will be obtained from the parent and approval sought from the site leader. Images will be taken on a service issued device by a staff member and the student provided a hard copy of the image.

Inappropriate images and videos of children

Our service will take active steps to ensure the safety, dignity and the rights of a child are respected when taking images or videos and not take any inappropriate images or videos of children. Refer to [Safe use of digital technologies and online environments policy](#) for more information.

Parents will be discouraged from sending inappropriate digital images of their child to the service, for example photos of a child's nappy rash. This information will be communicated in the Information Book.

Using images and videos of children

We use methods such as emails, newsletters, noticeboards, our website, portfolio books, and Facebook to share videos or images with families in line with parental consent.

We use images to:

- create identity and belonging through photo displays of individuals and groups of children
- identify children with additional support, health or medical requirements
- document and share children's learning
- inform assessment and reporting
- communicate with families about their child's participation in the learning program

Staff will only distribute messages and content to parents using service issued devices and only to parents of children currently attending the service, who have given required consent.

Storing images of children

In accordance with the [Safe use of digital technologies and online environments policy](#) we will only download, access, share or store images or videos using service issued devices on platforms supported and approved by the department, such as Frog, cloud storage or the sites network in accordance with the [ICT cyber security standard](#).

We ensure that all department official records are regularly backed up on One Drive and a site hard drive which are approved by the department for the storage of information by the site leader at least twice a year.

All records will be stored in accordance with the [Identifying, creating and managing official records](#) webpage and the [Information and records management for schools and preschools procedure](#).

Staff will not use personal storage and file transfer media such as SD cards, USB drives, hard drives or cloud storage to save or store images or have them in their possession while working directly with children.

Destruction of images

All digital records at our site, from creation to disposal, will be managed in accordance with the [School and preschool official records](#) webpage and the [Information and records management for schools and preschools procedure](#).

The site leader is responsible for ensuring that all records are archived or disposed of securely in accordance with the [Operational Records Disposal Schedule](#) at the end of each preschool or school year.

Optical surveillance devices and CCTV

There are no optical surveillance devices or CCTV in use in this service. Parents and staff will be consulted before optical surveillance or CCTV devices are installed at the service including on the intended purpose of the footage, the location of cameras and how the footage will be stored and accessed.

Digital devices used by children

Our service believes the use of digital technology sits within a broader learning environment that is play based, where children's learning is dynamic and holistic and where children are active participants in their learning.

Early Childhood Australia's [statement on young children and digital technologies](#) guides our reflection on children's use of digital technologies including considering how digital technologies enhances children's:

- relationships with others
- health and wellbeing
- citizenship and online privacy
- learning through play and intentionality.

We also refer to [selecting and using resources for educational purposes guideline](#) for considerations about the appropriateness of children's use of digital resources within the preschool program.

Educators will limit children's screen time in line Australian Government [physical activity guidelines](#) by age which set out recommendations for the maximum amount of screen time for children.

Physical Activity Guidelines

Age of child	Recommended screen time
birth to 24 months	No screen time
24 months to 5 years	Less than one hour a day
5 – 12 years	For entertainment no more than 2 hours a day.

When children are accessing digital technologies and online environments educators will ensure:

- digital devices are integrated as part of the learning program
- programs and software children can access and use are age appropriate
- they vet children's use of social media platforms carefully to avoid inappropriate content including YouTube
- all new apps and games are checked for age and developmentally appropriate content before they are used
- children only access digital technologies in shared spaces and are actively supervised at all times
- where possible they remain in line of sight of other staff members when working with children
- they model the safe use of digital technologies and online environments
- screen time is strictly limited
- they model appropriate use of the internet and software programs
- children are encouraged to use their protective behaviours strategies when feeling unsafe, for example tell a staff member or a trusted adults if they encounter anything that makes them feel uncomfortable, scared or upset

Educators will not:

- provide unrestricted and unsupervised access to the internet and digital devices
- upload personal child information or images to AI tools including EdChat and ChatGPT
- use digital devices as a strategy to manage children's energy, engagement or behaviour
- use digital devices in response to weather conditions
- use free apps that pose risks to pop up advertisement and inappropriate content
- place digital devices in areas where educators cannot monitor their use
- pose risks to children's physical health and wellbeing through overuse, strain or eye glare

Children bringing personal electronic devices from home

Due to safety and security risks parents are requested not to bring children's digital devices from home including smart watches and air tags.

This information will be communicated to families at the time of enrolment through our Parent Information Booklet.

The site leader may approve the use of children's digital devices from home for educational or communication purposes such as an augmented communication device (AAC) for a child with additional needs or disability. Parents will be encouraged to discuss their child's learning needs and any special considerations at the time of enrolment.

If approval is given for a child to have a digital device, approval will be recorded on in the child's enrolment record and may be time limited. If approval is time limited a parent who is seeking an extension will be encouraged to make an appointment with the site leader to discuss their child's learning needs.

The site leader will check with parents to ensure appropriate parental controls and restrictions are in place on any digital device bought from home to ensure children's safety prior to it being brought to the service.

Working with parents and the community

We believe that parents are children's first and most important teachers. We will work in collaboration with parents to support and promote children's safe use of digital technologies and online environments including:

- consulting with parents, staff, Aboriginal Elders and community knowledge holders about culturally appropriate and safe content
- working with parents to ensure appropriate parental controls and restrictions are in place to ensure online safety on any approved child devices brought from home
- encouraging parents to talk to their children about online risks in an age and developmentally appropriate way (see useful resources below)
- sharing information with parents about recommended screen time limits in accordance with the Australian Government [physical activity guidelines](#)
- promoting the availability of useful resources for parents about online safety through our parent information area or Facebook.

Useful resources

[Online safety support](#) – Department for Education

[how to choose good online content](#) – eSafety Commissioner

[Media & technology for preschoolers](#) – Raising Children Network

Induction of staff and volunteers

All staff and volunteers including work experience students will have current [Responding to Risks of Harm, Abuse and Neglect – Education and Care](#) (RRHAN-EC) training before commencing at the site to ensure they understand their role and responsibilities in safeguarding children.

As part of the services induction process all staff and volunteers including work experience students will have ready access to the Safe Use of digital technologies and online environments policy and this procedure.

All staff, volunteers and work experience students will be expected to read, understand and adhere to the Safe Use of digital technologies and online environments policy and this procedure.

Staff and volunteers will be supported to access relevant training relating the safe use of digital technologies and online environments including access to relevant [Plink](#) online training.

Online Safety

Our site will implement the [Responding to online safety incidents in South Australian schools guideline](#) in response to any incidents of inappropriate or risky online behaviour by children or adult behaviour targeted at children.

For online safety incidents that involve allegations of staff member misconduct our educators will be guided by the following documents:

[Protective practices for education and care staff and volunteers](#)

[Responding to online safety incidents in South Australian schools guideline](#)

[Child protection policies and guidelines](#)

The site leader will also report any incidents on the department's [incident management system](#) in accordance with the [Reporting critical incidents, injuries, hazards and near misses procedure](#).

Use of AI and emerging technologies

Educators at our site are encouraged to use [EdChat](#), the department's secure generative artificial intelligence (AI) chatbot as the preferred tool due to its additional safety features. When using EdChat, staff will not share any personal or identifying information about children or the site such as images, names, or addresses.

We will follow the [Artificial intelligence in schools – use and considerations](#) before our service approves the use of other AI tools. If alternative tools are approved staff will not enter any personal or identifying information about the site or children.

If educators are using AI to help with programming and creating learning experiences this will not be done where children are present.

We will limit the use of AI with children to recognised programs such as those focusing on STEM or early language development. Any programs will be age-appropriate, safe and aligned with the principles, practices and learning outcomes described in the [Early Years Learning Framework](#). Educators will ensure children will be closely supervised when accessing tools and toys with AI capability to ensure privacy and data security is maintained.

Procedure creation and revision record

Version:	1
Approved by site leader:	Natalie Starrs
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Date of next review:	17 th September 2028
Amendments(s):	Nil