

Rendelsham Preschool



Site Policies and Procedures

[Preschool policy compliance self-assessment \(PPCSA\) resource
\(edi.sa.edu.au\)](https://edi.sa.edu.au)

[Preschool policies, procedures and national regulations \(edi.sa.edu.au\)](https://edi.sa.edu.au)

Please reference the following link to access all of our policies, procedures and templates that support our compliance with Regulation 168 and more

[Policy library \(education.sa.gov.au\)](https://education.sa.gov.au)



Government of South Australia
Department for Education

Quality Area 2 – Children’s Health and Safety

Nutrition Policy

Rendelsham Preschool promotes safe, healthy eating habits in line with the **Right Bite Healthy Food and Drink Supply Strategy for South Australian Schools and Preschools** and relates to the Department for Education (DfE) wellbeing strategy.

We believe that early childhood is an important time for establishing lifelong, healthy eating habits and can benefit the children in three ways:

1. Short term: maximises growth, development, activity levels and good health.
2. Long term: minimises the risk of diet related diseases later in life.
3. Good nutrition contributes to good health and wellbeing and this is vital for positive engagement in learning activities.

Therefore:

- educators at this preschool model and encourage healthy eating behaviours
- food and drink are consumed in a safe, supportive environment for all children
- parents and caregivers are encouraged to supply healthy foods that fit within the **Right Bite** strategy for their children at preschool.

This food policy has been established after consultation with educators and parents within the preschool community.

Curriculum

Our preschool's food and nutrition curriculum:

- is consistent with the *Dietary Guidelines for Children and Adolescents in Australia*, and the *Australian Guide to Healthy Eating*
- includes activities that provide children with knowledge, attitudes and skills to make positive healthy food choices and learn about the variety of foods available for good health
- includes opportunities for children to develop practical food skills like safely preparing and cooking healthy food
- integrates nutrition across the EYLF framework where possible, particularly **relating to the developmental learning outcome: 'Children develop a sense of physical wellbeing'**.

The Learning environment

Children at our preschool:

- have fresh, clean, filtered rain water available at all times and are encouraged to drink water regularly through the day
- will eat routinely at scheduled break times or more flexibly if required
- use the garden to learn about and experience growing, harvesting and preparing nutritious foods
- engage in age appropriate, healthy and interesting cooking experiences

Our preschool:

- provides rewards/encouragements that are not related to food or drink
- understands and promotes the importance of breakfast and regular meals for children
- teaches the importance of healthy meals and snacks as part of the curriculum
- is a breastfeeding friendly site especially for our playgroup families

Food supply

Our preschool:

- encourages healthy **food and drink choices** for children in line with the *Right Bite* strategy
- encourages food choices which are representative of the foods of the preschool community
- ensures healthy food choices are promoted and are culturally sensitive and inclusive
- ensures a healthy food supply for preschool **activities and events** in line with the *Right Bite* strategy
- displays **nutrition information** and promotional materials about healthy eating
- has the following guidelines for families for **food brought from home** or provided by educators within preschool time

Fruit/Healthy Snack Time:

Parents and carers are encouraged to supply fruit, vegetables and other healthy alternatives at fruit time to:

- provide children with important minerals and vitamins
- encourage a taste for healthy foods.

Food and drinks provided to children:

- parents and carers are encouraged to provide healthy food and drink choices in line with the **Right Bite** strategy – water only in drink bottles
- educators will ensure that food provided to children by the preschool is in line with the **Right Bite** strategy.

Food safety

Our preschool:

- promotes and teaches food safety to children as part of the curriculum
- encourages educators to access training as appropriate to the *Right Bite Strategy*
- provides adequate hand washing facilities for everyone
- promotes and encourages correct hand washing procedures with children and educators.

Educators will:

- encourage both children and educators to wash hands before preparing food
- ensure there is adequate soap and paper towel for hand washing and that the hand basins are cleaned if necessary during the day
- work together to keep the kitchen clean and tidy
- clean and prepare food preparation areas before the children engage in cooking or preparing food
- include discussions about food safety where appropriate in children's learning to build understanding of the importance of food safety
- support the food policies around anaphylaxis and allergies when appropriate
- ensure the tables are wiped clean before and after meal times and floors are swept and dishes done
- support children with extra hand washing when colds, coughs, sneezes are evident
- use appropriate cloths for cleaning
- ensure children are seated when eating
- use food preparation equipment appropriately – for example different chopping boards when preparing meat and salad/vegetables.
- using gloves and tongs where appropriate.

Food-related health support planning

Our preschool:

- liaises with families to ensure a suitable food supply for children with health support plans that are related to food issues and will involve parents in procedure development for children with allergies/intolerances.

Working with families, health services & industry

Our preschool:

- invites parents and caregivers to be involved in the review of our whole of site food and nutrition policy
- provides information to families and caregivers about the *Right Bite Strategy* through a variety of ways including:
 - newsletters
 - policy development/review
 - information on enrolment
 - pamphlet/poster displays.

Note: If our preschool enrolls a child with a serious **food allergy** or **intolerance** (eg. nuts), a separate procedure for the duration of that child's involvement with the preschool will be developed and communicated to parents and educators.

Sources:

- [Australian Dietary Guidelines | NHMRC](#)
- [Food legislation | SA Health](#)
- [Staying healthy: Preventing infectious diseases in early childhood education and care services | NHMRC](#)
- [Oral eating and drinking procedure \(edi.sa.edu.au\)](#)
- [Supporting children and students with anaphylaxis and severe allergies \(education.sa.gov.au\)](#)

Last policy review and amendments endorsed by Governing Council:

Endorsement recorded in Governing Council minutes on:

Next review date due: May 2025

Sun Protection & Hot Weather Policy

Rationale

A balance of ultra violet radiation (UVR) 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 in the first ten years of life is a major factor in determining future skin cancer risk.

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Too little UV radiation from the sun can lead to low vitamin D levels. Vitamin D is essential for health bones and muscles and general health. Sun protection must be used during Terms 1 and 4 and whenever UV levels reach 3 or above, inclusive of terms 2 and 3.

Rendelsham Preschool aims through our skin protection policy to promote the following amongst children, staff and parents:

- encourage children and staff to use a combination of sun protection measures whenever UV index levels reach 3 and above – appropriate hats, sunglasses, clothing, sunscreen will be used
- provide a safe outdoor environment that gives shade for staff and children
- ensures all children and staff have some UV radiation exposure for vitamin D
- assist children to be responsible for their own sun protection
- ensure families and new staff are informed of the centre's Sun Protection Policy

Legislation

This policy relates to the following National Law and Regulations:

- Education and Care Services National Law Act 2010: Section 167 – Protection from harm and hazards
- Education and Care Services National regulations 2011
 - Regulation 100 – Risk assessment must be conducted before an excursion
 - Regulation 113 – Outdoor space – natural environment
 - Regulation 114 – Outdoor space – shade
 - Regulation 168 – Policies and procedures (2)(a)(ii) – sun protection

National Quality Standards – QA 2: Children's health and safety (with links to QA 1, 3, 5, 6, 7)

Implementation and Procedures

Staff are encouraged to access the SunSmart app, www.myuv.com.au or www.bom.gov.au/au/sa/uv to find out the daily local sun protection times to assist with the implementation of this policy. We update the UV indicator daily in the Administration area of the school to assist with this. We use a combination of sun protection methods for all outdoor activities during terms 1, 3, 4 and whenever UV radiation levels reach 3 and above at other times of the year. Extra care is taken during the peak UV radiation times and outdoor activities are scheduled outside of these times where possible.

- Clothing - When outside children are required to wear loose fitting clothing that covers as much skin as possible. Clothing made from cool, closely woven fabric is recommended. Tops with sleeves, collars and knee length shorts are best. Shoulders and upper arms must be covered. Children without appropriate sun protective hats or clothing will be required to play in areas protected from the sun. Children are also allowed to bring along and wear their own sunglasses from home.
- Sunscreen - SPF 30 or higher, broad spectrum and water resistant is supplied for staff and children's use. Sunscreen is to be applied 20 minutes before going outside and reapplied after 2 hours. Children are encouraged to apply their own sunscreen with staff supervision.
- Hats - All children are required to wear hats that protect their face, neck and ears. Parents are encouraged to supply their own hat for their child.
- Shade - We regularly check to ensure that there is adequate provision of shade and that when planning excursions and outdoor activities we consider the availability of shade. We will encourage children to use the shaded areas for their play and ensure that they are appropriately dressed for outdoor play. The school yard has ample shade from trees and large shaded areas. The preschool has a fully shaded veranda area and undercover sandpit for peak UV times.
- Enrolment information for families - Families will be informed of our Sun Protection policy on enrolment and encouraged to bring a suitable sun protective hat for their child. We also encourage families to ensure children are adequately dressed in suitable sun protective clothing and have given permission for staff to apply the centre's sunscreen. If this is not suitable they must supply their own suitable SPF 30 or higher, broad spectrum, water resistant sunscreen (such as when children have allergies). Families, visitors and playgroup members must

also be encouraged to model good sun protection practices. Parents are reminded in Terms 1, 3 and 4 about the Sun Protection Policy.

- For Work Health and Safety, and role modelling staff will wear suitable clothing, sunscreen, sunglasses and hat when the UV is 3 and above and will work in the shade wherever possible. They will include education and information about sun protection and vitamin D into the learning program and will reinforce this with displays and activities. Families will also be provided with sun protection information as per above.
- Staff and Governing Council will monitor and review this Sun Protection Policy when required (at least every 3 years).

We recognise that children are at greater risk than adults from suffering from heat-related illness in very hot weather.

Therefore on very hot days we will:

- Conduct outdoor learning activities in shaded areas of the yard
- Utilise the shaded play and learning spaces
- Encourage children to drink water more frequently and enable access to safe drinking water at all times
- Encourage parents to dress their children appropriately in clothing that is sun safe
- Ensure lunchboxes are stored in the preschool refrigerator, as per usual
- Monitor South Australia Country Fire Service fire danger ratings.

While our air conditioning is working efficiently, kindergarten will not be cancelled on days of extreme heat. If there is a breakdown or power blackout, and the temperature is over 36°C then staff will contact parents to collect their children.

Sources:

- [Inclement weather and sun protection \(edi.sa.edu.au\)](http://edi.sa.edu.au)

Last policy review and amendments endorsed by Governing Council: 9.8.23

Endorsement recorded in Governing Council minutes dated: 9.8.23

Next review date due: August 2024

Water Safety Procedure

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

- [Preschool water safety procedure \(edi.sa.edu.au\)](http://edi.sa.edu.au)
- [Water safety for preschools \(edi.sa.edu.au\)](http://edi.sa.edu.au)
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During 2016-17, 76% of toddler (children aged 0-4 years) drownings were from falls into water

Childhood drowning – the issue

- The most common factor for childhood drowning is lack of active supervision
- A child can drown silently in as little as 5cm of water, in less than 20 seconds
- For every 1 child who drowns, 10 others are rescued from a near drowning incident
- Why young children are most at risk of drowning
 - They love to play with water and are naturally drawn to it
 - They do not understand the danger
 - They are top heavy (their head is large in comparison to their body) and they have a tendency to fall.

Water hazards

- A water hazard is anything that can hold 5cm of water and fit a child's nose and mouth.
- There are a number of water hazards in children's learning environments, including:
 - Sinks, basins, fish tanks/bowls, baths
 - Swimming pools, portable pools, spas
 - Water courses, ponds, sandpits, clam shells
 - Water troughs, containers and buckets used for play
 - Pooling water.

Rendelsham Preschool will actively identify and assess risks associated with any water hazards and water-based activities. Risk assessments should include matters such as:

Active supervision - Children must be actively supervised at all times when there is a risk of access to any water hazard.

Active supervision includes:

- Direct and constant monitoring of children – within arm's length (within 1 – 2 metres)
- Careful intentional positioning
- Scanning and moving around the area
- Listening closely for sounds or the absence of noise
- Observing play and anticipating behaviour

Eliminating hazards – water must be emptied immediately after use and stored in a manner that prevents the vessel filling with water when not in use. All aspects of the environment must be designed to ensure adequate drainage of water to avoid pooling.

Sources:

- [Water safety in education and care settings \(edi.sa.edu.au\)](https://www.edi.sa.edu.au)
- [Safety management \(edi.sa.edu.au\)](https://www.edi.sa.edu.au)
- [Outdoor learning environments standard \(edi.sa.edu.au\)](https://www.edi.sa.edu.au)
- [Camps and excursions \(edi.sa.edu.au\)](https://www.edi.sa.edu.au)

Last policy review and amendments endorsed by Governing Council:

Endorsement recorded in Governing Council minutes dated:

Next review date due: May 2025

Nappy Change, Clothing Change and Toileting Procedure

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

- [Health and complex needs support and management \(education.sa.gov.au\)](https://education.sa.gov.au)

Rationale

While the majority of children enrolling in preschool are toilet trained, a number of children of preschool age are not yet developmentally ready. Rendelsham Primary & Preschool promotes the inclusion of all children, including those with health care needs. Most children's toileting needs can be managed by the site practices outlined below. The duty of care for children is our priority along with respect for family's beliefs and home practices.

Site procedures and practices:

- It is suggested that all families provide their child with a change of clothes in case of accidents, toileting or otherwise. It is quite common for preschool children to have toileting accidents and they are often happier to change into familiar clothes that they identify as their own. We keep a supply of spare clothes for emergencies.
- Staff will support children to change in a manner that provides privacy, minimises anxiety and encourages independence.
- DfE policy advises that it is not essential to have two people present although at times it may be necessary. Staff will endeavour to inform another staff member should they need to change a child and will try to do so within hearing of other staff. This is for the protection and safety of all concerned.
- Some children who enrol in preschool are not toilet trained and may require some support in this area. It is important that this information is provided to the preschool when the child is enrolled in order for staff to plan appropriate support.
- Toileting support involves reminding a child to use the toilet or supporting the child to independently use the toilet. We expect families to teach children how to pull down/up their own pants, how to wipe their own bottom, how to flush the toilet etc. We will also support children to build their self-help skills and independence. Please ensure that children are dressed in easy to manage clothing if they require toileting support.
- Staff may be able to support a toilet training program, but they are unable to take full responsibility for toilet training, as this is a family responsibility. Specific toilet training strategies may need to be recommended by a health professional with a focus of developing the children's independence and reflective of preschool educators roles and responsibilities.
- Families are responsible for providing all aids and equipment their child may need. (e.g. Nappies, pull-ups, wipes) and spare clothes (including underpants).
- The preschool will supply the resources needed for staff to complete their duties (e.g. Gloves, hand wash, changing facilities, nappy bags.)
- Children wearing pull ups need to be in a fresh pull-up when they arrive at preschool. If they soil or become noticeably wet and/or uncomfortable, staff will change the child according to the practices outlined above.
- Children with pull-ups or nappies will be checked by staff at mealtimes and when necessary.
- Wet or soiled clothing will be sent home for washing. Used nappies will be disposed of by the kindergarten. Nappy sacks/plastic bags will be provided for soiled underwear etc.
- If a child requires support that is additional or different to the practices and procedures outlined above, then an individual continence plan may be needed in consultation with your child's doctor or other health professionals. Please speak to a staff member for further information and support with this process.

Sources:

- [Health and complex needs support and management \(education.sa.gov.au\)](https://education.sa.gov.au)

Last policy review and amendments endorsed by Governing Council: 9.8.23

Endorsement recorded in Governing Council minutes dated: 9.8.23

Next review date due: August 2024

Sleep and Rest Procedure

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

- [Safe sleeping for infants and young children procedure](#)

Policy Statement:

The need for adequate sleep and rest is fundamental to the well-being and development of all children. Rendelsham Preschool recognises the uniqueness of every child and their individual routines for sleep and rest. Educators will work in partnership with families to meet the needs of individual children according to age and developmental stages.

Rendelsham Preschool's environment incorporates restful spaces for children to retreat to and staff will set up individual spaces with children to rest in a responsive way aligned with the DfE 'Safe sleeping for infants and young children procedure'.

Procedure:

- Educators will work in partnership with families to ensure sleep and rest routines are respectful of individual needs, ages, developmental stages and cultural practices
- Children will be encouraged and supported to rest or sleep if necessary and will be regularly checked on. Educators will work with children to choose and set up their rest area. Parents will be consulted if needed about their child's rest/sleep and may pick them up if they think necessary.
- Children's sleep/rest periods will be monitored and parents will be notified if children sleep or rest during the day at pick up time.
- Preschool learning programs will promote and incorporate the benefits of rest and relaxation
- Information on safe sleeping practices will be available to families
- Educators will be kept informed of safe sleeping practices recommended by Red Nose (SIDS) and Kidsafe and implement these strategies

Sources:

- [Safe sleeping for infants and young children \(edi.sa.edu.au\)](https://www.edi.sa.edu.au)
- [Safe Sleeping Practices for Newborns | Red Nose Australia](#)
- www.sidssa.org
- [Safe Infant Sleeping | Kidsafe SA](#)
- [Safe sleep and rest practices | ACECQA](#)
- [Safe Infant Sleeping Standards | SA Health](#)

Last policy review and amendments endorsed by Governing Council:

Endorsement recorded in Governing Council minutes dated:

Next review date due: May 2025

Quality Area 5 – Relationships with Children

Wellbeing Policy

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

[Behaviour support policy \(edi.sa.edu.au\)](http://edi.sa.edu.au)

At Rendelsham Preschool

- We all have the right to be safe
- We can help ourselves to be safe by talking to people we trust

We believe that children need guidance and assistance in a positive and supportive way to help them become caring and responsible members of our preschool community. We provide a physically and emotionally safe learning environment which promotes empathy, understanding self-worth and respect. We believe that working together with families to support children's learning about their behaviour is highly valuable.

Our core behaviour learning centres around the value of **TAKE CARE**

- Take care of yourself
- Take care of others
- Take care of the world around you

Educators will:

- Plan for a positive learning environment that promotes belonging, being and becoming and provides opportunities for high levels of engagement and learning through play
- Be positive by recognising the individual's rights and needs and by fostering confidence and self-esteem in children.
- Recognise and encourage appropriate behaviour
- Be consistent in providing clear limits and guidelines
- Act as good role models and teach communication and problem solving skills to children
- Have realistic expectations and take into account children's different developmental stages and learning needs and use strategies to support positive behaviour that suit the individual child
- Use positive language and work actively to build respectful and reciprocal relationships with children
- Involve children in the development of understanding of expectations and guidelines
- Intervene positively to teach respectful behaviour, relationship skills and to keep children safe
- Support children's needs and well-being through carefully planning for the development of positive dispositions through our individual learning plans

Children will:

- Be safe, relaxed and happy
- Become confident, fair and assertive and respectful of others
- Share and be kind – take care
- Show initiative
- Take risks and solve problems with or without adult support
- Be able to communicate with others effectively
- Be able to express feelings, wants and needs
- Be able to work together cooperatively to develop behaviour guidelines
- Take responsibility for their own actions
- Be involved in developing an understanding of expectations and guidelines wherever necessary

Parents will:

- Receive a copy of this policy in their enrolment pack and be provided with a copy if it changes
- Work in conjunction with educators to support children's learning about their behaviour
- Be kept informed about our behaviour guidelines and expectations
- Be partners in their child's learning and development

When supporting children's learning about their behaviour staff will:

- First remember that all behaviour is communication – think about what the child is trying to tell you or how they are feeling and reacting

- Observe for an appropriate period of time and think carefully about a course of action and support
- Offer choices and reminders about safe and appropriate behaviour
- Redirect the child or children, help them to communicate and collaborate about what is happening
- Talk about how to solve problems or develop strategies with children using open-ended questioning to gain solutions
- Support children to regulate their emotions, think carefully and develop a plan for re-engaging in learning
- Educators will provide **positive** support and reassurance to the child at all stages.

Our Wellbeing Policy has been written with reference to the DfE publications:

- 'Supporting and Managing Children's Behaviour: An early childhood resource'
- 'Behaviour Support Policy for Early Childhood Services'
- 'Keeping Safe: Child Protection Curriculum'

Sources:

- [Behaviour support policy \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/behaviour-support-policy)
- [Behaviour support and interactions with children in preschools \(edi.sa.edu.au\)](https://www.edi.sa.edu.au/behaviour-support-and-interactions-with-children-in-preschools)

Consultation process completed and feedback included from children, staff, families, and Governing Council members

Last policy review and amendments endorsed by Governing Council:

Endorsement recorded in Governing Council minutes dated:

Next review date due: May 2025