Our Educational Philosophy
The early years of a child’s life is the ideal time to establish a foundation for lifelong learning. Young children are independent, capable and competent learners who have the ability to question and explore the world.

We provide a stimulating learning environment where children co-construct their learning through involvement in meaningful experiences that embrace children’s culture, values and interests.

The curriculum is implemented through intentional teaching moments and play based experiences in conjunction with an Inquiry approach. The Early Years Learning Framework guides our practice into which we incorporate the Keeping Safe: Child Protection Curriculum, Indicators of Preschool Literacy/Numeracy as well as Science, Technology, Engineering and Mathematics (STEM). The curriculum continually emerges as the result of the planning cycle which includes regular collaborative reflection and analysis of children’s engagement, interests and abilities.

We seek to facilitate an environment where children:
- Have a strong sense of self and cultural identity.
- Feel valued, confident and have a sense of belonging.
- Experience positive and respectful relationships with their peers, educators and the environment.
- Take responsibility for their health, physical wellbeing and the natural world.
- Develop a range of skills and processes necessary for life including inquiry, investigation, persistence and resilience which includes risk taking.
- Communicate in multiple ways for a range of purposes.

As educators at Vale Park Preschool we:
- Respect and respond to children in a caring, positive and thoughtful manner.
- Provide a challenging and inclusive environment.
- Work in partnerships with families, the community and relevant professionals.
- Regularly reflect on our practise and participate in ongoing Professional Training and Development.
- Work collaboratively by embracing each other’s knowledge, skills and strengths. We strive to be open to new ideas and challenges.
- Have high expectations for ourselves and the children.

Vision statement:
Children are Powerful Learners; therefore we seek to facilitate a high quality learning environment. Children are actively involved in play based experiences demonstrating the dispositions for learning which extend their understanding of themselves and the world.

Mission Statement:
The staff team at Vale Park Preschool are enthusiastic about enhancing children’s sense of being, belonging and becoming. We are committed to working collaboratively by embracing each other’s strengths and implementing inclusive practices that facilitate opportunities for children to become powerful learners. We value and encourage families’ participation in the curriculum; therefore we seek to work in partnership with them to achieve high learning and development outcomes for children.
Assessment and reporting
We acknowledge that parents are the children’s primary influence and as such we endeavour to work in partnership with families by communicating regularly. We communicate with parents about their child’s wellbeing in a variety of ways:

- Collecting and sharing ongoing assessments and observations of children during the child’s year at preschool, focusing on children’s social, emotional, physical and spiritual wellbeing.
- Conversing with families about children’s progress and achievements. Informal conversations regularly occur through the terms and more formal parent teacher interviews are held in Term 1.
- Written information is also provided to families on children’s participation, interests, abilities and knowledge. Families are strongly encouraged to provide feedback/comments and goals for future learning.
- A final Statement of Learning is written at the end of term 4.

We believe that children learn through play

Educators provide an environment that supports children’s learning through play, which is the basis of our curriculum.

Using observations and assessments of individual children, we plan experiences that are relevant and meaningful. By following children’s interests and ideas we are able to maximise opportunities for children to develop their knowledge, skills and abilities.

The Early Years Learning Framework for Australia is the document we use to inform our planning. It is a curriculum that allows us to support, stimulate, and structure children’s learning in order to bring about a progression of development appropriate to individual children’s needs and abilities. The curriculum is designed to promote key areas of learning for an integrated approach.

The Learning Outcomes include:
- Children have a strong sense of identity
- Children are connected with and contribute to their world
- Children have a strong sense of wellbeing
- Children are confident and involved learners
- Children are effective communicators.

We implement a Reggio Emilia Approach and involve children in making decisions about the set-up of their learning environments. We do this by following the children's interests and encouraging them to request resources and play spaces. Additionally, we combine this with an Inquiry Approach which encourages children to ask questions, investigate, and explore solutions.
Keeping Safe: Child Protection Curriculum
At Vale Park Preschool we implement the Keeping Safe: Child Protection Curriculum. As we are a Department of Education and Child Development preschool, we are under obligation to implement this curriculum as a legal requirement under the Children's Protection Act 1993 and the Child Protection Policy (1998).

The specific aim of the curriculum is to help children learn to recognise abuse and develop ways of protecting themselves from abuse. Its wider focus covers rights, responsibilities, relationships and ethical behaviour.

We implement the curriculum that has been designed for The Early Years Band: Ages 3 – 5, by using age appropriate language and resources. We also use intentional teaching approaches combined with teachable moments that may occur during play.

The curriculum has two major Themes which form the basis of all teaching and learning in child protection:

Theme 1: We all have a right to be safe.
Theme 2: We can help ourselves to be safe by talking to people we trust.

The curriculum is broken down into four Focus Areas:

Focus Area 1: The right to be safe
Focus Area 2: Relationships
Focus Area 3: Recognising and reporting abuse
Focus Area 4: Protective strategies

Prior to commencing any Focus Areas throughout the year, we inform families via our newsletters. We communicate information about the Theme and Focus Area and provide ways in which families can support this learning and knowledge at home.

If you have concerns or questions about this curriculum at any stage in the preschool year, please don’t hesitate to speak with us.

Sustainable Practices
Throughout the Educational Program we use intentional teaching moments along with spontaneous moments to discuss and implement sustainable practices. We encourage children to be mindful of these practices, such as resources and materials re-use, the disposing of food scraps, and rain water usage. We also involve children in decision making about the need to use artificial lighting and heating/cooling.

We welcome donations of recyclable pieces of wood, plastic, paper, cardboard and other miscellaneous objects that children can re-use. We are also establishing an outdoor environment where we can grow vegetables, utilise a compost system and maintain a worm farm.
STEM

Children are naturally curious about the world around them and therefore we use this curiosity about the world to focus more deeply on science, technology, engineering, and maths (STEM).

Using a STEM lens educators capitalise on the science, technology, engineering and maths learning in what is already happening – with focus on asking insightful questions/wonderings to engage and motivate the children to experiment and learn more, by carefully selecting resources that would allow children to explore STEM concepts through active participation in meaningful experiences.

There is an increased focus on the children communication their ideas and thoughts, reasoning, critical thinking, problem solving and learning with and from each other.

Indicators of preschool Literacy and Numeracy

DECD preschools are required to use the Indicators of Preschool Numeracy and Literacy to inform their planning and teaching of numeracy and literacy within a preschool context. Information collected using the indicators will be included in the Statement of Learning for each child.

Numeracy Indicators
I Explore and Understand My Place and Space in the World
I Quantify My World
I Analyse, Read and Organise the Data in My World
I Measure and Compare My World

Literacy Indicators
I Use language to Connect With My World
I Understand the Language of My World
I Represent My World Symbolically
I Engage With Texts and Make Meaning
Preschool Information

Preschool Sessions
Vale Park Preschool sessions are offered Monday—Thursday (inclusive). Children are eligible to attend 15 hours of preschool per week for two consecutive full days.

Full day sessions begin at 8:00am and finish at 3:30pm. Morning sessions commence at 8:15am and finish at 12:00pm.

Enrolment
Since 2014, all children have commenced Preschool on the same day, meaning that all children will start on the first day of the school year in term 1.
If your child turns 4 before May 1, they are eligible to start preschool that year. If your child turns 4 on or after the 1st of May they will start preschool the following year.
Preschool enrolments are accepted for children aged 3 years and above. A Register of Interest form needs to be completed, and parents are contacted two to three terms prior to their child commencing preschool in confirmation of a placement.
Early entry may be approved for children with special needs who have a recommendation from a relevant professional and in consultation with the Director. Early entry can only be offered within sessions where space permits.

Playgroup
In preparation for preschool, playgroup is available for children over the age of 2 years and 9 months who will be attending Vale Park Preschool. Playgroup provides an opportunity for children and their parents familiarise themselves with the preschool environment, and to begin interacting with their peers. Parents are required to attend playgroup and supervise their child at all times. Playgroup occurs on a Friday morning from 9am to 10.30am and is facilitated by an educator and parent volunteers.

Transition into Preschool
Children are eligible to attend Transition sessions during the fourth term of the year prior to the commencement of preschool. Children will have the opportunity to meet educators and familiarise themselves with the environment and routines, independently to their parents/caregivers.

Fees
Government funding subsidises the preschool costs, however there is a remaining fee required to be paid by parents/caregivers within the first three weeks of each term.

If you have difficulty paying preschool fees, please speak to the Director to negotiate a payment plan.

Fees are payable either through an electronic fund transfer, or may be payed directly to an educator (provided that correct money is enclosed).
What do children need to bring?

- A named bag that is easy for your child to open, close and carry
- A named hat - Vale Park Preschool hat or broad-brimmed (in terms 1 and 4)
- A named drink bottle (water only)
- A healthy lunch; we promote healthy eating, so if your child is staying for lunch, please pack a healthy lunch in a named lunch box. Some children have allergies to eggs and nuts and therefore we ask for these foods to stay home.
- Healthy snacks for morning and afternoon tea, such as fresh fruit, vegetables or dried fruit. We are a nut aware preschool, so please no nuts, nut products or muesli bars.
- Clearly labelled spare clothes in case of accidents or getting wet while participating in water play.

Please ensure all items are clearly labelled with the child’s name.

Preschool t-shirts

Short sleeved and long sleeved t-shirts with the Vale Park Preschool Logo are available for purchase.

Clothing

Children at preschool need to wear practical play clothing that is suitable for active and sometimes messy play. Smocks are provided for activities where necessary.

Sandals are advisable footwear for warm weather, while comfortable closed shoes / boots with socks are encouraged for cool weather.

Ensure that your child wears clothing that they can manage independently, especially while toileting. Please pack a named change of clothes each day in your child’s bag.

Encouraging Independence

At preschool we encourage children to be as independent as possible. Children are encouraged to carry their own bag and look after their own belongings including their hats, jackets and lunch boxes etc.

To assist children with their independence it is important to keep a few things in mind, for example:

- When purchasing a bag and lunch box for your child’s year at preschool please give consideration to the ease with which they can independently manage the zips and clips on their own.
- When buying shoes it may be worth considering the ease with which your child can put them on by themselves and whether or not they are safe for active play and climbing.

Toys from Home

Please do not allow children to bring play toys from home as they may become lost or damaged and tend to cause disputes amongst children. However, items from home can be brought in to share on a topic we are focussing on.
Health Examinations
Child and Youth Health Checks are performed during the preschool year and include hearing and vision testing. Children must be at least 4 years and 3 months of age to have a Child and Youth Health Check. Information/booking notices will be put in each child’s pocket prior to checks.

Medication
If your child requires any type of medication whilst at preschool, parents must complete the Administration of Medication Form. This form must be signed by the child’s Doctor and include the details of the dosage and the name of the medication. The medication must be supplied in its original packaging and not exceed the use-by date.

At no time will medicines of any type be administered without the above authorisation. It is important for parents to keep staff updated and informed of any changes to their child’s health and/or medications.

Health and Wellbeing
Precautions against the spreading of colds, viral infections and contagious diseases are necessary at preschool. Therefore, we ask that children showing signs of being unwell such as a high temperature are kept at home. Children who have had vomiting or diarrhoea must be kept at home for 24 hours after the last episode.

Children will often say that they are well enough to come to preschool but in this instance it is up to the parent to judge the suitability of the child’s attendance.
If an outbreak of an infectious disease occurs parents will be notified via a note in the children’s individual information pockets or by email.

Absences
The early years are important in a child’s life; they shape how a child learns and how they develop. Therefore regular attendance at preschool is important in giving children the best possible start in life.

Regular preschool attendance supports children to learn about themselves and the world they live in. Attendance builds on and extends children’s current knowledge and skills. It also allows children to develop and maintain friendships.

If your child is going to be absent, please call the preschool and inform staff. If your child is unwell, please let us know so we can communicate any infectious cases to other families. We appreciate prior notice for all absences, particularly for those longer than a week. For more information about injury or illness please see the Illness and Injury section of this handbook.

Behaviour Management
Guidelines regarding behaviour and guidance for children are implemented to ensure that children, families and staff are safe. We establish clear expectations for acceptable behaviour and guidance measures that are consistently implemented.

For more information please see the Behaviour Guidance outline listed in the Behaviour Guidance section of this document or the Behaviour Guidance Code available from the Vale Park Preschool website.
Communication

We highly encourage communication between educator’s and families. We will communicate curriculum information, excursions, relevant community activities and other information with families via email, writing on the communication white board (located in the bag area) and by putting information notes in family pockets (located inside the entrance door of the building).

Signing in and signing children out each day
It is important for parents/carers to sign children in and out of preschool each day. This is a written record of children’s attendance, and who has dropped them off and picked them up. Only adults listed as being a contact for a child can pick them up at the end of the day. We require parent/caregiver permission in order for anyone not listed on the child’s enrolment form to pick them up after preschool. Additionally, this adult will be asked to show identification upon pickup.

Picking up your child
If you pick up your child prior to 3:00pm, please notify staff prior. When you arrive, please speak to an educator and let them know you are taking your child early. Please collect your child’s belongings and sign your child out.

If you are picking up your child at the end of the day (3:00pm), please wait inside the preschool, as all children will be gathered together in the front room. Educators will dismiss children once a number of parents have arrived in order to avoid continual disruptions caused by children leaving during the session.

When your child is reluctant for you to leave
Children may be a little anxious or upset when you drop them off for the first time or after the holidays. Please speak with an educator so we can assist and support you and your child during this time of transition. We need to know how you are both feeling and the best strategies to support your child.

It is important to:
- Try to remain calm
- Be clear, truthful and consistent, e.g. ‘I’ll start you off with this painting and then I have to go.’ And then do just that - go. Don’t wait until they finish, leave once they have started
- Always say goodbye and tell them when you will be back
- Always follow through with what you have said
- Ensure that you are at the centre on time to pick up your child, as some children may become anxious when they see other children leaving with their parents
- Make positive comments about their success

Remember, educators are here to help you and your child. We will reassure your child and assist them in managing their feelings during this transition time. If they don’t settle, we will contact you, and if you are worried you can always call to check on their progress.
Illness and Injury

At Vale Park Preschool we are committed to providing a positive learning environment for educators, children, families, volunteers and visitors. This is achieved through the effective management of illness and injury, which includes:

The safe administration of medications
Wherever possible, medication should be administered by the parent. Medication will only be administered if a ‘Management Plan’ is developed and signed by the treating doctor and parent approval is given via the signed proforma. All medication must be in the original, named and labelled container. It is the parent’s responsibility to advise the preschool of any changes to the child’s dosage/medication via a doctor’s letter or management plan signed by the treating doctor.
Medication should not be left in the child’s bag.
Before medication is administered to a child, the educator will verify the correct dosage with another educator. After giving medication, the educator will complete the necessary details on the ‘Request to Administer Medication’ form.

Observing, responding to and recording signs of illness or injury and notifying families of illness or injury
Should a child become unwell at preschool, parents or a nominated contact person will be phoned and asked to take the child home.
Any minor injury will be treated, recorded by educators (including the date, time, place, observation of incident, and educator signature) and reported to parents by an educator.
A small orange dot will be placed next to your child’s name on the sign in sheet. This signals the need to speak to an educator. The incident will be discussed with the parent/caregivers and parents will need to sign the form. A copy of the form will then be given to the parent.

Notifying families of cases of infectious illnesses
Please notify staff immediately should your child contract an infectious disease. An educator will notify all families via a notice in their pocket or by email and a notice will be put on the whiteboard.

Excluding ill children from preschool
If your child is showing signs of being unwell before coming to preschool, it is important to keep them home for the day.
Children who have diarrhoea or are vomiting must be kept home for 24 hours after the last episode.

Providing information about child and adult immunisation recommendations
Parents will provide current immunisation information when enrolling.
Parents requiring additional information will be given a CYH immunisation information form.
Parent Involvement

**Parent Participation**
We invite families to participate at preschool in many ways, including:

- Talking with children about what they are doing, reading to them, playing board games and participating in curriculum experiences.
- Sharing your skills and resources. For example, coming in during group time to share your knowledge, experience or expertise with the children. This could also include being involved in gardening, playing a musical instrument etc.
- Sharing your cultural heritage, festivals and special occasions
- Joining the Governing Council
- Assisting with fundraising
- Attending parent meetings and special nights
- Providing resources relevant to the curriculum
- Assisting with the end of term cleaning
- Taking a turn to assist us in the laundering of smocks and dress-up clothing
- Attending a “working bee day”, on which parents are invited to assist the centre with certain tasks

**Assisting with the end of term cleaning**
All parents are encouraged to help with the cleaning and maintenance of the environment and equipment by assisting with the end of term clean up. At the end of each term a list of jobs will be compiled, and we ask for parental support throughout this process.

This is an element of the National Quality Framework and assistance is required to make sure these tasks are regularly completed to ensure the health of all children.

**Governing Council**
The Governing Council body consists of parents who meet twice a term to assist in the smooth running of the preschool. If you are interested in joining the Governing Council and would like to become more involved in your child’s time at preschool, please see staff or join us for one of our meetings which are always advertised.

The Governing Council meet with educators to:
- Develop and discuss site improvement plans
- Develop and monitor strategic directions of the preschool
- Allocate finances so that the directions and outcomes for the centre are achieved

As a result of parent participation on the Governing Council meetings along with the fundraising events and social functions, social networks develop within the preschool’s community.
Parent Responsibilities

- Regular attendance is vital for your child’s learning.
- Please accompany your child into the preschool at every session to be greeted by an educator and also to sign your child in for the session.
- Do not allow any other children out of the premises.
- An information diary is provided next to the sign-in sheet so that any changes to pick up arrangements or any other information relating to children can be documented. Please also inform an educator and include your signature to verify the change in pick up arrangements.
- Please notify the preschool if your child will be absent from preschool.
- Please stay with your child if you arrive at preschool early. Educators are not responsible for children before and after the stated session times. Please pick up your child promptly as educators have meetings and other commitments to attend. Children can also become anxious when they are the only child remaining.
- In the case of an emergency where you are unable to collect your child punctually, please telephone the preschool so that we can reassure your child as this can be upsetting for them.
- Please check your child’s information pocket and emails regularly for notices about what is happening in the preschool including upcoming events, any changes that might be occurring and important dates etc.

Book Donation

At the end of your child’s time at preschool, parents are invited to donate a book to our library to commemorate their child’s time at preschool. If you wish to make a donation, preselected books are available for you to choose from.
Below are brief outlines of the Policies and Procedures that are implemented at Vale Park Preschool. To view the full documents please visit the Preschool’s website www.valeparkcsc.sa.edu.au, or they can be found in the Policies/Procedure folder in the parent information area next to the sign in forms.

**Concerns and Complaints Procedure**

Vale Park Preschool is committed to ensuring the delivery of high quality education and care for your child and family. We will work in partnership with all families to resolve any concerns and complaints you may have about your child or the preschool.

If you have any concerns, the following process should be followed:

**Step 1:** Talk to the preschool staff.
- If a concern or complaint relates to an issue concerning the preschool, parents/or the person making the complaint should talk to the Director as soon as possible to organise a mutually convenient time to meet or have a telephone conversation.

**Step 2:** Contact the Eastern Adelaide regional office.
- If you do not feel the issue has been appropriately addressed by the preschool, you can contact the Regional Director at the DECD regional office in Felixstow on (08) 8366 8800.

**Step 3:** Contact the Parent Complaint Unit.
- If the complaint remains unresolved after working together with the preschool and Regional Director, the complaint should be submitted in writing to:
  - Manager, Parent Complaint Unit
  - Level 6
  - 31 Flinders Street
  - Adelaide SA 5000

**Nutrition and Food**

At Vale Park Preschool we promote nutritional eating habits in a safe, supportive environment for all children. Children mainly learn eating habits from their parents and other people who care for them. The habits learnt during childhood tend to continue into adulthood.

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

- **Short term:** maximises growth, development and activity whilst minimising illness
- **Long term:** minimises the risk of diet related diseases
- **Good nutrition contributes to good health and wellbeing and 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/caregivers are encouraged to supply healthy foods in line with the Rite Bite Strategy
- Parents are informed of specific restrictions when children with severe allergies attend to ensure the safety of all children

FRUIT & VEGETABLE (morning and afternoon):
Families are asked to supply fruit and vegetables for snack time to:
- Provide children with essential minerals and vitamins
- Encourage a taste for healthy foods
- Encourage healthy food and drink choices
- Ensure healthy food choices are promoted and are culturally sensitive and inclusive

LUNCH TIME (Children who have lunch at preschool)
Families are asked to provide healthy food for their child to eat. Please see the attached list for suggestions on healthy choices and unsuitable foods.
- Parents will be contacted if lunch is not provided and dry biscuits/bread will be provided if necessary
- Lunches will be stored inside but are not refrigerated; therefore cool packs are required and are to be supplied by families
- Educators are unable to reheat food. If children require warm food, families will need to pack it in a thermos already heated

DRINKS
- Children are encouraged to bring a named drink bottle; however filtered water and cups are provided when needed

Nutrition and Food Policy (ALLERGIES)
A number of children have severe, life threatening food allergies. At times specific food is eliminated from the preschool to ensure the safety of all children.

NO NUTS OR NUT PRODUCTS are to be brought to preschool.
NO EGG OR EGG PRODUCTS are to be brought to preschool.

SPECIAL OCCASIONS AND BIRTHDAY GUIDELINES
Birthdays are a special time and we celebrate them by singing Happy Birthday to the children. Cakes and other items are not to be brought to preschool.
Sun Protection
The Sun Protection policy is implemented in Terms 1 and 4 of each year. Outside of this time, care should also be taken when the ultraviolet radiation level is 3 (moderate) and above. The purpose of the policy is to ensure that all members of Vale Park Preschool are protected from skin damage caused by the sun’s harmful rays. It is an expectation that all educators, students and parents of Vale Park Preschool will use the following skin protection strategies:

- Take care to protect the skin when the ultraviolet radiation level is 3 (moderate) and above. Extra care will be taken when UV radiation levels are highest
- Whenever possible, all outdoor activities will be in the shaded areas of the service
- Wear appropriate clothing which protects the skin
- Children, educators and parents will be expected to wear a broad brimmed hat, legionnaire style hat or a bucket hat whenever they are involved in outside activities
- Apply a broad-spectrum, water resistant sunscreen with an SPF of 30+ to clean, dry skin, 15-20 minutes before coming to preschool. Children attending full day sessions will have sunscreen applied at lunch time. This will be done with parent permission sought upon enrolment
- Families of children that attend preschool all day, with specific sunscreen concerns will provide sunscreen for their children to wear

Hot Weather
At Vale Park Preschool we aim to keep everyone safe at all times and in particular during periods of hot weather. Reasonable steps will be taken to identify and manage risks, and every reasonable precaution will be taken to protect children from harm and hazards.

Strategies to reduce the risk of heat illness will include:
- Shade: During periods of hot weather activities will be conducted in shaded areas.
- Drinks: Drinking water will be accessible at all times.
  - Children will be reminded to have a drink.
  - Children will be encouraged to bring a drink bottle.
- Families: Families will be encouraged to dress children in clothing that minimises heat gain, in layers that can be easily removed during activity and a type that is ‘Sun Safe’. Clothing should also reduce skin exposure to the sun’s rays.
- Lunch: Families are encouraged to pack food in insulated containers with a freezer brick or frozen water.

The following measures will apply on days when the UV radiation levels are high and when educators feel conditions warrant it:
- Modified outdoor activities will be offered to children in the morning. These will be located in shaded areas.
- There will be no outdoor activities offered in the afternoon and children will remain indoors, with air-conditioning on.
- Children who attend preschool in the afternoon will eat their snack indoors.
Behaviour Guidance

Guidelines regarding behaviour and guidance for children help ensure that children, families and staff have a safe learning environment. They provide consistency and clarity around acceptable behaviour. We aim to encourage and develop in children empathy and understanding, self-respect, self-discipline and self-control, to care for each other, our things and our environment.

As a team of educators we believe:

- Our expectations of behaviour are based on care and respect.
- Children learn from people in their environment and learning is ongoing.
- All children, parents and educators have the right to feel safe and secure.
- A safe environment provides optimal learning outcomes for children.
- Children learn best when they belong, experience success and have a positive sense of self.
- Children have the right to express their feelings and to be supported to develop positive behaviours that underpin the development of the relationships with their peers and educators.
- Effective communication and learning occurs when families and educators work together to develop common goals, understandings for a child’s wellbeing, learning and development.
- Consultation with families is highly valued and their individual perspectives are encouraged and respected.
- Children’s individual, and contextual needs are crucial to successful learning.
- Children have the right to be supported by educators who model appropriate behaviours and ensure consistently.

Educators promote positive behaviour and interactions by:

- Planning for an enriched learning environment that promotes a sense of belonging, being and becoming through play and provides successful learning.
- Ensuring that expectations are developmentally appropriate and understood by all children and educators.
- Demonstrating empathy and sensitivity to each child being mindful of the variety of factors that influence behaviour.
- Planning opportunities for the further development of resilience, agency, cooperation, collaboration, risk taking, conflict resolution, independence, leadership and respect for others.
- Interacting positively, using positive language and acknowledging and modelling respectful behaviour both verbally and non-verbally.
- Involving children in their learning by developing expectations and consequences.
- Intentional teaching of positive interactions and play skills.
- Using teachable moments, interests and strengths in conjunction with explicit programming to develop children’s social, emotional and protective behaviour skills.
- Encouraging open two way communication with families to ensure that each child’s rights are met by valuing children as individuals within the family and cultural context.
- Encouraging children to be proactive when faced with difficult situations.
- Encouraging and supporting children to self-regulate their emotions when required.

Policies and Procedures cont.
Educators will respond to challenging behaviours by:
- Involving children in the formulation of safe and respectful ways of interacting.
- Reminding children of expectations and the reasons for these.
- Supporting children to problem solve, negotiate, find resolutions and manage emotions appropriately.
- Offering choices.
- Using Restorative Justice Practices that support children to empathise with others and restore relationships.
- Communicating with and involving families at the earliest opportunity to work together positively to assist the child’s wellbeing, learning and development.
- Observing and assessing individual children’s learning and development and reflecting on and reviewing our planned program and how the learning environment supports positive behaviours.
- Planning, implementing, monitoring and reviewing individual behaviour plans in partnership with families and support services.
- Being aware of our limitations and seeking assistance when required.
- Individually assessing each scenario as they arise to minimise the risk of injury or harm to those involved.
- Children may need to be redirected from the incident and require reflective time.

**Changing Clothes**
Sometimes children need to have their clothes changed whilst at the preschool.

When changing children educators will support the child to collect their spare clothes from their bag and bring them to the bathroom. If the child has no spare clothes, preschool spare clothes will be used. The educator will support the child in the process of changing their clothes and putting the wet/soiled clothes into a plastic bag and into the child’s preschool bag to take home. Reassurance and comfort will be given to the child and the child’s dignity will be maintained at all times. If a child requires underwear from the preschool, new underwear will be supplied for a small cost.

**Medical Conditions**
Vale Park Preschool promotes the health, safety and wellbeing of all children enrolled in its preschool program. We aim to keep everyone safe and in particular children with medical conditions. Reasonable steps will be taken to manage medical conditions.

Therefore parents will need to:
- Provide a medical management plan for their child
- Will communicate any changes to the medical management plan and risk minimisation plan for their child verbally and in writing as soon as it is known

The preschool will:
- Follow the child’s medical management plan written by a doctor, along with any medication that may need to be given
- Develop a risk minimisation plan in consultation with the parents of the child
Excursions
Excursions are an integral part of the program at Vale Park Preschool and will be arranged to enrich the learning experiences of the children. A risk assessment will be undertaken prior to and when planning the excursion and parent permission will be sought. All excursions will be organised and comply with the Department of Education and Children’s Development Camps and Excursions Policy and National Quality Standards Requirements.

Incidental visits to Vale Park Primary School will occur regularly and parents are asked to provide permission upon enrolment.

Policies and Procedures
Vale Park Preschool has produced site policies and procedure that should be read by all parents/caregivers. These Policies and Procedures are written in conjunction with the Department of Education and Child Development (DECD) policies and procedures.

To view the DECD policies and procedures visit: www.decd.sa.gov.au/policiesreg168