

Wallaroo Preschool



WALLAROO PRESCHOOL  
CENTRE

Policies  
&  
Procedures



Government of South Australia  
Department for Education

## **Policies and Procedures included in this booklet:**

Behaviour Support Code

Emergency Procedure

Head Lice Procedure

Complaint Management Policy

SunSmart Policy

Food Policy

Facebook Guidelines

This booklet contains our site specific policies. We also follow a number of required Department policies and procedures: You can access them on their website at:  
<https://www.education.sa.gov.au/departments/policies/departments-policies>

### At Wallaroo Preschool we value:

- Kindness and respect being used consistently, to each other, our educators, ourselves, our environment and our belongings.
- Supporting children's agency which is about recognising that children have a right to make choices and decisions, and are capable of initiating their own learning
- Each individual child and their amazingness, just as they are!

### Educators promote positive behaviour and interactions by:

- Educators have an understanding of children's development and emotional capabilities.
- We support each child with identifying and understanding their emotions by offering co-regulation and self-regulation strategies.
- Establishing and maintaining relationships with children to instil trust and a sense of security and belonging at our preschool.
- Communicating positively, using positive language and acknowledging and modelling respectful and acceptable behaviour.
- Supporting and educating children about our preschool values through daily discussions.
- Intentionally planning for a welcoming and calming learning environment with provocations to engage and focus children.
- Providing choice and respecting a child's learning preferences and encourage decision making opportunities.
- Welcoming and inviting families and wider community to be involved in Preschool activities and experiences including reciprocal discussions about their child's development and progress.
- Utilise the Common Approach Wellbeing Wheel which provides opportunity within family chats to discuss the holistic importance of children's learning at preschool. This can lead to discussions around children behaviour or development and personal situations that may affect a child's sense of wellbeing and belonging, allowing us to provide targeted support where necessary.
- Encourage regular attendance to preschool and consistency of routines and expectations.

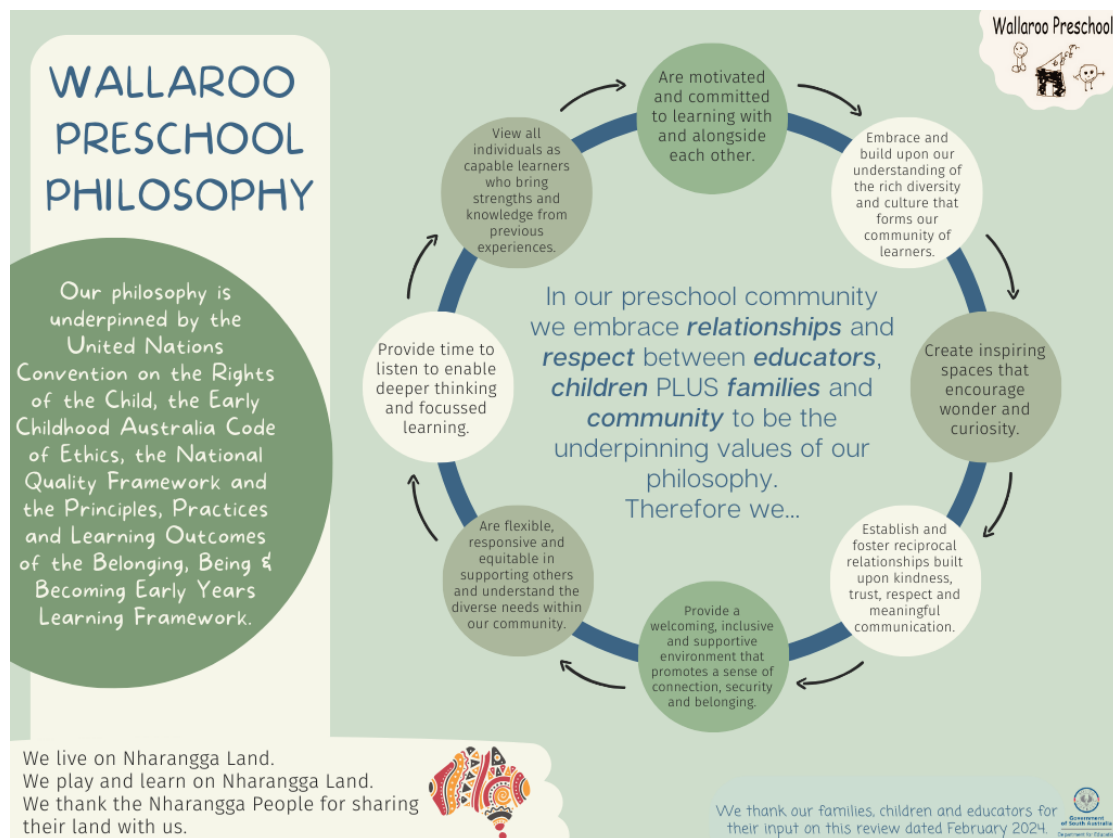
### Educators will respond to behaviours that pose challenges or safety risks by:

- Reminding children of our values and supporting children to make positive choices with their behaviour using a number of strategies, including but not limited to redirection, modelling positive play choices, scaffolding play, intentional teaching, use of visuals and Key Word Sign (hand gestures).
- Modelling and promoting behaviour that values diversity, respect and inclusion.
- Through our critical reflection and analysis, plan for intentional high impact strategies for supporting children's behaviour.
- Communicating with and involving families at the earliest opportunity to work together positively to assist children's wellbeing and learning.
- Planning, implementing, monitoring, critically reflecting and reviewing individual behaviour plans in partnership with families and support services.
- Accompanying children to an alternative area when they are at risk of hurting themselves or others, ensuring an adult supports them to work through the situation, aiming for positive outcomes for all involved.
- Seek assistance where required from Student Support Services as well as utilising and following procedures of Department for Education and the Regulatory Authority when a significant behaviour or incident occurs.

## Educators will remain informed and up to date on best practice to support children's development by:

- ★ Attending professional learning to build skills, knowledge and confidence in developing a positive approach to behaviour support.
- ★ Access Department for Education training such as Protective Practices and seek recent research around trauma informed practices.
- ★ Allocating a regular time at both staff meetings and before and after preschool sessions to discuss and plan for supporting and maximising children's positive behaviour.
- ★ Regular revision and updating of the Behaviour Support Policy.
- ★ Inducting new educators and volunteers, highlighting the importance of our values and utilising our philosophy to support children's positive behaviour.
- ★ Take part in regular and rigorous self-review and reflection to ensure we are meeting, if not exceeding National Quality Standards, and utilise our curriculum documents in particular the EYLF and the Department for Education Emotional Domain.

## Our Philosophy:



## Reviewing the Behaviour Support Code:

This policy will be updated as part of our two year cycle unless the centre requires updating or revising information sooner.

**At Wallaroo Preschool we will discuss and review any behaviour which makes any child or adult feel uncomfortable, unsafe or unwelcome.**

Signed: Cassie Hewton  
Governing Council Chairperson-Cassie Hewton

Belinda Petherick  
Preschool Director – Belinda Petherick

Issue Number: 5

Issue Date: September 2024

Review Date: September 2026

Link to National Quality Standard:

QA1: Educational Program and Practice

1.2.1 Educators are deliberate, purposeful, and thoughtful in their decisions and actions

QA2: Children's Health and Safety

2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.

5.1.1 Responsive and meaningful interactions build trusting relationships which engage and support each child to feel secure, confident and included.

6.2.2 Effective partnerships support children's access, inclusion and participation in the program

# WALLAROO PRESCHOOL CENTRE EMERGENCY PROCEDURE

SHELTER IN PLACE	<p><b>A Shelter in Place will occur when it is necessary to remain inside a building to prevent exposure to an external issue or threat.</b></p> <p><b>This may include but not be limited to lightning storms, severe storms, floods, dust, smoke from adjacent structures, bushfires or grass fires, air-borne toxic agents, gas leaks or dangerous animals.</b></p>	
	STEP ONE	<p>Educator discovering emergency situation raises alarm to Chief Warden via hand held radio detailing the threat, location and destination.</p> <p><i>Initiates response “<b>SHELTER, inside</b>” and blow ongoing <b>loud</b> short whistle blasts and point to where children and adults need to go.</i></p> <p style="background-color: yellow;">If threat is a SNAKE, the educator will NOT use whistle to avoid children running over snake. Instead, they will call/radio for another educator to direct children to a safe place and watch the snake until help arrives.</p> <p><b>The Incident Response Group (or Chief Warden) rings 000 immediately, (should situation be relevant to emergency services) confirms educator roles, and the plan when safe to do so.</b></p>
	STEP TWO	<p><b><u>Inside educators:</u></b></p> <ul style="list-style-type: none"> <li>• Remain calm and respond to communication directions</li> <li><b><u>Teacher</u></b> directs and moves children safely to the mat and remains until further instruction</li> <li><b><u>ECW</u></b> Collects:             <ul style="list-style-type: none"> <li>✓ Daily attendance folder and passes to teacher on may</li> <li>✓ Mobile phone</li> <li>✓ Medication baskets from above fridge x2</li> <li>✓ Emergency Backpack-above fridge</li> <li>✓ Incident &amp; Illness folder</li> </ul> </li> </ul> <p>And; close blinds and windows</p> <p><b><u>Second teacher/ECW</u></b> check bathrooms, office, parent room &amp; small room and close doors before communicating this via hand held radios or in person before joining children at designated assembly point</p> <ul style="list-style-type: none"> <li>• Greet and support children coming inside from outside and support to mat space</li> </ul> <p><b><u>Outside educators:</u></b> <i>*One educator may be required to monitor and keep the hazard in sight (eg snake).</i></p> <ul style="list-style-type: none"> <li>• Remain calm and respond to communication directions</li> <li>• Direct all outside children in through the safest route (back or front doors) to the designated inside space</li> <li>• Check all outside areas are clear (including cubby, forest, fort, veggie garden, front fence, hedges). Join children and educators inside.</li> <li>• Lock the doors behind you and communicate to the Chief Warden yard check complete.</li> </ul> <p><b><u>(PEEP)</u></b></p> <p>ECW supports children with a Personal Emergency Evacuation Plan or identified barriers to learning.</p>
	STEP THREE	<p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Remains calm and ensures the wellbeing and safety of all children and other adults</li> <li>• Head count and roll call to be completed</li> <li>• Alert Chief Warden immediately if someone is missing</li> </ul> <p><b><u>ECW</u></b></p> <ul style="list-style-type: none"> <li>• Secondary head count</li> <li>• Remain calm and ensure wellbeing and safety of all children and other adults</li> </ul> <p style="text-align: center;"><i>For a ‘shelter in place’, children, once accounted for and at the discretion of the Chief Warden, may continue learning inside.</i></p>
	STEP FOUR	<p><b><u>Chief Warden</u></b></p> <ul style="list-style-type: none"> <li>• Delegate communication officer to communicate incident and plan to families/caregivers.</li> </ul> <p><b><u>Teacher/ECW</u></b></p> <ul style="list-style-type: none"> <li>• Support and supervise children until emergency situation has passed, cleared by emergency services or until each child’s emergency contact arrives.</li> </ul> <p style="text-align: center;"><b><u>REMAIN INSIDE UNTIL EMERGENCY SITUATION HAS PASSED</u></b></p>

**LOCKDOWN**

**A Lockdown will occur to protect staff and students in response to an occurring or imminent threat that may have the potential to cause harm.**

<b>STEP ONE</b>	<p>Educator discovering emergency situation raises alarm to Chief Warden via hand held radio detailing the threat, location and destination.</p> <p><i>Initiates response “<b>LOCKDOWN inside</b>” and blow ongoing <b>loud</b> short whistle blasts and point to where children need to go.</i></p> <p><b>The Incident Response Group (or Chief Warden)</b> rings 000 immediately, confirms roles, and the plan when safe to do so.</p>
<b>STEP TWO</b>	<p><b><u>Inside educators:</u></b></p> <ul style="list-style-type: none"> <li>• Remain calm and respond to communication directions</li> </ul> <p><b><u>Teacher</u></b> directs and moves children safely to a secure place away from windows, ideally our preschool bathroom as this has been identified as the most secure place away from windows, with access to running water/toilets and supplies.</p> <p><b><u>ECW</u></b> Collects:</p> <ul style="list-style-type: none"> <li>✓ Daily attendance folder and passes to teacher on mat</li> <li>✓ Mobile phone</li> <li>✓ Medication baskets from above fridge x2</li> <li>✓ Emergency Backpack-above fridge</li> <li>✓ Incident &amp; Illness folder</li> </ul> <p>And; close blinds and windows (<i>if safe to do so</i>)</p> <p><b><u>Teacher/ECW</u></b> greets children coming inside and support them to join the designated safe space</p> <p><b><u>Teacher/ECW</u></b> check all other rooms inside, inc office, parent room &amp; small room and close doors/blinds and windows (<i>if safe to do so</i>) before communicating this via hand held radios or in person before joining children at designated assembly point.</p> <p><b><u>Outside educators:</u></b></p> <ul style="list-style-type: none"> <li>• Remain calm and respond to communication directions</li> <li>• Direct all outside children in through the safest route (back or front doors) to the bathroom</li> <li>• Check all outside areas are clear (including cubby, forest, fort, veggie garden, front fence, hedges). Join children and educators inside.</li> </ul> <p><b><u>(PEEP)</u></b></p> <p>ECW supports children with a Personal Emergency Evacuation Plan or identified barriers to learning.</p>
<b>STEP THREE</b>	<p><b><u>Teacher</u></b></p> <ul style="list-style-type: none"> <li>• Remains calm and ensures the wellbeing and safety of all children and other adults</li> <li>• Head count and roll call to be completed</li> <li>• Alerts Chief Warden immediately if someone is missing</li> </ul> <p><b><u>ECW</u></b></p> <ul style="list-style-type: none"> <li>• Secondary head count</li> <li>• Remain calm and ensure wellbeing and safety of all children and other adults</li> <li>• Support and supervise children in the identified secure area.</li> </ul>
<b>STEP FOUR</b>	<ul style="list-style-type: none"> <li>• Delegate communication officer to communicate incident and plan to families/caregivers.</li> </ul> <p><b><u>Teacher/ECW</u></b></p> <ul style="list-style-type: none"> <li>• Support and supervise children until emergency situation has passed, cleared by emergency services or until each child’s emergency contact arrives.</li> </ul> <p>Remain at the lockdown point until advised by emergency services.</p> <p style="text-align: center;"><b><u>NO ONE IS TO LEAVE THE BUILDING UNTIL ADVISED BY EMERGENCY SERVICES.</u></b></p>

**EVACUATION**

**An evacuation will occur when conditions in the preschool building and grounds are deemed to be unsafe by educators or an Incident Response Group.**

**STEP ONE**  
 Educator discovering emergency situation raises alarm to Chief Warden via hand held radio detailing the threat, location and destination.  
 Initiates response eg **“EMERGENCY, fire in kitchen FRONT GATE”** and blow ongoing **loud** long whistle blasts and point to where children need to go.  
**The Incident Response Group (or Chief Warden)** rings 000 immediately, confirms roles, and the plan when safe to do so.

**STEP TWO**  
**Inside educators:**  
 • Remain calm and respond to communication directions  
**ECW** collects:  
 ✓ Daily attendance folder and passes to teacher on may  
 ✓ Mobile phone  
 ✓ Medication baskets from above fridge x2  
 ✓ Emergency Backpack-above fridge  
 ✓ Incident & Illness folder  
**Teacher** directs and moves with inside children to selected assembly point as designated via safe exit point/route. (Back double gate, side gates [adjacent to swings or in forest] or out the front door)  
**Teacher/ECW** checks toilets, office, parent room & small room and close doors before communicating this via hand held radios and joining children at designated assembly point.  
 And; Close doors and windows as you move through centre  
**Outside educators:**  
 • Responds to communication directions  
 • Directs all outside children to designated assembly point  
 • Checks all outside areas are clear (including cubby, forest, fort, veggie garden, front fence inc hedges).  
 • Join children and educators at designated meeting point  
**(PEEP)**  
 ECW supports children with a Personal Emergency Evacuation Plan or identified barriers to learning.

**STEP THREE**  
**Teacher**  
 • Remains calm and ensures the wellbeing and safety of all children and other adults  
 • Head count and roll call to be completed  
 • Alert Chief Warden immediately if someone is missing  
**ECW**  
 • Remain calm and ensure wellbeing and safety of all children and other adults  
 • Support and supervise children until service is cleared by emergency services.

**STEP FOUR**  
**Chief Warden**  
 • Delegates communication officer to communicate incident and plan to families/caregivers.  
 • Liaises with Emergency Services.  
 • Decision may be made to move to designated safe refuge (Star of Sea) if unsafe.  
**Teacher/ECW**  
 • Support and supervise children until service is cleared by emergency services or until each child’s emergency contact arrives.  
**On arrival at safe refuge re-complete STEP THREE**  
**All educators**  
 • Support and supervise children until service is cleared by emergency services or until each child’s emergency contact arrives.  

**NO ONE IS TO RE-ENTER THE BUILDING UNTIL ADVISED BY EMERGENCY SERVICES.**

# In an Emergency Dial 000

**CODE ELIZABETH:** "Elizabeth" will be mentioned within a passing conversation should an educator be in a threatening situation with an offender within the preschool space. This will then evoke a response with 000 being called immediately and all precautions been taken to move children out of harm's way.

**The Responsible Person** as described under the Education and Care Services National Regulations would take on the role of a 'Chief Warden' for the purpose of this document.

**The Incident Response group** would include Responsible Person (Director/Teacher), Teacher(s) and ECW(s).

**Personal Emergency Evacuation Plans (PEEP)** Children with identified barriers to learning will be supported by their allocated ECW(S) allocated on the day. This is regularly reviewed as enrolments arise, with our termly practices and critical reflection.

**Communication at Preschool:** The Incident Response team will communicate in person or via hand held radio. This channel must be kept clear and minimal words shared to allow for clear communication to and from the Chief Warden.

**Communication to families:** When possible, the Chief Warden will delegate a communications person to notify families and/or emergency contacts of the children and maintain contact as required.

**Inclusion and Equity:** Educators at all times will demonstrate inclusive and responsive practices as per our Philosophy. Should a child or regular volunteer/employee require specialist assistance during an emergency procedure, they will have a personal emergency evacuation plan (PEEP).

**Debrief:** Following all practice scenarios and incidents, all adults involved will take part in a debrief

**Documentation:** Follow Department and NQS protocols as required.

Communicate with families in a timely manner regarding any incidents or ASAP if a situation has escalated to a point where children are at risk or need immediate collection.

**Regular action and review:** Children and educators will practise both inside and outside emergency scenarios and procedures at twice per term (each preschool day during weeks 3 & 8) with educators reflecting on this regularly. Children will participate in inactive simulation as well as physical practice of the procedures. In addition, preschool will endeavour to liaise with our local community and emergency services for visits to our preschool throughout the year.

As a DfE site, we implement the DfE Emergency Management Policy and are guided by the Emergency Management procedure

Signed: \_\_\_\_\_



Governing Council Chairperson



Wallaroo Preschool Directors Belinda Petherick / Ashleigh Higgins

**Link to National Quality Standard:**

2.2.2 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented.

3.2.1 Outdoor and Indoor spaces, buildings, fixtures and fittings are suitable for their purpose, including supporting the access of every child.

4.1.1 The organization of educators across the service supports children's learning and development.

7.1.2 Systems are in place to manage risk and enables the effective management and operation of a quality service.

To ensure our procedure update met compliance and regulations we undertook thorough consultation and thank the following people for their support:

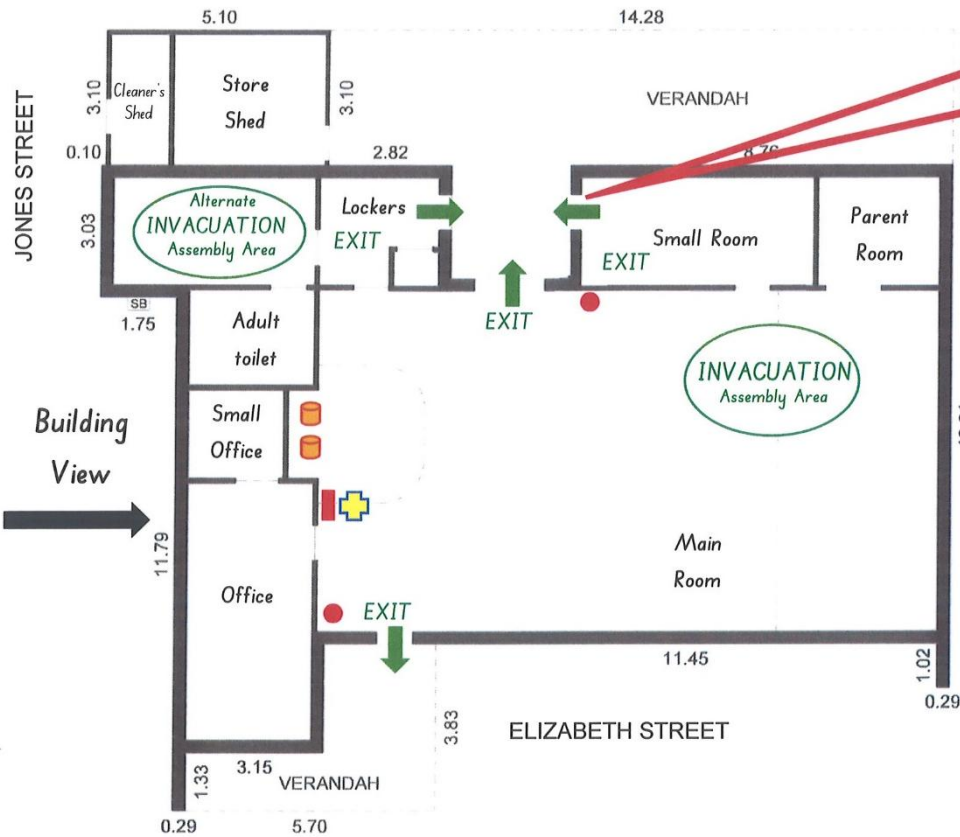
Corey Frazer, Lead Project Coordinator, Security and Emergency Management

Jenny Malloy, Principal Regulation and Compliance Officer, Regulation and Compliance, Preschools and Early Childhood Services, Schools and Preschools

Kadina SAPOL



# EVACUATION DIAGRAM

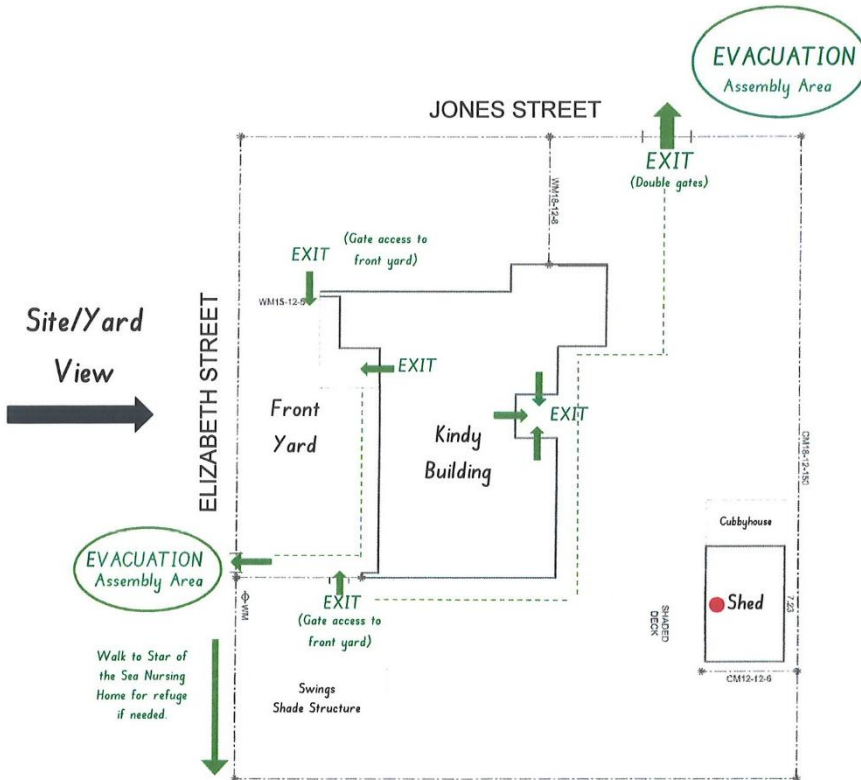


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## LEGEND

-  Fire Blanket
-  ABE Fire Extinguisher
-  First Aid Kits
-  Emergency Aid Kits



## Wallaroo Preschool Centre

11 Elizabeth Street  
Wallaroo 5556

Published March 2022  
Review March 2027

Issue 6



# Emergency Response Plan

Should a child display symptoms of anaphylaxis the following steps will be taken to ensure the safety of all children and adults at the service.

Child identified with symptoms of anaphylaxis.

1. Alert Director/responsible person there is an incident involving a child. Utilise walkie talkie hand held radio devices on channel 77.104 for communication
2. Director/Responsible person to delegate roles **RING 000 immediately.**
3. Two educators to be identified to support this child. (Director/Responsible person plus ECW)
4. Lay or sit child down in a safe space out of elements if possible while other educator brings first aid bag with adrenaline autoinjector and ACSIA Action Plan. **\*\*KEPT ON FRIDGE IN FIRST AID BASKET\*\***
5. Administer adrenaline autoinjector after checking date, clear canister etc. take note of time administered. Keep autoinjector with child to transport to hospital
6. ECW delegated to be ready to meet ambulance and meet at front door.
7. Rest of team will continue to support and comfort other children...careful eye to children who witnessed the event and/or seem distressed.
8. Monitor child and follow advice from 000 including being ready to commence CPR should child become unresponsive and not breathing effectively.
9. Contact family/ emergency contacts
10. Should family not be able to be contacted an educator will transport with child to hospital
11. Documentation of administration should be completed and signed by family
12. Incident to be communicated with all families for follow up support if needed.
13. Director to follow up with IRMS, alerting Educator Director and Regulatory Authority.
14. Debrief session to be held for all persons involved. Consider EAP services/referral for individuals
15. Plan to be reviewed post any event including near miss incidents
  - Should autoinjector be used for an emergency, the adrenaline autoinjectors will be replaced by a delegated person as soon as practicable after use, when the integrity of the medication is compromised, or before expiry from a nearby pharmacy.
  - In the event there is another incident prior to replacement, educators will call 000 immediately and prepare for necessary first aid/CPR.
  - Any incident or near miss event will be reported on IRMS

***Auto-injector to go on all whole group excursions***

***\*\*\*Beach kindy/local walks experiences with small groups auto-injector to stay on-site\*\****

***Anaphylaxis Emergency Response Plan to be practised during weeks 3 and 8 alongside other emergency procedure scenario.***

***General use adrenaline auto-injector information for parents and legal guardians to be distributed to all families on enrolment.***

***Anaphylaxis risk assessment to be done every 12 months***

***Anaphylaxis autoinjector audit to be completed every 6 months***

***Anaphylaxis response to be considered for all risk benefit assessments for all experiences outside preschool***

Date reviewed: June 2024

By Belinda Petherick (Director)

Review due June 2025



## WALLAROO PRESCHOOL CENTRE HEAD LICE PROCEDURE

### What are head lice?

- ✧ Head lice are tiny wingless insects about the size of a sesame seed that live in the hair close to the human scalp. Head lice are pests but rarely pose a threat to health however their bites can cause itching and sometimes skin irritation.
- ✧ Outbreaks of head lice are common in children in schools and preschools.
- ✧ Female adults lay eggs that are called nits and glue them to the base of the hair shaft. Nits look like tiny white dots attached firmly to the hair. Eggs hatch in 7-10 days into a nymph that will grow into an adult louse within two weeks.
- ✧ Outbreaks can be minimised if families/caregivers regularly check children for head lice and follow the recommended treatment methods if lice are found.

### The facts are that...

- ✧ Head lice do not fly, jump, hop or swim – they spread by head-to-head contact by crawling.
- ✧ Lice don't care about hair colour or hair type and love both clean and dirty hair.
- ✧ Head lice do not prefer a particular blood group.
- ✧ Head lice do not live for long on animals, bedding, furniture, carpets, clothes or soft toys.

\*Information from <https://www.sahealth.sa.gov.au/headlice>

[Head lice | healthdirect](#)

### To minimise the spread of head lice Educators will:

- ✧ Provide all families with our preschool policies at time of enrolment and further information when necessary throughout year.
- ✧ Inform and provide treatment information to families when someone at the centre has head lice and remind them of the importance of checking their own children's/family's hair.
- ✧ Reduce head-to-head contact between children and adults.
- ✧ Not single out or isolate individual children.
- ✧ Contact individual parent/caregivers to arrange for the child to be treated as soon as possible before returning to preschool.

### To minimise the spread of head lice Parent/caregivers will:

- ✧ Check their child's and family members' hair regularly (daily during an outbreak) for lice and nits and inform the preschool if they find head lice in their child's hair.
- ✧ Follow SA Health guidelines to treat for head lice.
- ✧ Treat their child's head lice in accordance with treatment information provided.
- ✧ No treatment kills all nits. Hair must be re-treated after 7 to 10 days to kill any head lice that may have hatched from nits that survived the first chemical treatment or re-treat daily if choosing the conditioner method of treatment.
- ✧ Continue the treatment cycle until there has been 10 days without any evidence of lice or eggs.
- ✧ Ensure their child does not attend the centre with untreated head lice. Children can return once effective treatment has commenced. Educators may ask and check whether the child has been treated adequately on return.

Signed: \_\_\_\_\_

Chairperson – Governing Council

Directors - Belinda Petherick and Ashleigh Higgins

Link to National Quality Standard:  
QA2: Children's Health and Safety

2.1.2 Effective illness and injury management and hygiene practices are promoted and implemented.

Issue Number: 5

Issue Date: June 2024

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## COMPLAINT MANAGEMENT POLICY

At Wallaroo Preschool we support all children, educators, parents and community members to raise any issues or concerns that may affect their learning or general wellbeing. We have the responsibility to listen to and manage any grievances and deal with them in an appropriate manner.

*A concern that is raised may seem like a complaint at first, but it might be an enquiry or feedback.*

The procedure to follow in addressing a grievance is, in the first instance, to approach the person with whom you have the grievance. The following is a set of guidelines you may wish to consider. It is important that these grievances are kept CONFIDENTIAL.

Step 1:

- ✧ Make contact with the original decision maker or educator involved to discuss the matter and raise your concerns directly.

Step 2:

- ✧ If there is no resolution, you may approach the Preschool Director or delegated educator asking them for assistance in the matter.

Step 3:

- ✧ If you are not satisfied that your concern has not been addressed at a preschool level you may contact the Customer Feedback Unit on 1800 677 435 or CFU online <https://www.education.sa.gov.au/department/feedback-and-complaints/raising-complaint-department>

Step 4:

- ✧ Call SA Ombudsman 1800 182 150

### The Director and Educators of the centre have the responsibility to:

- ✧ Listen to concerns and treat families with respect and kindness.
- ✧ Record complaints if they cannot be resolved with a verbal conversation via IRMS.
- ✧ Monitor and evaluate practices regularly following the department's policies and procedures.


### Families have the responsibility to

- ✧ Be respectful and courteous to preschool educators, to their children and to each other; offensive language, behaviour and demands will not be tolerated.

#### Steps for raising your complaint



Signed:

  
Chairperson, Governing Council – Amber Moyle

  
Directors, Wallaroo Preschool Centre  
Belinda Petherick Ashleigh Higgins



**Enacted each day, on or off site, when UV level is 3 and above (In South Australia this is generally every day between August and May).**

UV radiation is the part of sunlight that causes sunburn and skin damage, and leads to premature aging and skin cancer. The best way to know when you need to use sun protection is to use the UV index. **UV levels of 3 and above** can cause damage to the skin and eyes and increase your risk of skin cancer. For best sun protection, it is recommended to use a combination of **Slip** on sun protective clothing, **Slop** on SPF30 or above sunscreen or higher, **Slap** on a broad-brim or bucket hat, **Seek** shade and **Slide** on wrap around sunglasses. The purpose of this policy is to ensure that all children and adults are protected, as much as possible, from skin damage caused by sun exposure. \*Information from [www.cancersa.org.au](http://www.cancersa.org.au).

**Parents and Caregivers will:**

- ✧ Check the **UV level** daily on the SunSmart app or front whiteboard at preschool.
- ✧ **Slip:** Clothe their children in protective/appropriate clothing - shirts or tops with sleeves are required and collars are recommended for best protection. Singlet or midriff tops are not appropriate.
- ✧ **Slop:** Support their child to apply SPF 30 or above (minimum) Broad Spectrum water resistant sunscreen before coming to Preschool, or on arrival. Preschool has sunscreen available for families to access in the morning if needed.
- ✧ **Slap:** Provide a named broad brim, bucket or legionnaire style hat every day. Hats in an approved style are available for purchase at the Preschool. Caps are not appropriate for preschool.
- ✧ Regularly wash your child's hat.
- ✧ **Slide:** Provide approved sunglasses for your child that meeting Australia Standard 1067 with lens category 2,3 or 4)
- ✧ **Slip, Slop, Slap, Seek, Slide:** Be a good role model for the children and wear hats, sunscreen and protective clothing yourselves. This is particularly important when attending kindy events, participating in walks with us and volunteering to attend excursions.
- ✧ Send at least one full change of sun safe and weather appropriate clothing in their child's bag each day.
- ✧ Inform educators of any allergies/sensitivities their child may have to sunscreen on their enrolment form and provide a named alternative if necessary.

**Educators and volunteers at Preschool will:**


- ✧ Check the daily sun protection times on the BOM website or SunSmart app each day to support the implementation of sun protection at the centre and display for families. UV levels be monitored all year to determine whether sun protection is required.
- ✧ Take extra care during the peak UV radiation times of the day by scheduling outdoor activities outside of these times, where possible, or in the shade.
- ✧ Incorporate sun protection into learning conversations and planned experiences with the children.
- ✧ **Slip, Slop, Slap, Seek, Slide:** meet WHS requirements and to be a good role model for the children by wearing hats, sunglasses, sunscreen and appropriate clothing and seeking shade for outdoor learning and experiences.
- ✧ **Slap:** Ensure children wear an appropriate style of hat whilst outdoors.
- ✧ Offer children who do not have their hat or appropriate clothing a spare hat or clothing from Kindy when available. Re-direct children inside or into appropriate shaded areas if they don't have a suitable hat or clothes at Preschool.
- ✧ **Slide:** Encourage children to wear their approved sunglasses (if provided)
- ✧ **Slop:** Support children to re-apply their sunscreen in the middle of our preschool day (after two hours), respecting individual children's rights and providing additional support as required. (reapply more frequently when exposure outdoors is longer than two hours)
- ✧ Keep a supply of in date SPF 30 or above (minimum) broad spectrum, water resistant, sunscreen stored appropriately at the centre for staff and children use.
- ✧ **Seek:** Plan for and re-evaluate learning experiences with consideration of the UV level and weather conditions and actively use available shade for experiences when the UV level is 3 and above.
- ✧ Regularly promote SunSmart behaviour to the centre community via newsletters and displays and ensure families are informed of the policy on enrolment.
- ✧ Review this policy every two years.

**When UV is 3 or above be SunSmart**



Link to National Quality Standard:  
QA2: Children's Health and Safety  
2.1.1 Each child's wellbeing and comfort is provided for, including appropriate opportunities to meet each child's need for sleep, rest and relaxation.  
2.2.1 At all times, reasonable precautions and adequate supervision ensure children are protected from harm and hazard.

Signed:

  
Chairperson- Governing Council  
Issue Number: 7

  
Director- Wallaroo Preschool Centre  
Issue Date: March 2023

Review Date: June 2025

This policy aims to create a safe and empowering preschool food environment that supports children to become confident, adventurous eaters who have a positive relationship with food and their bodies.

At Wallaroo Preschool, we follow the *Division of Responsibility in Feeding*. This is an evidence-based approach to help your child maintain a lifelong skill of listening to their hunger and fullness cues, and develop a positive relationship with all foods.

We provide regular opportunities to eat during preschool hours. When parents or caregivers pack something then we trust that you are happy for your child to eat some or all of it, depending on how hungry they are that day. With the right support, children are good at regulating their own food intake. At Wallaroo Preschool, we don't force children to eat a particular food, or particular amounts of food. During preschool eating times educators will support your child to listen to their body and eat enough to be full.

For further information on this approach please follow the link: <https://mealtimes.com.au/schools/evidence/>

### Overall Aims

#### For all children to:

- Enjoy a variety of foods.
- Grow as their body is meant to.
- Choose happily from what is provided in their lunchbox at eating times.
- Trust their own hunger and eat as much as they need to be full.
- Be free from feelings of guilt, shame or fear around food.
- Feel confident to try new foods, in their own time.

#### **PLEASE NOTE:**

**\*We are an allergy aware preschool. As necessary, families will be advised of any risk minimisation strategies we need to implement. This may include requesting that specific food products not be sent in lunchboxes.**

**2024 is NO NUTS -child with severe anaphylactic nut allergy**

**\*Educators are unable to reheat food for children at Preschool inline with NQF and WHS Regulations. If you send leftovers for lunch, please ensure your child will eat them cold or consider a thermos with a preheated lunch.**

#### Preschool Educators will:

- Be aware of children with specific dietary requirements or allergies and how these are managed.
- Trust parents and caregivers to provide appropriate foods for their children.
- Trust children to choose what to eat from the foods provided at eating times.
- Trust children to eat as much as they need to be full, in whatever order they choose.
- Refrain from restricting or encouraging particular foods and never comment on the contents of a child's lunchbox in their presence.
- Refrain from classifying foods as 'good' and 'bad', and speak neutrally about food. This means avoiding terms like 'healthy' or 'everyday' foods, and 'unhealthy' or 'sometimes' foods. Refer to foods by its actual name. A sandwich is a sandwich, a muffin is a muffin, an apple is an apple. There is room for all foods in a healthy diet.
- Create a safe eating environment at preschool.
- Model positive attitudes towards food, health and bodies and protect children from food and body shaming, nutrition misinformation and diet-talk
- Support children to recognise and communicate their body needs (e.g. hunger or thirst) and respond to children's cues for hunger and sense of fullness after eating. *EYLF V2.0*
- Sharing information via our newsletter, brochures, Facebook group and conversations around how to support children's eating.
- Allow opportunities for children to participate in growing, harvesting and preparing foods through gardening and cooking experiences.



## Parent and Caregivers responsibilities:

- Inform Preschool Director's of your child's food allergies or special food requirements as they arise.
- Provide a range of ample food choices for your child to have at Preschool, to eat in whichever order they choose.
- Parents and caregivers are encouraged to provide a range of core foods including grains, fruit, vegetables, dairy and other protein foods (like meat, fish, eggs, beans, tofu, nuts and seeds), educators will assume that all foods provided are safe and appropriate for your child.
- Send two separate food boxes.
  - ✓ Morning food: Clearly named and placed in our esky.
  - ✓ Lunch: Clearly named and placed into our fridge.
- Send only water to Preschool in a labelled bottle each day.
- Where possible send foods in reusable containers for environmental sustainability.
- Encourage your child to be involved with unpacking their water bottle and food boxes each day and take home all containers, including water bottles to wash daily.
- Role model confident, adventurous eating at home and demonstrate body respect.
- Trust their child to eat freely and trust educators to support their child with this.

## At Wallaroo Preschool this looks like:

At preschool your child will have both **morning food** and **lunch**. Families are asked to provide food for both of these meal times in separate, named containers.

### Morning Food

At preschool, children eat their morning food at a time that suits them, when they recognise they are hungry. This supports them to develop independence and responsibility and it prevents disruption in their very valuable learning time. We have a designated eating place, which is supervised by our educators.

### Lunch time

Lunch time is usually around 12pm and all children sit down to eat, together with their educators. Shared mealtimes are a great opportunity to connect socially with one another. This is a positive and supportive environment where we are able to engage in conversations about a variety of topics.

We provide a clean, designated eating area and ensure children remain seated whilst eating.

Children are reminded and supported to wash their hands thoroughly before eating both their morning food and lunch.

We can cut up food (if needed) and support children to learn to open their own foods with increasing independence.

A recycle, rubbish and compost/worms scrap bucket will be provided and children are encouraged to notice and place their scraps in the correct bucket.

Educators will participate in the meal break by eating their own food with the children, where practical.

Children always have access to fresh clean drinking water and assistance is offered to refill their water bottles throughout the day.

### You will hear our educators using empowering language when speaking with children, such as:

- *You are the boss of your body. Eat enough to make your tummy feel full.*
- *If your grown-up has packed it then it's safe for you to eat.*
- *Different kids have different lunches. Your grown up is in charge of what you bring.*

Thank you in advance for your support of this policy.

Signed:   
Chairperson- Governing Council

  
Director- Wallaroo Preschool Centre

#### Link to National Quality Standard:

QA1: Educational Program and Practice

1.1.3 All aspects of the program, including routines, are organized in ways that maximise opportunities for each child's learning.

QA2: Children's Health and Safety

2.1.3 Healthy eating and physical activity are promoted and appropriate for each child.

QA3: Physical Environment

3.2.3 The service cares for the environment and supports children to become environmentally responsible.

QA6: Collaborative partnerships with families and communities

6.1.2 The expertise, culture, values and beliefs of families are respected and families share in decision making about their child's learning and wellbeing.

Issue Number: 13

Issue Date: May 2023

Review Date: May 2025

References: EYLF V2.0, DfE Asthma and Anaphylaxis procedure, Dr Kyla School Mealtimes [www.mealtimes.com.au/schools](http://www.mealtimes.com.au/schools)



## WALLAROO PRESCHOOL CENTRE FACEBOOK GUIDELINES



Government of South Australia  
Department for Education

The Wallaroo Preschool Centre has:

**A private/closed group; A public page; A governing council messenger group; A playgroup group.**

To ensure the online safety of all our young people and families, any member of our Wallaroo Preschool Centre Facebook groups or pages must agree to abide by the Department for Education Social Media for Schools and Preschools Policy which can be accessed by the following link:

<https://edi.sa.edu.au/library/document-library/controlled-policies/social-media-for-schools-and-preschools-policy>

The Director/s of Wallaroo Preschool Centre will be the Administrator for all Facebook profiles and may add other people at their discretion.

The Wallaroo Preschool consent form will provide opportunities for parents/guardians to consent for their child's images on the following pages; Wallaroo Preschool Centre (public page) and in the current year Wallaroo Preschool Families group.

### Wallaroo Preschool Centre Public Page

- ✿ The general public may 'like' and 'follow' this page.
- ✿ It is used to promote our preschool to the wider community and share relevant local information or community events that may be of interest to our followers.
- ✿ Photographs will not identify children's faces or names unless written consent is signed by the individual child's parent/guardian.

### Closed Group: Wallaroo Preschool Families Group

The Administrator at their discretion may only approve the following people to become members;

- ✿ Parents/Guardians of children currently enrolled at Wallaroo Preschool Centre
- ✿ Regular caregivers of children currently enrolled at Wallaroo Preschool Centre
- ✿ Current staff of the Wallaroo Preschool Centre
- ✿ Appropriate Department for Education Staff.
- ✿ Where relevant, approved volunteers and/or student teachers of the Preschool with DHS Working With Children Check.
- ✿ A new closed group will be created each year by the Director to ensure privacy is maintained.
- ✿ Groups will be deleted/archived after five years.

### Guidelines for users of the Wallaroo Preschool Family Group:

- ✿ Only administrators post to this page.
- ✿ No photographs are to be tagged, any tagging will be removed by the Administrator.
- ✿ Photographs that are posted on this page are not to be shared or re-posted to any other page or personal profile. All comments will be monitored by the Facebook group administrators.
- ✿ Any member posting anything deemed inappropriate will be removed from the page.

### Wallaroo Preschool Centre Governing Council Messenger Chat Group

- ✿ This chat group is initiated at the discretion of the director/s, at the formation of each year's Governing Council Committee. Members of the Governing Council will be invited to this group as a communication method between members. Only current Governing Council members or staff may join. This group will be deleted and a new group created each year.

### Wallaroo Playgroup Group

- ✿ The general public may 'request to join' this group and will be asked to answer membership questions to deem suitability of their membership. Administrators may seek further clarification if required.
- ✿ Approved members will be those who attend or intend to attend our playgroup with an eligible child/children.
- ✿ Members may post in this group. Post approval will be considered by group administrators.
- ✿ On registration to Wallaroo Playgroup, parents/guardians will consent for photos to be published within this group.
- ✿ The administrators of this group consist of both playgroup and preschool representatives and will regularly monitor memberships within this group.

Signature: \_\_\_\_\_

*M. Menabhin*  
Chairperson

*R. O'Brien*

Director

Link to National Quality Standard:  
QA6: Children's Health and Safety  
6.2.1 Current information is available to families about the service and relevant community services and resources to support parenting and family wellbeing.  
6.2.3 The service builds relationships and engages with its community.