



# ***POLICY DOCUMENT***

Approved: 2018

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## DERBY STREET CHILDRENS CENTRE VISION

*“Together, we as a community nurture all of our children to reach their full potential and to become all that they can be”*

## PHILOSOPHY

*Giving children opportunities to develop important skills, build knowledge, master tasks and face challenges, they feel **competent**.*

*Encouraging children to experience competence, they will gain **confidence** to navigate the world, think creatively, and recover from challenges.*

***Connecting** with others, children develop an essential sense of belonging, enabling them to feel secure and protected; providing the reassurance that allows them to stand on their own, develop creative solutions and empathise with others.*

*Forging a fundamental sense of right and wrong, children with **character** enjoy a strong sense of acceptance, self-worth and confidence.*

***Contributing** to their communities, children gain confidence, feel valued and are more competent.*

*Teaching children healthy strategies to **cope** effectively with life’s challenges, they are better prepared to overcome them.*

*Developing competence, confidence, and strong connections with others, children will learn to make wise choices and feel a sense of **control**.*

## PRIVACY POLICY

### ***Purpose of the Policy***

Derby Street Children’s Centre (may be referred to as “the Centre” throughout this document) takes its obligations under the Privacy Act 2014 (incorporating Australian Privacy Principles), the Health Records Act 2001 (Vic) and respects the privacy of your personal information by adhering to all applicable privacy laws. This policy sets out how we handle personal information about families.

### ***What information is collected?***

Personal information collected and held at Derby Street Children's Centre may include an individual’s name, date of birth, current address, email address, telephone/mobile phone numbers, bank account details, occupation and Child Care Subsidy details. Personal information is collected for the purpose of:

- Management of our service;
- Reporting to government authorities;
- Complying with the law.

In certain circumstances we may collect sensitive information such as health information. We only collect this information with the individual’s consent (or with the consent of parent(s)/guardian(s) or authorised representatives, as appropriate) or as required by law.

### ***How we collect the information***

We collect personal information in a variety of ways, including:

- Directly from people when they provide information by phone, in person or in writing;
- From government agencies;
- From referees.

Where possible, we will collect information directly from the individual concerned. However, in some cases we may receive information from government agencies and referees. In either case, we will take reasonable steps to ensure that the individual is aware of the purposes for which the information is collected and how it will be used and stored.

### ***Use and disclosure of personal information***

We may provide relevant personal information, including health information, held about an individual to:

- Government departments or agencies, as part of our legal and funding obligations, where we are required to by law;
- Local government, in relation to enrolment details for planning purposes;
- Organisations providing services related to employee entitlements and employment;
- Anyone to whom the individual authorises us to disclose information.

### ***Storage***

We take reasonable steps to protect the security of the personal information we hold from misuse, loss, unauthorised access, modification or disclosure. This includes appropriate measures to protect both paper and electronic materials. We train our employees how to properly handle personal information and we restrict access to only what is necessary for specific job functions.

### ***If you choose not to provide information***

Parents/guardians/employment applicants are not obliged to give us your personal information. However if parent/guardians/employment applicants choose not to provide us with certain personal information, particularly that information we are required to collect by law (Education and Care Services National Regulations 2011 and Education and Care Services National Act 2010) the Centre may not be able to provide

- Enrolment for the child at the Centre (for parents/guardians);
- Employment (for potential employees).

### ***Access to information to make corrections***

You may request at any time access to the personal information the Centre holds on you to correct or update it. We take reasonable steps to make sure that the personal information we collect, use and disclose is accurate, complete and up-to-date.

### ***Complaints***

If you wish to make any complaints about our privacy practices or about how your personal information is managed by the Centre, please see the Centre Director (see Complaints Policy).

## **CONFIDENTIALITY POLICY**

The Centre Director, employees and Management Committee have access to a wide range of information. The Centre shall acknowledge and respect privacy and will act in a manner, which safeguards this, based on the trust that has been given. The Centre therefore expects the same of parents/guardians who use this Service.

The Centre protects the privacy and confidentiality of individuals by ensuring that all records and information about individual children, families, staff and management are kept in a secure place and are only accessed by, or disclosed to, those people who need the information to fulfil their responsibilities at the Centre or have a legal right to know.

- Every employee and Management Committee (may also be referred to as Committee throughout this document) member is provided with clear written guidelines detailing:
  - What information is to be kept confidential and why;

- What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed;
  - Who has a legal right to know what information;
  - Where and how the confidential information should be stored.
- Every enrolling parent/guardian is provided with clear information about:
    - what personal information is kept and why
    - any legal authority to collect personal information;
    - third parties to whom the service discloses such information as a usual practice.
  - Confidential conversations that the Director/Assistant Director and employees have with parents, or the Director has with employees, will, wherever possible, be conducted in a quiet area away from other children, parents and employees. Such conversations are to be minuted and stored in a confidential folder.
  - **Personal forms and information will be stored securely (i.e. locked filing cabinet in the Director's office).**
  - **Information about individual employees will only usually be accessed by the: Director, Assistant Director, Department of Education and Training and the employee themselves. Very occasionally, and only under exceptional circumstances, employees' records may need to be accessed by members of the Management Committee. If this is done, the reason will be clearly noted in minutes.**
  - **All personal and/or sensitive matters discussed at employee and Committee meetings will be treated as confidential.**
  - **No employee may give information or evidence on matters relating to children and/or their families to anyone other than the custodial parent/guardian, unless prior written approval by the custodial parent/guardian is obtained.** Exceptions may apply regarding information about children when an employee is subpoenaed to appear before a court of law. Notwithstanding these requirements, confidential information may be exchanged in the normal course of work with other employees at the Centre and may be given to the Management Committee, when this is reasonably needed for the proper operation of the Centre and the wellbeing of users and employees.
  - Employees will protect the privacy and confidentiality of other employees by not relating personal information about another employee to anyone either within or outside the Centre.
  - Students/people on work experience/volunteers will not make employees/children or families at the Centre an object for discussion outside of the Centre (e.g. college, school, home etc.), nor will they, at any time, use family names in recorded or tutorial information.

## STAFFING POLICY

### Staffing

Derby Street is committed to:

- Ensuring that the health, safety and wellbeing of children at the service is protected at all times while also promoting their learning and development;
- Fulfilling a duty of care to all children attending the service;
- Providing accountable and effective staffing and management practices;
- Employing educators with a range of relevant qualifications and experience to provide a quality educational program that meets the needs of children and families in the community.
- Employing educators according to policy and funding requirements;
- Complying with current legislation in relation to the employment of staff, including the *Equal Opportunity Act 2010*, *Fair Work Act 2009* and the *Working with Children Act 2005*.

Current legislation (Regulation 136) requires at least one educator who holds current approved first aid qualifications, anaphylaxis management training and emergency asthma management training to be in attendance and immediately available at all times that children are being educated and cared for by the service. These qualifications must be updated as required and details of qualifications must be kept on an individual's staff record. As a demonstration of duty of care and best practice **all educators employed at the Centre** have current approved first aid qualifications, anaphylaxis management training and emergency asthma management training.

It is essential that all educators and other adults engaged to work directly with children are provided with opportunities to learn and develop new skills in relation to supporting the learning and development of young children. Such opportunities can arise when more qualified and experienced educators offer guidance and feedback to other educators. Opportunities for professional development are also crucial for all educators to ensure their work practice remains current and relevant to the practices and principles of the national *Early Years Learning Framework* (EYLF) and the *Victorian Early Years Learning and Development Framework* (VEYLDF).

Educators are required to actively supervise children at all times when children are in attendance at the service (refer to interactions with children policy). To facilitate this, services are required to comply with legislated educator-to-child ratios at all times, and these ratios are based on the ages and number of children at the service. Only those educators working directly with children can be counted in the ratio.

#### **Current Ratios:**

1 educator to 4 children under the age of 3

1 educator to 11 children over the age of 3

To ensure that children are protected from harm while participating in service programs, all educators and staff are required by law to have and maintain a Working with Children (WWC) Check and/or a criminal history record check. This also applies to volunteers and students unless they are working under the direct supervision of an educator who is over 18 years of age and holds, or is actively working towards, an approved diploma-level education and care qualification (Regulation 358).

#### **Interactions with Children**

The United Nations Convention on the Rights of the Child is founded on respect for the dignity and worth of each individual, regardless of race, colour, gender, language, religion, opinions, wealth, birth status or ability. Developing responsive, warm, trusting and respectful relationships with children promotes their wellbeing, self-esteem and sense of security.

Positive interactions between educators/adults and children can empower children to feel valued, competent and capable. Actively engaging in children's learning and decision-making during play, daily routines and ongoing activities can stimulate children's thinking, enrich their learning and encourage them to explore and manage their feelings and behaviour.

Regulation 155 of the National Regulations requires an Approved Provider of children's services to take reasonable steps to ensure that the service provides education and care to children in a way that encourages them to express themselves, develops self-reliance and self-esteem, maintains their dignity and rights, provides positive guidance and encouragement towards acceptable behaviour, and respects their cultural and family values.

#### **Therefore, Derby Street Educator's interactions with the children will:**

- Maintain the dignity and rights of each child at the service;
- Encourage children to express themselves and their opinions, and to undertake experiences that develop self-reliance and self-esteem;



- Consider the health, safety and wellbeing of each child, and provide a safe, secure and welcoming environment in which they can develop and learn;
- Maintain a duty of care towards all children at the service;
- Consider the diversity of individual children at the service, including family and cultural values, age, and the physical and intellectual development and abilities of each child;
- Build collaborative relationships with families to improve learning and development outcomes for children;
- Encourage positive, respectful and warm relationships between children and educators/staff at the service;
- Provide positive guidance and encouragement toward acceptable behaviour;

## **Supervision of Children**

**Adequate supervision:** (In relation to this policy) **supervision** entails all children (individuals and groups) in all areas of the service, being in sight and/or hearing of an educator at all times including during toileting, sleep, rest and transition routines. Services are required to comply with the legislative requirements for educator-to-child ratios at all times. Supervision contributes to protecting children from hazards that may emerge in play, including hazards created by the equipment used.

Adequate supervision refers to constant, active and diligent supervision of every child at the service. Adequate supervision requires that educators are always in a position to observe each child, respond to individual needs and immediately intervene if necessary. Variables affecting supervision levels include:

- Number, age and abilities of children;
- Number and positioning of educators;
- Current activity of each child;
- Areas in which the children are engaged in an activity (visibility and accessibility);
- Developmental profile of each child and of the group of children;
- Experience, knowledge and skill of each educator;
- Need for educators to move between areas (effective communication strategies).

## **Responsible Person**

Under the National Law 162 a responsible person must be physically present at a Centre based service at all times that an approved service operates.

The Nominated Supervisor (Centre Director) will be the responsible person when they are physically at the Centre. In the absence of the Centre Director the Assistant Director (Certified Supervisor) will be the responsible person at the Centre. In the absence of the Director and Assistant Director the role of responsible person will be shared with the early or late shift educators that hold a certified supervisor certificate.

The selection of the responsible person will be based on experience. Families and visitors will be informed of the responsible person via a notice in the front foyer of the Centre.

Staff will be informed of the responsible person via the staff roster. The responsible person for the start and end of the day will be highlighted.

## **Educational Leader**

Under Regulation (118) the approved provider must designate a qualified and experienced educator as the educational leader of the service. The educational leader will be responsible to lead the

development and the implementation of the education program in the service. The educational leader will also be responsible for:

- Leading and being part of reflective practice discussions about practice and implementing the learning framework;
- Mentoring other educators by leading quality practice;
- Discussing routines and how to make them more effective learning experiences;
- Observing children and educator interactions, and making suggestions on how to improve interactions and intentional teaching;
- Talking to parents about the educational program;
- Working with other early childhood professionals such as maternal and child health nurses and early childhood intervention specialists;
- Considering how the program can be linked to the community by working with other community services such as Aboriginal Elders.
- Establishing systems across the service to ensure there is continuity of learning when children change room or attend other services, and then in their transition to school;
- Assisting with documenting children's learning and how these assessments can inform curriculum decision making;

The educator who has been assigned as the educational leader is indicated in the front foyer of the Centre.

## **ENROLMENT POLICY**

### **Inclusion and Equity**

No family or child will be discriminated against or unreasonably denied enrolment in the Centre based on their religion, culture, gender, beliefs, values, socio economic status, disability, sexuality and/or family circumstances. All families and children will be treated equitably and with respect following the guidelines of the Early Childhood Code of Ethics.

We believe that all children have the right to access and participate in high quality Early Childhood Programs and Services, therefore the integration of children with special needs is encouraged and welcomed with the provision and full utilisation of the available support services. Care for children with special needs will be given within the accommodation and staffing limits.

Parents/guardians and other supporting agencies will be asked to discuss the child's needs with the Director prior to enrolment. Ongoing communication between parents/guardians, the Centre educators, and the staff of other services involved with the family will be required to ensure that the child's needs are met. If the needs of the child cannot be met within this setting, alternative care will be sought, in consultation with the parents/guardians and other service providers appropriate to the child's needs. (Inclusion Support Facilitators and Pre-School Field Officers are available for observation and programming enquires).

### **Priority of Access**

The Commonwealth Government, Moreland City Council and the Management Committee determine priority of access.

The order of priority, as laid out by the Commonwealth Government and the Moreland City Council, is as follows:

#### **Definitions**

- **Family (for a child)** – means the child, the individual in whose care the child is, that individual's partner (if any), and any other individual with whom the child lives.
- **Parents** – means the individual in whose care the child is and that individual's partner.
- **Single parent** – means an individual in whose care a child is, and who has no partner.

### **Priorities**

First Priority                      A child at risk of serious abuse or neglect.

Second Priority	A child of a single parent who satisfies, or of parents who both satisfy the work/training/study test under Section 14 of the Family Assistance Act 1999.
Third Priority	Any other child.

### **Priorities within each category of priority**

Within each priority mentioned above, the following children are to be given priority:

- Children in Aboriginal and Torres Strait Islander families;
- Children in families which include a disabled person;
- Children in families which include an individual whose adjusted taxable income does not exceed the lower income threshold of \$45,114 for 2017-2018 or who or whose partner are on income support
- Children in families from a non-English speaking background
- Children in socially isolated families; and
- Children of single parents.

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<https://www.education.gov.au/priority-filling-child-care-places>

Priority of access will also be given to families who either live, work or study within the City of Moreland. If circumstances alter for any family after gaining access, the family will not be required to leave the Centre but a re-assessment of their childcare requirements may be made. ***Non-working/studying/training parents will be required to change their booked days (reduce or change days) to assist access for working/studying/training parents (this includes families on maternity leave). Two weeks notice of the change will be given.***

### **Waiting List for long day care**

Moreland City Council maintains the Centre's long day care waiting list. The Centre only maintains a waiting list for families that are currently enrolled in the Centre.

<http://www.moreland.vic.gov.au/community-care/children-and-families/child-care/child-care-Centres/>

### **Offer of places - child care**

When a position becomes available, places will be allocated to eligible children who are on the waiting list in accordance with the eligibility and access criteria of the Centre. Moreland City Council will notify applicants who are successful in writing or by phone of a confirmed place. Once a family has accepted the enrolment from Moreland City Council the Centre will contact the family. (Please see Moreland City Council website for further details).

The Director will arrange an enrolment interview with the parents/guardians prior to the commencement of their child's attendance. The Director will discuss and determine the integration of the children with the parents/guardians to ensure that individual needs are met within this arrangement. It is the parent's/guardian's responsibility to ensure that the Director has accurate and current enrolment details. An interpreter or translator can be provided if required.

A deposit of two weeks fees must be paid prior to commencing care by cheque direct deposit into the Centre's account or money order to confirm acceptance of the position(s). This deposit is non-refundable and will be credited to your account on commencement. An enrolment form and other relevant information will be provided after the place is accepted and deposit paid.

### **Sessional Kindergarten Enrolments**

The Centre no longer accepts enrolments for kindergarten from external families. Internal families will be allocated positions in the sessional kindergarten program by the Centre in Aug/Sept the year prior to the child commencing kindergarten.

## **Employees' children**

Employees' children will be given priority of access above external families. This has been done in the interests of offering a family-friendly workplace and to assist in retaining employees who have become experienced, skilled, familiar and valued team members at the Centre.

Employees pay full fees and receive no special treatment regarding the care of their children or the conduct expected of them as parents and Centre users. Employees too, are bound by all the Centre policies.

## **FEES POLICY**

### **Payment of Fees**

The Centre operates on a calendar year basis. The cost of this service depends on the budget calculated by the Centre Director and Committee Treasurer. Fees are approved and set by the Management Committee under their advisement.

The Director will inform Centre users of the annual maximum daily and weekly fee levels. Fees payable shall be based on either a maximum weekly rate for full-time placements, or a daily rate for part-time placements. Fees are required to be paid by Direct Debit.

All fees are to be paid two weeks in advance. Parents will have the option of paying fees weekly or fortnightly.

### **Child Care Subsidy- Family Assistance Office**

Child Care Subsidy is the main way the Government assist families with their childcare fees.

The Child Care Subsidy that commenced on 2 July 2018:

- Replaced the Child Care Benefit (CCB) and Child Care Rebate (CCR) with a single, means-tested subsidy
- Is generally paid directly to child care providers to be passed on to families
- Is simpler than the previous multi-payment system
- Is better targeted and provides more assistance to low and middle-income families.

### **Child Care Subsidy Eligibility**

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- the age of the child (must be aged 13 or under and not attending secondary school, except in certain circumstances where an individual may be eligible for a child who does not meet this criteria, such as children with a disability or medical condition in certain circumstances)
- the child meeting immunisation requirements
- the individual, or their partner, meeting the residency requirements listed in the legislation.

In addition, to be eligible for Child Care Subsidy the individual must be liable to pay for care provided, the care must be delivered in Australia by an approved child care provider, and not be part of a compulsory education program.

### **Child Care Subsidy Entitlement**

There are three factors that determine a family's level of Child Care Subsidy. These are:

- [Combined annual family income](#)
- [Activity test](#) – the activity level of both parents
- [Service type](#) – type of child care service and whether the child attends school

The Child Care Subsidy is generally paid directly to service providers to be passed on to families as a fee reduction. Families make a co-contribution to their child care fees and pay to the provider the difference between the fee charged and the subsidy amount.

There is also targeted additional fee assistance for vulnerable families through the [Child Care Safety Net](#).

Families can get an estimate of what they may be entitled to by entering their details into the [Department of Human Services Payment and Service Finder](#).

<https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy>

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### **Failure to pay fees**

Failure to pay fees will result in care being reduced or cancelled. Payment plans can be arranged if you are having difficulty with meeting your payments. Failure to meet your payment plan requirements will result in immediate cancellation of care.

If your account remains unpaid after one week from the due date a reminder will be given. If fees remain unpaid two weeks after the due date, parents/guardians will be notified that their child's place will be withdrawn unless payment is received, or suitable arrangements are made with the Director. The Centre's Management Committee will also be notified at this time.

### **Fee Structure**

The Centre's current fee structure will be displayed in the Centre's front foyer. Parents/guardians will be notified of any changes in the Centre newsletter or by letter.

### **Payment of fees for Absent Days**

If your child is going to be absent please notify the Centre via the Family Lounge App by 8am of the day of absences. After 8am please contact the Centre mobile or call the Centre directly.

Fees are not charged for the time the Centre closes over Christmas. However, fees are required for all gazetted public holidays, sick days, holidays, or any other absent days (unless they are pre-planned and temporarily filled, as outlined in the following section).

All absences must be paid for and signed for according to the guidelines required by the Department of Education and Training. The Centre does not offer any "make up" days if you miss a day's care because of a public holiday, sickness or holiday.

Child Care Subsidy allows each child to have a maximum of 42 absent days each financial year without providing proof of absence (e.g. medical certificate). ***Fees are still required for these days.*** If a child is absent for more than 42 days without proof of absence, the family will lose the Child Care Subsidy for those days and will be required to pay the full fee.

### **Pre-planned Absences**

Any time that parents/guardians know in advance that their child will be away (for example, for a holiday or unwell), they may advise the Centre via the Family Lounge App (up to one week in advance) to make the place/s available to other children on a temporary basis. The place/s will then be available to other parents of children in the room/s via the Family Lounge App to accept the casual position.

Any family who takes your absent day will pay for those days. This means that the parents/guardians will not have to pay for any pre-planned absent days that are temporarily filled by someone else. In order to retain a place permanently parents/guardians will still be obliged to pay full fees for any absent days that are not taken up by another child.

### **Casual Days**

As mentioned above families are able to take up casual days for their children from time to time via the Family Lounge App, prior to 8am on the day requesting. For any casual bookings after 8am please contact the Centre.

Families will be charged at their normal rate. Payment for casual days will be direct debited out of your nominated account within a week of attendance. Once booked in for a casual day you will be charged for the day if you fail to give 24 hours of notice of cancellation.

### **Ceasing or Reducing Care**

Two weeks' notice must be given before ceasing attendance or reducing day care on a permanent basis. If two weeks' notice is not given, parents/guardians will be charged for this time even if the children is/are not attending the Centre.

If parents/guardians cancel a sessional kindergarten place after the second week of term they will not be reimbursed fees for that term.

### **Holding Policy**

The Centre will hold a place for a family on the waiting list for one week without charge. Holding of a place for any longer than one week will be assessed on a case by case basis.

### **Sessional Kinder Fees**

Sessional kindergarten fees will be charged on a school term basis and need to be paid a term in advance. They are due by the last week of the previous term.

### **Maintenance Levy**

All Families will be required to pay an annual \$80 maintenance levy fee or commit to four hours a year helping out at the Centre. Other ways of contributing might include: attending working bees, arranging a visit from police, fire or ambulance officer; if a parent has a special skill that they would like to share with the children, e.g. playing an instrument or doing some cooking etc. Families will be asked to nominate whether they will pay the \$80 or spend 4 hours at the Centre. Families will nominate this option on the enrolment form that will be completed at the end of each year for the following year of care. If a family has not participated at the Centre by November of the nominated year the maintenance levy will be charged directly to their account.

## **DELIVERY AND COLLECTION OF CHILDREN POLICY**

### **Delivery and Collection**

#### **Delivery**

Parents/guardians must bring their child into the Centre and sign the child into the Centre using the QikKids Kiosk app on the Centres ipads. If a child arrives at the Centre before 7.30am, all children will be in the Tiny Tots room for family grouping.

Parents/guardians should make sure they speak to educators to make them aware of the child's arrival and that the parent(s)/guardian(s) are now leaving the premises. We recommend that parents/guardians always say "**good-bye**" and tell the child they are leaving.

#### **No Parent/guardian should leave a child unattended in any room or outside.**

If it is intended that a person other than the one who has signed the child into the Centre will be collecting the child, it is **essential** that the educator on duty be clearly notified.

Children must arrive and be collected from the Centre by a person who is 18 years and over.

#### **Departure**

When you collect your child always sign your child out using the QikKids Kiosk app on the Centre ipads. If you arrive at the Centre after 5.45pm all children will be in the Tiny Tots room for family grouping. Please make sure to speak to staff and let them know you are taking your child and leaving the premises.

The Management Committee will not permit the arrival or departure of any child by Taxi without a

parent/guardian.

Educators are required to indicate on their room list the arrival and departure time of children in their care. They are also required to check the QikKids Kiosk app at the end of the day and account for any children not signed out. Sometimes parents/guardians may have forgotten to sign their child out, and if an educator cannot account for that child leaving with the allocated pick up person, an educator will need to ring parents/guardians at home to ensure their child is with them.

### Acceptance and Refusal of Authorisations

Where a change occurs during the day in regards to collection of a child, the Centre educator must be notified by writing or phone as early as possible. If the Centre is not notified, then the child will not be permitted to leave the Centre until Centre educators have confirmed it.

Procedure for persons not on the enrolment form:

- If notification is made by phone then the parent will be required to provide the name, address and telephone number of the authorised person who will pick up their child to two educators and whether this person is to be added to the enrolment form as an authorised person.
- If notification is made in writing via email this must state the name, address and telephone number of the authorised person who will pick up their child and whether this person is to be added to the enrolment form as an authorised person.

Educators will not allow any child to leave with any person who is not listed on the enrolment form as an authorised collector, or not accounted for in writing or verbally to an educator on that day by the parent, until contact has been made with parents/guardians or emergency contacts to verify that person. People unknown to educators will be required to show some sort of photo identification.

An educator will request any person collecting a child who seems to have impaired driving skills (e.g. someone under the influence of alcohol or drugs) to call another person to collect the child. If this request is ignored educators may call the police for assistance.

### Late Collections

The Centre closes at 6.00pm. Educators will not be required to work any paid or unpaid overtime outside the stated operating hours. Parents/guardians should be aware that their late arrival places significant stress on the children and educators. Educators will not take children at the Centre after 6.00pm home. Parents/guardians ***need to arrive at the Centre 5 minutes prior to the closing time***. This also applies to the Kindergarten sessions where parents should arrive five minutes prior to the stated finish time. A late fee will be charged at **\$15.00 for the first five minutes, and then \$10 for every subsequent 5 minutes (or part thereof)**.

For example:

6.05pm - \$15

6.10pm - \$25

6.15pm - \$35

6.20pm - \$45

6.25pm - \$55

6.30pm - \$65 – Child Protection/Local Police Notified.

Educators will issue the parent/guardian collecting a child after the stated finishing time with a late form to sign. The Director will then issue an account which is payable within two weeks. Any further discussion should be directed to the Centre Director and not the educators issuing the form. Failure to pay the late fee, or arriving late more than twice without adequate reason, will result in your placement being reviewed and a reduction or forfeiture of care.

**It is important that the parent/guardian contact the Centre if they are going to arrive after the finishing time to avoid the "educators late collection procedures for children who have not been picked up" (see below) taking place.**

**This does not exempt you from paying the late fee.**

### **Late Collection Procedure for educators**

1. At 5.55pm attempt to contact the parent(s)/guardian(s) on Business and After Hours numbers.
2. If unable to contact parents, contact the Emergency Contact Person(s).
3. If the parent(s)/guardian(s) and Emergency Contact Person(s) cannot be reached, wait until 6.05pm then periodically continue to try all contact numbers.
4. At 6.20pm contact the Centre Director or Assistant Director to inform them of the situation before continuing (if unavailable, continue to point 5).
5. Try the parent(s)/guardian(s) and emergency contact number(s) again.
6. At 6.30pm the educators will contact the Department of Human Services Child Protection Line (24 hrs service, Northern Intake) 1 300 664 977 to collect the child. Information will be left on the door to notify parents/guardians of this action and of where their child is located.

***It is imperative that the details for the Emergency Contact persons be updated as necessary.*** If the parent is late twice, without adequate reason, their care will be reviewed and may result in the children's place being reduced or forfeited.

## **CHILDREN'S PROGRAMS**

### **Children's Educational Program**

*(Throughout this policy the word program relates to both the indoor and outdoor programs).*

The Centre is committed to ensuring that all children are provided with a stimulating program that is based on the developmental needs, interest, experiences and individuality of each child whilst in care. The educational programs reflect the Centre's philosophy, "Belonging, Being and Becoming" and Victorian Early Years Learning and Developmental Framework.

The educational program will reflect and work towards the following learning and developmental outcomes:

- Children have a strong sense of identity;
- Children are connected with and contribute to his or her world;
- Children have a strong sense of wellbeing;
- Children are confident and involved learners;
- Children are effective communicators.

*Victorian Early Years Learning and Developmental Framework 2016*

Educators will use a variety of practices and principles throughout the program to support children's learning such as:

- Family Centred practice;
- Partnerships with professionals;
- High expectations;
- Equity and diversity;
- Respectful relationships and responsive engagement;
- Integrated teaching and learning approaches;
- Assessment for learning and development;
- Reflective practice.

*Belonging, Being and Becoming*

Families and children will work in collaboration with educators to develop and evaluate programs that acknowledge children's rights, cultures, identities, abilities, strengths, family lives and the community they are engaged in.

We consider children to be active participants and decision makers in their own learning and development therefore our programs will directly reflect children's views and opinions. All children will actively be encouraged to participate in the program, with educators allowing time and space



for children to develop at their own pace.

Educators will also expose the children to new experiences, concepts and knowledge intentionally scaffolding children's current knowledge.

Educators will critically reflect on their programs, principles and practices on a regular basis in conjunction with children, families, community and management. These reflections will have a direct influence on the program.

The children's educational program is displayed in each room to inform families of the experiences provided to their child.

Children will be exposed to an indoor and outdoor program while at the Centre.

The programs will include age and developmentally appropriate experiences covering topics such as:

- Nutrition;
- Road Safety - such as promoted by VicRoads, promoting pedestrian and car safety;
- Safety in general - such as in daily practices, at the park and in play experiences;
- Emergency Services - Ambulance, Fire Brigade, Police;
- Healthy lifestyles - how to live a healthy lifestyle, active play and healthy eating;
- Diversity - such as same sex families, single families, adoption, culture.

Families will also be provided with relevant information on the above topics throughout the year.

### **Children's Learning Journal**

Every child has a learning journal. This is an assessment of their learning and development both as an individual and part of a group. These assessments will be a direct reflection on the child's learning, strengths, interests, abilities and relationships formed over a period of time. This information is analysed to make judgement about each child's ability to achieve or working towards achieving the specific learning and developmental outcomes as stated above.

The information gained from the children's learning journal will underpin the cycle planning, documenting and evaluating.

This information will be gathered in a variety of ways such as photographs, jottings, learning stories, dialogue, children's work, information from families and the community.

Learning Journals are available for viewing by parents and children throughout the day.

During their day at the Centre the ***children will have their photos taken*** by educators for display. Students on practical work placements may also take photos for their school assessments. These photos are to be taken using the Centre's camera and be printed off by Centre educators. Students are to block out any children's faces in the photos. If you do not wish your child's photo to be taken please indicate this on their enrolment form.

### **Computer use**

Computers may be used, if suitable and age/developmentally appropriate within the program. Computer use will be for educational research, games/activities only. Each child will be supervised and limited to 5 minutes at a time on the computer.

### **Parent/guardian involvement in the children's program**

Parents/guardians are welcomed and encouraged to participate in the children's programs. This can be done through reading stories, cooking experiences, helping out with activities or a special activity that the parent would like to do for example: a cultural experience. If time is an issue parents can also participate in other ways such as offering ideas for activities donating goods for experiences, loaning their children's favourite story book or music for staff to use. No matter how small the participation is, it is greatly appreciated by the educators and, most importantly, the

children.

Parents/guardians will be required throughout the year to complete various information sheets. These sheets are designed to gain information about the child and family, gain feedback from parents about the programs that have been offered, and gather information and insights into children's interests and experiences in or away from the Centre. This information gives educators a greater knowledge of the children, allowing them to plan experiences that will benefit, extend knowledge and encourage the development of new skills. It is also a chance for parents/guardians to have some input into the activities they would like their child to be involved in.

Any information gathered from parents will be complied and stored in compliance with the Privacy Policy in the way that it is used and stored.

Educators will offer parent/guardian carer interviews at least once a year. Educators are also available for appointments during their planning time (see educators for planning times) to speak to parents on request, or if educators feel a meeting is necessary.

### **Parent Surveys**

Parents/guardians will be asked to complete an annual Parent/Guardian Satisfaction Survey. These surveys are valuable to the continuing improvement plans for the Centre.

### **National Quality Standard**

The National Quality Framework is underpinned by the *Education and Care Services National Law* ('National Law') and *Education and Care Services National Regulations* ('National Regulations'). Together they set the *National Quality Standard* and the regulatory framework for most long day care, preschool/kindergarten, family day care and outside school hours care services in all states and territories. The *National Law* provides objectives and guiding principles for the National Quality Framework.

- In making decisions about operating education and care services and working to achieve the *National Quality Standard* to improve quality at services, the guiding principles of the National Quality Framework apply.

These principles are:

- The rights and best interests of the child are paramount;
- Children are successful, competent and capable learners.;
- Equity, inclusion and diversity underpin the framework.;
- Australia's Aboriginal and Torres Strait Islander cultures are valued;
- The role of parents and families is respected and supported;
- Best practice is expected in the provision of education and care services.

[www.acecqa.gov.au](http://www.acecqa.gov.au)

### **Guide to the National Quality Standard**

The *National Quality Standard* is accompanied by a national quality rating and assessment process that reflects a national approach to the assessment and reporting of the quality of education and care services across the variety of service settings.

The availability of this information promotes transparency and accountability and will help parents make informed choices regarding the quality of education and care at a service. Each service will receive a rating for each quality area and an overall rating. These ratings must be displayed by the service and will be published on the website of the new national body, ACECQA, and the MyChild website.

### **Five rating levels**

There are five rating levels within the national quality rating and assessment process.

1. **Excellent**—indicates that a service demonstrates excellence and is recognised as a sector leader.

2. **Exceeds National Quality Standard**—indicates that a service is exceeding the *National Quality Standard*.
3. **Meets National Quality Standard**—indicates that a service is meeting the *National Quality Standard*.
4. **Working towards National Quality Standard**—indicates that a service is working towards meeting the *National Quality Standard*.
5. **Significant improvement required**—indicates that a service is not meeting the *National Quality Standard* and that the regulator is working closely with the service to immediately improve its quality (otherwise the service’s approval to operate will be withdrawn).

### **Quality Improvement Plan**

An integral part of the assessment and rating process is the Quality Improvement Plan. The *National Regulations* require that the approved provider ensures a Quality Improvement Plan is prepared for the service that:

- Includes an assessment by the provider of the quality of the practices of the service against the National Quality Standard and the National Regulations: and
- Identifies any areas that the provider considers may require improvement; and
- Contains a statement of philosophy of the service.

### **Volunteers and Students**

Volunteers and students may participate in programs and activities at the service from time to time in order to observe and experience the provision of Centre-based education and care. This will be encouraged and facilitated by the Centre wherever appropriate and possible.

Derby Street Children’s Centre values the participation of parents/guardians and other family members, and the voluntary contribution they make to the education and care of their own and other children. “In genuine partnerships families and educators value each other’s knowledge and roles, communicate freely and respectfully and engage in shared decision making” (Early Years Learning Framework).

Derby Street aims to provide a range of opportunities for family members, volunteers and students to participate in programs and activities while adhering to clear guidelines regarding appropriate interactions and communication with staff, and other adults and children at the service (refer to Code of Conduct Policy).

Volunteers and students can expect:

- A safe and well-managed workplace
- Meaningful work experience with appropriate direction, supervision and training
- Recognition for their contribution.

The role that volunteers play in children’s services varies and can include working with groups of children, preparing materials or food, assisting with administrative tasks or working one-on-one with individual children. The children’s service is responsible for ensuring that volunteers are suitable to work with children, and that children’s health, safety and wellbeing is protected at all times.

Prior to participation at the Centre, a volunteer/student (aged 18 years or over) must be in possession of a Working with Children (WWC) Check card. Volunteers/students will only be engaged to complement, not replace, the work of paid staff. Accordingly, the Centre will not engage volunteers/students to fill the place of an employee who is ill or on leave, or to fill a vacant budgeted position.

### **Volunteers must not be asked to perform tasks:**

- That they are untrained, unqualified or too inexperienced to undertake

- That put the children or themselves in a vulnerable or potentially unsafe situation
- Where there is a conflict of interest.

Prior to commencing work at the Centre, all volunteers should be interviewed to ascertain their suitability for, and interest in, the tasks they will be undertaking, and to assess whether the volunteer's goals can be achieved. The interview process also provides an opportunity for volunteers to have their questions answered. Reference checks must be undertaken by the Centre, to confirm work abilities or character attributes. Good practice in volunteer management includes acknowledgement and recognition of volunteer contributions, and this can involve a mixture of formal and informal recognition strategies.

It is a requirement under the *Education and Care Services National Regulations 2011* that the Approved Provider uses the staff record to document the details of all students and volunteers. The staff record must include the full name, address and date of birth of each student or volunteer who participates at the Centre. The Approved Provider of a Centre-based service must also keep a record for each day on which the student or volunteer participates at the service, including the date and the hours of participation. In addition to this, it is recommended that students and volunteers undertake an induction to the Centre and complete an induction checklist, which should also be stored with the staff record.

**Volunteers and students, while at the Centre, are responsible for:**

- Ensuring they have provided all details required to complete the staff record;
- Undertaking a Working with Children (WWC) Check and presenting a current WWC Check card or other notification, as applicable (if over the age of 18);
- Understanding and acknowledging the requirement for confidentiality of all information relating to educators and families within the service (refer to *Privacy and Confidentiality Policy*);
- Complying with the requirements of the *Education and Care Services National Regulations 2011* and with all service policies and procedures, including the *Code of Conduct Policy*, while at the Centre.

## **CHILDREN'S BEHAVIOUR AND GUIDANCE**

### **Behaviour Guidance**

Positive guidance and role modelling are used in relation to educating young children about socially acceptable behaviour. A positive guidance approach establishes and reinforces clearly defined limits and recognises and reinforces positive action and behaviour. This kind of approach benefits young children as it helps them achieve self-discipline and positive self-esteem.

We believe that for behaviour guidance to be effective, it needs to be both positive and consistent. We also believe it is important that the "behaviour" is recognised as unacceptable, not the child. Through the use of positive reinforcement, acceptable behaviours are encouraged in an ongoing manner.

We provide a consistent routine to give a predictable structure to the children's day. This enables them to know what to expect and what is expected of them. The standard of behaviour and limits set are appropriate to the children's developmental capabilities and needs.

Educators assist the children to develop self-control by establishing simple limits which are consistently reinforced, and which are necessary for the smooth running of the group. When disciplinary situations occur which require adult intervention, educators provide the children with a clear explanation as to why a particular behaviour is unacceptable and suggest alternatives to the behaviour.

### **Procedures for the guidance of ongoing unacceptable behaviour**

When dealing with ongoing unacceptable behaviour, the educators will:

**Step 1:**

1. Discuss any child's behavioural issues with the Centre Director.

2. Enter into collaborative problem solving with the parents/guardians. Invite parents/guardians to help solve the issue through discussing:
  - The ongoing unacceptable behaviour displayed by the child;
  - The parents/guardians and the Centre's overall aspirations for the child;
  - The various types of solutions (strategies) possible in the circumstances;
  - What has worked or failed in the past, whether at home or in the Centre;
  - The child's personal characteristics, such as his/her interests, temperament, age or size;
  - Resources/changes required for the individual child's, and groups, program to be implemented (for example, changes to routines, transitions);
  - Other resources available such as Preschool Field Officers, Inclusion Support Facilitator, referral for specialist assessment, additional adult support. (Written consent from parents/guardians must be given before any assessment is obtained.)

### **Step 2:**

The educators in the child's room will develop a behaviour guidance plan, which is based on observations of the child. This may include broader observations of the culture of the room and the interactions of the whole group, including other educators working with the child. The plan may include consideration of:

- Who is included in the child's play;
- Who is excluded from the child's play;
- How the child gains entry into play;
- What resources are used in the child's play;
- How educators in the room interact with the child;
- What is acceptable to the parents/guardians and any other professionals involved in the care and education of the child.

The plan should be clear and easily followed by all educators, parents/guardians and/volunteers working with the child.

### **Step 3:**

A date will be set by the Director to review, reflect, evaluate and replan. This initially should be within two weeks of establishing the plan.

### **The Management Committee will become involved when:**

- An educator is concerned the child's behaviour may put themselves, other children, educators, or others at risk;
- The consultation with the parents/guardians and other professionals, and the development of a behavioural guidance plan has not resolved the issue;
- A complaint is received from parents/guardians concerning a child's behaviour, for example indicating that the safety of other children is threatened;
- Additional resources are required.

The Committee will attempt to resolve the issue as soon as possible.

In the event that the Committee becomes involved, the educator will:

- Provide only relevant information to the Committee in order to assist with the resolution of the issue;
- Not divulge confidential information provided by the parents/guardians without first obtaining their written consent.

### **Educator practices**

#### **Educators will follow the practices below in guiding children's behaviour:**

- Understand the needs of individual children and those in the group and acknowledge that most children's behaviour is influenced by their developmental stage, the environment, time of day, actions (modelling) of staff and other children, family experiences and the family cultural background.
- Recognise that some causes of inappropriate behaviour include, anger, frustration, boredom, desire for attention, imitation, tiredness, excitement, jealousy, social clumsiness, high

activity levels, too much choice or lack of choice.

- Support children to learn to think for themselves and to be considerate. Help them to consider the effects of their behaviour on other children and look for solutions together. This could involve speaking with the child about the effect of their behaviour on others and asking the child “What do you think we could do to make sure it doesn’t happen again?”
- Teach children to recognise when their behaviour is successful. For example, instead of saying “Good boy for packing up the toys” we can say, “Thank you, I appreciate that you packed up the toys”.
- Instead of using phrases such as that’s “wonderful”, “good boy/girl”; “you’re great”, acknowledge the child and use descriptive words that the child will understand, for example, “Bill you’ve done very well packing away those toys, I hope you’re pleased with yourself”.
- Foster a positive self-esteem through acknowledging children, for example, “Wow, Bill look at you, did you know you could do that”, “I appreciate you doing that”.
- Give children information about the things they have achieved and demonstrate that you appreciate and respect them rather than give an evaluation or a judgement.
- Assist and encourage children to talk about and manage their feelings. Encourage children to think about how others might feel (empathy).
- Anticipate potentially unacceptable behaviours and eliminate situations and physical arrangements that may encourage inappropriate behaviour.
- Encourage children to resolve potential conflicts for themselves but step in with strategies and suggestions when needed.
- Acknowledge a child’s good intentions (even if they were carried out inappropriately).
- Acknowledge that it is the behaviour that is inappropriate and not the child.
- Use language that does not label the child but labels the behaviour.
- Acknowledge and accept the child’s feelings of anger, frustration or jealousy, even if the reaction seems out of proportion to the cause. Distinguish feelings from the response the child has to those feelings. Encourage the child to talk about their feelings. For example, make it clear that the feelings are not bad, only the response (action) to those feelings is unacceptable.
- Role model considerate and respectful behaviour in all interactions with peers, children and other adults.
- Allow appropriate choices and be prepared to accept the child’s decision.
- Give attention to all children involved in a situation. Comfort a child who may be hurt or upset and talk to the aggressor. Empower the child who has been hurt/upset to express to the other child how they feel.
- Always respond to a situation in a calm manner.

## COMMUNICATION POLICY

We recognise that it is vital to develop and maintain open communication between all members of the Centre's community, including educators, Management Committee and families. To facilitate this, it is expected that the following guidelines be observed:

- All families who use this Centre shall be given copies of the Policy Document, Centre Philosophy and Enrolment Handbook at the commencement of their attendance at the Centre, via email or website, again annually and will be notified of any updates.
- All members of the Centre's community will treat each other with consideration and respect.
- Families read the notice board on the office window to keep informed of current issues relating to the Centre. Details of Management Committee meetings will be posted here along with, parent bulletins and fundraising events.
- Educators encourage parent/guardians to inquire about their child's day and inform educators of any special concerns or controversial matters.
- If parents/guardians wish to discuss matters of a more confidential nature or have a particular concern about their child, arrangements can be made to speak privately with the child's educators and/or the Director. The children's rooms are not considered suitable places for the discussion of "sensitive" or "controversial" matters. Adults also need to be very careful and aware of language they use in the presence of the children.
- Further advice and assistance will be freely available from the Director.

- Parents/guardians who have concerns which have not been resolved through discussion with the educators and the Centre Director can pursue the matter further with the Management Committee (see Complaints Policy).
- **All families are required to keep up to date Centre records of all contact numbers - home, work and especially emergency contact numbers.**
- At the beginning of each year enrolment forms will be completed for each child.

### Information

To keep you informed, we are pleased to offer:

- **Newsletters**

The Management Committee and educators produce a bi monthly newsletter (5 months a year). The newsletter outlines what has been happening at the Centre, details any coming events and outlines any changes that have been made to the Centre's procedures and policies. Information about each room's program is also included.

- **Parent Interviews**

All families are invited to make appointments to meet with educators to discuss their child's development at any time during the year. There will also be formal sessions held, with dates and times will be advised.

- **Information Nights**

General meetings will occasionally be held on topical issues and information seen to be relevant to the users of the Centre.

- **Website**

The Centre website will offer information about the Centre's policies and procedures, programs, newsletters, contact details, parenting information and links to relevant websites.

### Family Involvement

Parents/guardians are welcome to attend the Centre at any time during the hours of operation.

Participation is welcome at all levels, be it active involvement on the Management Committee as determined by the constitution of the Centre, support at working bees, completing the hours required by the maintenance levy or involvement in the children's program.

All parents/guardians can contribute to the review the Centre's Enrolment Handbook, Policy Document and Centre Philosophy and can complete the annual survey. This gives parents/guardians an opportunity to have their input into the Centre's running.

The Centre will provide access to interpreters, translated materials and other resources as needed to implement this policy.

## PARENT/GUARDIAN AND EDUCATORS CONDUCT POLICY

It is the aim of the Management Committee and the educators of the Centre that all members of the Centre's community are treated at all times in a fair and non-judgmental manner, without unlawful discrimination. Our policies have been designed to acknowledge diversity and include all members of the Centre's community.

We at Derby Street Children's Centre encourage positive interactions between employees, children and parents/guardians and believe that mutual respect should be shown at all times. If an employee or parent/guardian is spoken to inappropriately or treated in an inappropriate manner by another parent/guardian, family member or friend then the offending person will be asked to leave the Centre immediately. A meeting will be arranged with the Centre Director to discuss the incident. If any employees or another family feel unsafe attending the Centre as a result of an incident, the offending family may have their care cancelled.

### PROCEDURE

It is the responsibility of all parents/guardians who use the Centre to adhere to the Centre's Policies as outlined in this document. Should any difficulties in relation to parent/guardian behaviour arise,

the Centre Director will interview the parent(s)/guardian(s) involved in an attempt to remedy the situation. Parents/guardians who habitually refuse to follow the Centre Policies will be advised that the Management Committee will undertake an investigation. Where the investigation finds the parent(s)/guardian(s) have breached the Centre's policy the following course of action will be undertaken.

- A first and final warning letter will be issued to inform the relevant person(s) of the outcome of the investigation and that another breach of the Parent/Guardian Code of Conduct will not be tolerated.

Additional action may include, but is not limited to:

- A restraining order (via the legal system) sought against the relevant person. A restraining order will prevent the relevant person(s) from attending the Centre including to deliver or collect children or to participate in the program;
- The withdrawal or suspension of a child's place in the program due to the parent(s)/guardian(s) serious breach of the Parent/Guardian Code of Conduct. This action will only be taken if the Management Committee deems no other alternatives appropriate.

### **Emergency situations**

In an emergency situation, where it is believed that employees, children or parents/guardians are at immediate risk (for example violence has been threatened or perpetrated) the employee and/or Management Committee involved will act quickly and decisively. The Management Committee, the approved provider, nominated supervisor and certified supervisors (please see front board for names) are authorised to contact the local police to advise them of the current situation.

The Executive Committee (President, Vice President, Secretary, Treasurer of Management Committee) is delegated the authority to determine suitable action, which may include, but is not limited to:

- Applying for an immediate restraining order (via the legal system);
- Suspending the relevant person(s) from attending the Centre until the Management Committee has investigated and decided on an appropriate course of action. If required, the parent(s)/guardian(s) will be notified that alternate arrangements will need to be made for the delivery/collection of their children to ensure that the suspended person(s) does not attend the Centre;
- Suspension of a child's place in the program due to the suspended person(s) still attending the Centre after they have been advised not to.

Please take special care to use appropriate language and behaviour while on Centre premises. Parents/guardians must **not** discipline children other than their own at **any time** but should refer any concerns they have with other children to educators. While at the Centre parents/guardians are also requested not to discipline their own children in ways that are out of keeping with Centre policies (e.g. no threats of smacks etc). The Centre promotes the positive guidance of children's behaviour.

### **Standards of Conduct**

Behavioural practices to follow.

#### **In relation to children at the Centre**

Parents/guardians should:

- Be a positive role model at all times;
- Respect the privacy of children and their families and only disclose information to people who need to know e.g. Centre Director, relevant educators;
- Always speak in an encouraging and positive manner;
- Listen actively to children and offer empathy, support and guidance where needed;
- Regard all children with respect and dignity;



- Avoid physical contact with children (other than your own) unless directed by educators or if the safety of a child is compromised (this should be reported immediately to educators);
- Inform children if physical contact is required for an activity and ask them if they are happy to proceed;(only with permission from educators)
- Undertake all interactions with children in full view of educators;
- Never do things of a personal nature for a child other than your own, for example, assisting them in going to the toilet, changing nappies or changing their clothes. (Students on placement at the Centre are permitted under the supervision and guidance of educators.)

### **In relation to other adults (including employees) at the Centre**

Parents/guardians should:

- Use respectful, encouraging and accepting language;
- Respect the rights of others as individuals;
- Give encouraging and constructive feedback rather than negative criticism;
- Accept educator's decisions and follow their directions at all times. Speak with the educators if you have a problem complying with any directions;
- Be aware of routines and guidelines for children's play within the Centre, abide by them and seek advice when unsure;
- Be aware of emergency evacuation procedures (See Emergency Procedures Policy);
- Acknowledge and respect that the discipline of children is the responsibility of educators and therefore any matters or concerns related to managing children's behaviour should be referred to educators immediately;
- Avoid approaching educators to discuss a child during a session. Seek an alternative time when educators are free from contact duties with children;
- Refrain from public criticism of children and adults at the Centre;
- Raise any issues or grievances as outlined in the *Complaints Policy*;
- Under NO circumstance approach a child, other parents/guardians or employees in a confrontational manner;
- Smoking is not permitted on the Centre property at any time;
- Ensure there is no physical contact with employees or other adults whilst at the Centre.

### **In general**

- The Centre and its employees are responsible for the children that are enrolled and signed in, that is those children attending the children's program.
- Parents/guardians and other persons attending with children not enrolled in the program, are responsible for the supervision of their children at all times.
- Adults are responsible for all children who accompany them, for example while on duty, drop off and pickup time, and ensuring they do not inhibit or disrupt the program in any way.
- The Centre will provide a box of toys in the office for children to play with while their parent(s)/guardian(s) are in attendance in the office.
- Any breaches of the Parent/Guardian Code of Conduct must be reported to the Centre Director.
- Parents/guardians must clean up after their children and leave all areas as they were found.
- Educators may ask parent(s)/guardian(s) to remove children not enrolled and signed into the program if they are disturbing the program.

- Parent(s)/guardian(s) are responsible for their children's behaviour when attending other activities and the child is not signed into the program, for example excursions, family nights.

## **PROVISION FOR DEALING WITH COMPLAINTS**

Where a parent/guardian has a concern or complaint regarding the care or education of their children, they are encouraged to first raise the issue with the educator in the room. Parents are to make an appointment to meet in private, and then with the Director or Assistant Director who, when appropriate, will discuss the matter with the relevant educator. The Director/Assistant Director will handle any issues relating to the day-to-day running of the Centre, unless otherwise requested by the parent/guardian.

### **Minor Concerns**

The Director in a notebook dedicated to this purpose will record all minor concerns, such as complaints about missing property. The type of minor complaint and the date of occurrence (or notification) will be listed. The Director will report to Management Committee any type of minor complaint that becomes either frequent or regular.

### **More Serious Concerns**

Any complaints that are more serious, but do not breach government regulations, such as issues relating to children's individual planning, should be referred to the Director/Assistant Director and will be reported to Management Committee by the Director at the next Committee meeting. The name of the parent(s)/guardian(s) who raised the concern will not be reported to Management Committee, unless the parent(s)/guardian(s) specifically requests otherwise. Once the complaint has been addressed by the Director/Assistant Director they will discuss the outcome with the parent(s)/guardian(s) who raised the concern. Once the parent(s)/guardian(s) is/are satisfied with what has been done to address the concern, they, and the Director/Assistant Director, will be required to sign and date a document that will contain:

- A brief description of the original complaint;
- A brief description of the resulting action/resolution/outcome; and
- A statement that the matter is considered resolved by both signing parties.

### **Further Action**

If the parent(s)/guardian(s) is/are not satisfied with the response to any concern, they are encouraged to contact any executive member of the Management Committee, whose names are located on the information board in the Centre's foyer. (Executive members are: President, Vice-President, Secretary, Assistant Secretary and Treasurer.) The contacted executive member shall agenda the concern for the next scheduled Committee meeting. A complaint in writing will be brought directly to the next Committee meeting. In the case of the parent(s)/guardian(s) contacting an executive member verbally, the executive member will not attempt to address the issues personally but will listen to the concern, ask if they have informed the Director/Assistant and try to clarify both the central issues and the sort of resolution the parent(s)/guardian(s) is/are seeking. The executive member will write notes of the conversation, either during the conversation or as soon after as is practical.

The parent(s)/guardian(s) will then be asked to read the executive member's notes as soon as possible after the conversation that this can be arranged. They are to suggest any amendments they would like made and will be asked to sign and date the notes, acknowledging that they represent an accurate record of their concerns. The signed notes shall be tabled at the Committee meeting. In cases where a parent(s)/guardian(s) raises a concern with the Management Committee that person can no longer remain anonymous to Management Committee (the matter will however be treated with the upmost confidentiality).

The Management Committee will define and discuss the issue(s) raised in the complaint. Where necessary they will form a strategy to investigate the circumstances of the complaint. The Committee will then decide what to do to address the problem. As soon as possible, the Management Committee will provide the parent/guardian with written feedback (irrespective of the form the complaint came in). The feedback will include acknowledgement of the complaint and any

responding actions/resolutions/outcomes, the time necessary to conduct an investigation, and will inform the parent/guardian that their concern is being dealt with and provide a timeframe within which to expect a full response.

If the issue is still not dealt with to the parent(s)/guardian's satisfaction, or if the parent/guardian has a dispute with other parent(s)/guardian(s) or with the Centre's Management Committee, the parent(s)/guardian(s) should lodge a grievance, as outlined under section 9, "Grievance Procedure", in the Centre's Constitution. (Copies of the Constitution are available on request from the Director or Assistant Director.) Parents/guardians also have the option of contacting the Centre Licensee: Annette Polities or Jeff Tyson at Moreland City Council on 9240 1256.

Parents/guardians are advised that they are able to discuss complaints or issues relating to the care of their children with Department of Education and Training [DET] on 9488 9488, Level 2 189 Urquhart Street, Coburg.

<https://www.education.vic.gov.au/about/contact/Pages/complaineec.aspx>

### Reporting of Complaints

Parents/guardians need to be aware that under current Education and Care Services National Regulations 2011 Reg 176 the Centre is obliged to notify the DET of any complaint or issue, which occurs at the Service that involves a breach of regulations in writing within 24 hours.

In such cases outlined in the Education and Care Services National Regulations 2011, the Director/Assistant Director will directly notify the Children's Services sections of both Moreland City Council and the DET. The President of the Management Committee will also be notified as soon as possible. Depending on the details of the individual complaint, and at the discretion of the President, the rest of the Committee members will either be informed at the next scheduled Committee meeting, or in a special meeting called by the President for the sole purpose of dealing with issues surrounding the complaint. Whether they are notified by the Director/Assistant Director, or directly by the parent/guardian, Management Committee will address any complaint that involves a possible breach of regulations, and provide feedback to the parent/guardian, in the same way as they would for any other complaint brought to them by a parent/guardian (detailed above).

## FOOD, NUTRITION AND ACTIVE PLAY POLICY

The Centre provides a nutritionally balanced menu that incorporates all of the five major food groups. All menus are developed using the *Eat for Health, Australian Dietary Guidelines 2013* produced by the NHMRC<sup>1</sup>. The Centre in conjunction with the cook and educators, Management Committee and other interested parents, plan a 4-week rotating menu (Winter and Summer), taking into consideration seasonal variations in the availability of food items. The menu is displayed on the Centre noticeboard.

We will always ensure that children are provided with at least 50 per cent of the recommended daily intake, which is equal to:

Food Group	Minimum number of serves to be offered in long day care for 7-12 months olds	Minimum number of serves to be offered in long day care for 13-23 months olds	Minimum number of serves to be offered in long day care for 2-3 year olds	Minimum number of serves to be offered in long day care for 4-8 year olds
Milk and milk alternatives	300mls (Breast milk/formula)	125mls	$\frac{3}{4}$	1
Bread and cereals	20grams (Grain cereal foods) 10grams (infant)	80grams	2	2

<sup>1</sup> National Health and Medical Research Council. 2013. *Eat for Health, Australian Dietary Guidelines 2013*

	cereal dry)			
Fruit	5grams	37.5grams	½	¾
Vegetables	10grams	93grams	1 ¼	2 ¼
Meat and Meat Alternatives	15grams	32.5grams	½	¾
Fats and Oils		4grams	½	½

[https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/n55a\\_australian\\_dietary\\_guidelines\\_summary\\_131014\\_1.pdf](https://www.eatforhealth.gov.au/sites/default/files/content/The%20Guidelines/n55a_australian_dietary_guidelines_summary_131014_1.pdf)

- The amount of food needed each day varies with the age, size and activity level of the child;
- Children are encouraged to try new foods regularly, including different colours, textures, flavours and aromas;
- Food is not used as a reward, incentive or for comfort.

### Food and drink to be provided by the Centre

The Centre provides:

- Breakfast for children before 8.30am;
- Morning tea;
- Two course lunch;
- Afternoon tea;
- Late afternoon snack.

Water is available for children to consume at all times during indoor and outdoor activities. Cooled boiled water is made available to children less than 12 months. **No** drink other than water is to be brought into the Centre.

On an occasional basis, the Centre will provide food that has been produced through food related activities involving the children.

The individual feeding routines of children less than 12 months will be met. Parents/guardians are to consult with educators about their child's requirements. Formula milk is to be made up by the parents/guardians and brought into the Centre in the child's bottles from home. Breast milk and formula milk will be stored in the fridge in the Tiny Tots room. Bottles of formula and breast milk are heated, as needed using a bottle warmer. We encourage and support parents who continue breastfeeding while their child attends the Centre, including providing a comfortable space for mothers to breastfeed at the Centre. Breast milk must be clearly labelled with the child's name and the date of when the milk was expressed.

Special diets and/or cultural and religious considerations are catered for; however the provision of "special" food supplements will be the responsibility of the Parents/guardians and fees will not be reduced. Parents/guardians should consult with educators and the cook concerning these matters. No pork or bacon is used within the Centre. Vegetarian meals are available for children.

Breakfast is provided by the Centre, if children arrive before 8.30am. The Centre will provide cereal only. Parents may bring in a readymade breakfast for their child of toast, fresh fruit, or dry cereal (milk can be added at the Centre). These foods **must not contain or have traces of any peanuts, sesame or seed products** (e.g. **No** peanut butter or cereal containing peanuts). If any other forms of food, other than toast, fresh fruit, or dry cereal come to the Centre with a child, the food will be given back to the parent or placed in the bin. This is to ensure the health and safety of all children especially those with food allergies.

The Centre is committed to the following:

- Educating children and their parents/guardians about the importance of healthy food and healthy eating habits. Healthy eating habits are critical to reduce the risk of health problems in later life such as heart disease, cancer, diabetes and obesity;

- Providing the Centre's families with information on the importance of good nutrition in children through displaying information on the notice board and Centre newsletters;
- Providing a pleasant and attractive place for meals and snack times that are culturally appropriate occasions and provide an environment for social learning and positive interaction;
- Encouraging educators to eat meals with the children to role model appropriate behaviour;
- Always offering a variety of food and, wherever possible, allowing children to serve their own meals (with educator's assistance and supervision);
- Ensuring the nutritional needs and/or dietary requirements of children are appropriately catered for whilst they are attending the Centre;
- Providing a flexible approach to serving and consuming food for children attending the Centre;
- Complying with all legislative requirements in relation to food and food preparation;
- Taking all reasonable precautions to reduce potential food related hazards to children on the premises.

### Allergy Aware

At the Centre no sesame seeds, seed products or nut products are used in cooking. **No** seed or nut products such as peanut butter, Nutella, sesame or poppy seeds as well as multi grains are to be brought into the Centre (*please see Anaphylaxis Policy*).

Information on children's allergies should be regularly maintained and updated by parents/guardians on the child's enrolment forms. Educators should also be made aware of any changes to this information.

When introducing any solids for the first time educators in the room and the Centre cook should be updated when developments occur. If a child is suspected to have a food allergy the food will not be given. Parents/guardians will be informed if an allergy is suspected in any child.

For further information on allergies or nutrition please consult the following: a Local Dietitian, the Royal Children's Hospital, Dental Health Services Victoria, your Local Doctor and Maternal and Child Health Nurse.

### Food Handling Policy

The Centre follows all policies and procedures outlined in the "Food Safety Program" designed by HACCP (Hazard Analysis Critical Control Point). Each year the Centre is required to undergo an independent audit to see that we meet the standards and regulations of the 'Victorian Food Act 1984'. Once all regulations are met the Centre is presented with a "Certificate of Renewal of Registration of Food Premises". The Centre requires the cook to have certificates in 'Food Hygiene for Food Handlers' level 1 and level 3.

Educators are to comply with the following procedures when dealing with food:

1. Follow the Centre's Food and Safety Program;
2. Shoulder length hair, or longer, must be tied back;
3. Educators must wash hands or apply gloves before commencing any food preparation;
4. Appropriate chopping boards, equipment and utensils are to be used;
5. Tongs, spoons or gloves are to be used when serving food to children;
6. The kitchen must be left clean and tidy when finished; all food and equipment must be put away in their correct storage area;
7. Hands are to be washed when finished with food preparation.

### Birthdays

Children may celebrate their birthday at the Centre. Due to food regulations parents/guardians **cannot bring** in a cake or any food products. However, on request, the Educators along with the children can make and decorate a cake. Please see the Centre Director or Educators to organise a date to make a cake. This should be done at least one week prior to your child's birthday.

## Active Play

Active play (play that involves using the large muscles in the body) develops a strong and healthy body, builds motor and co-ordination skills, creates a sense of wellbeing and helps protect from disease. Active play is about moving, being and doing. It is recommended that children one to five years should be physically active every day for at least three hours, spread throughout the day (Get up and Grow) therefore the Centre will:

- Plan and provide outdoor, active play that is stimulating, promotes skill development, considers safety issues and provides adequate supervision
- Consider opportunities for children to be physically active indoors, particularly in adverse weather conditions
- Provide daily opportunities for all children to participate in age-appropriate active play
- Act as positive role models by engaging in physical activity
- Minimise and closely supervising screen-based activities, in line with recommended guidelines

## OCCUPATIONAL HEALTH AND SAFETY POLICY

Occupational Health and Safety is seen as an integral element of the Centre. The Centre has an ongoing commitment to providing, maintaining and promoting a safe working environment that protects the safety, health and welfare of our employees, families, children, students, contractors, visitors and all persons in or near the Centre.

The Centre complies with the Victorian Occupational Health & Safety Act 2004 & OH&S Regulations 2017 and all other relevant regulations or Australian Standards. This is achieved through the development, implementation and maintenance of occupational health and safety systems. The ongoing effectiveness of these systems will be regularly reviewed in consultation with employees and families to achieve continuous improvement.

In day-to-day interactions and procedures, the Centre and its employees will:

- Abide by all pertinent regulations included in Education and Care Services National Law and Workplace Health and Safety Acts;
- Carry out daily checks on playgrounds, equipment and rooms;
- Notify Moreland City Council Building Maintenance Department to carry out essential repairs and remove hazardous situations;
- Employ educators trained in First Aid;
- Ensure that children in risk situations are monitored at all times by educators;
- Ensure that barriers, doors and fencing are in good repair and that children are contained in supervised areas;
- Maintain First Aid kits that are easily accessible at all times;
- Modify hard, sharp or slippery surfaces to reduce attendant risks;
- Record and report all incidents to the Director as soon as reasonably possible;
- Provide gloves to employees when they need to handle chemical substances, food and toileting;
- Ensure that employees are trained in the use, storage of all substances and First Aid treatment in the Centre;
- Ensure that copies of relevant policies, legislation, literature etc. are accessible and promoted to employees and parents/guardians;
- Ensure that employees are involved in regular in-house training in risk minimisation and management related to the carrying out of duties;
- Ensure that employees are made aware of relevant professional development and training opportunities regarding OH&S as they arise;
- Ensure that employees do not carry out duties that put them at risk of physical injury and that such duties are referred to the Director for advice;
- See that procedures are in place to ensure that potential and actual hazards as well as incidents leading to the same, are reported to relevant persons (e.g.: The Director, OH&S

- Representative and Approved Supervisor);
- Ensure that employees are aware of the right and responsibility to report to the OH&S Representative at the Centre;
- Ensure that the OH&S Representative keeps written records of incidents and of communications with the licensee as well as responses and resolutions to these.

### **OH&S Representative/Officer**

An employee is appointed as the Centre's Occupational Health and Safety Officer. (Please refer to the educator's photo board for the elected Occupational Health and Safety Officer). The Occupational Health and Safety Officer's primary role is to make sure that:

- The Centre will adhere to the Occupational Health and Safety Act 2004 and Occupational Health and Safety Regulations 2017;
- The Centre is maintained in good repair;
- The Centre meets all the safety requirements set by the Government and Education and Care Services National Regulations and Act and;
- Employees are trained in First Aid, Asthma and Anaphylaxis management and any other medical treatments required.

Employees will maintain safety standards for all of the children at the Centre at all times. All equipment used will be "safe" and in good repair. Equipment will also be appropriate to the developmental level of the children. Any equipment, which is deemed unsafe, will be removed from the children's program until fixed or replaced.

Any maintenance issues relating to the building will be documented in the Maintenance Report Folder located in the office and reported to the OH&S Officer, who will then report it to Council to get it repaired. Employees and management are not permitted to repair or alter any structure of the building itself.

Educators will ensure that children are supervised at all times and the correct educator ratios are met as stated in the Education and Care Services National Regulations.

Occupational Health and Safety is both an individual and shared responsibility where everyone in the workplace should be aware of potential hazards and take all 'reasonably practicable' steps to prevent accidents, injuries and illness that can be reasonably foreseen.

**To manage Occupational Health and Safety issues the following systematically planned risk management approach will occur as recommended by Worksafe Victoria:**

1. Identify of any hazards and assess the risks;
2. Control the risks;
3. Monitor and review risk controls.

The Centre will provide families with information about the safe storage of potentially dangerous products within the home.

Where appropriate educators will include educational programs to discuss with children about safety issues relating to dangerous products, vermin, plants and objects.

### **First Aid**

The Centre ensures all employees hold current First Aid Certificates. The Centre's Health and Safety Officer is responsible for organising appropriate courses for employees and the Centre will meet the costs. All rooms have access to a First Aid kit, which is regularly maintained.

### **Playground Checks**

Each day before the children enter the outdoor areas, educators are required to conduct a safety check of the playground. This check is to search for any foreign objects or insects and to assess equipment for breakages. If any of the above are found they are to be removed immediately and reported to the Health and Safety Officer. Each educator is then required to sign the safety check sheet once completed. Each room and outdoor area is audited weekly by the Health and Safety

Officer to check for any hazards or broken equipment. Any that are found are reported to the Director who will contact Council and/or Committee to rectify the hazard.

No poisonous or hazardous plants will be grown within the Centre; all plants will be identified and removed if poisonous.

The Centre maintains an agreement with a licensed pest control company for regular after hours servicing of buildings and to protect against insects, spiders and vermin.

The Centre will maintain current information on dangerous products, plants and objects for employees (including relief educators) and visitors. Information on the safe storage of potentially dangerous products will be displayed.

### **Storage and labeling of Dangerous Products**

All potentially dangerous products (diluted as per manufacturer's instructions) will be clearly labelled and stored on a designated shelf in the children's bathrooms, out of the children's reach, labelled with a simple warning sign. This area will also contain a Material Safety Data Sheet, which outlines the product description, directions for use, safety instructions and first aid treatment required. No dangerous products are to be stored in the children's rooms. Any cleaning products stored in the children's rooms will be non-hazardous.

The Centre will also ensure that any large amounts of chemicals (undiluted) are stored:

- In an area inaccessible to children;
- In their original containers which are clearly labelled with the product name and function;
- In a well-ventilated space (if required);
- In an area clearly signed to indicate the storage of potentially dangerous chemicals;
- With material safety data sheets and emergency phone numbers adjacent.

Sourced: Worksafe Victoria

Occupational Health and Safety Act 2004

NCAC

Occupational Health and Safety Regulations 2017

Dangerous Goods (Storage and Handling) Regulations 2000

## **CHILD SAFE POLICY**

**Every child has the right to feel and be safe. Derby Street Children's Centre is committed to providing an environment where the welfare of the children in our care is our first priority and have a zero tolerance approach to child abuse. This means that the interests and welfare of all children are our prime consideration when any decision is made about planning, delivery of services, management of facilities and assessment procedures at the centre**

The Centre has a moral and legal responsibility to ensure that all children are safe in their care and will provide training, resources, information and guidance to support this. The Centre is committed to:

- Ensuring the health, safety and wellbeing of children at the service is protected at all times while also promoting their learning and development;
- Supporting the rights of all children to feel safe, and be safe, at all times;
- Finding out what makes children feel safe in our Centre and regularly communicating with children about what to do when they feel unsafe.
- Developing and maintaining a culture in which children feel valued, respected and cared for;
- Supporting cultural safety, participation and empowerment for Aboriginal, culturally or linguistically diverse background children and their families;
- Welcome children with disabilities and their families;
- Welcome same-sex attracted, intersex and gender diverse children and families;



- Fulfilling its duty of care obligations under the law by protecting children from any reasonable, foreseeable risk of injury or harm;
- Ensuring that people caring for children at the service act in the best interests of the child, and take all reasonable steps to ensure the child's safety and wellbeing at all times; Encouraging active participation from parents/guardians and families at the service, and ensuring best practice is based on a partnership approach and shared responsibility for children's health, safety, wellbeing and development;

### **Reporting Procedure**

Derby Street Children Centre Educators are not mandated to report suspected child abuse under current child protection legislation however the Director and Kindergarten Teacher are mandated. Although the Educators are not mandated they do have a duty of care to protect the children from harm. Section 183 of the Children, Youth and Families Act 2005 states that **any person** who believes on reasonable grounds that a child is in need of protection may report their concerns to Child Protection. This means that any person, including non-mandated licensed children's services or school staff, are able to make a report to Child Protection when they believe that a child or young person is at risk of harm and in need of protection, and the child's parents are unable or unwilling to protect the child.

The Centre Management will:

- Work within the guidelines of the protocol issued by Department of Human Services Child Protection Services, Department of Education and Training, Licensed Children's Services and Victorian Schools;
- Maintain the confidentiality of all child protection information;
- Ensure that in every situation, the interests of the child are paramount;
- Ensure that all observations of a protective nature are recorded in the 'Confidential Book', kept in a locked filing cabinet in the Centre office;
- Support educators throughout the investigation of protective issues including providing access to counseling services.

Notifying of your belief that child abuse is occurring can be the first important step in stopping the abuse and protecting the child from further harm. To report an abuse case, we must have 'reasonable belief' or a 'belief on reasonable grounds'

Forming a belief on reasonable belief may include:

- A child tells you they have been abused;
- A child tells you that they know someone who has been abused (often a child is talking about themselves);
- Someone else tells you, such as a relative, friend, acquaintance, sibling of the child, that they know or believe that the child has been abused;
- Observations of the child's behaviour or development lead you to believe the child has been abused;
- physical indicators of abuse such as non-accidental or unexplained injuries; persistent neglect, or inadequate care and supervision lead you to believe that the child has been abused;
- Other signs such as family violence, parental substance misuse, psychiatric illness or intellectual disability that is impacting on the child's safety, stability or development.

### **If a Child Discloses Abuse:**

When educators are managing:

- Listen to the child's story, in private if possible, (being aware of other children who might also hear the disclosure and preventing this if possible);
- Try to remain calm and not display expressions of panic or shock
- Use a neutral tone with no urgency and where possible use the child's language and vocabulary
- Be patient and non-judgmental throughout
- Allow the child to talk at their own pace and in their own words

- use verbal facilitators such as, "Okay, I see", restate the child's previous statement, and use non-suggestive words of encouragement, designed to keep the child talking in an open-ended way
- Let the child know they are believed and that it's not their fault, no matter what the circumstances;
- Tell the child they were right in speaking to you about it;
- Explain to the child what you are going to do to arrange help e.g. who you need to tell;
- Notify the Centre Director immediately;
- Document the child's statement of events by completing 'Responding to an incident, disclosure suspicion of child abuse'

When managing a disclosure, you should avoid:

- Asking questions that are investigative and potentially invasive, and may make the child feel uncomfortable and cause them to withdraw
- Going over the information time and time again (you are only gathering information to help you form a belief on reasonable grounds that you need to make a report to the relevant authority
- Asking leading questions, but instead, gently ask, "What happened next?" rather than "Why?"
- Pressuring the child into telling you more than they want to.

#### **If an adult or a parent discloses abuse:**

- Educators are to report to the Centre Director any conversations where suspected abuse is disclosed and any relevant carer/staff observations;
- Educators are to ensure the conversation is documented by completing 'Responding to an incident, disclosure suspicion of child abuse'
- .

#### **Educator's observation of suspected abuse**

If an educator has any concerns that a children in their care has been, or is, being maltreated they will immediately advise the Centre Director, or in the Director's absence, the Assistant Director.

1. Educators will record the following information in by completing 'Responding to an incident, disclosure suspicion of child abuse'
2. Names, in full, of the people involved e.g. person who raised the concern, the people you have reported the concern to, and names of the children;
3. Relevant dates and times;
4. Child and family background information
5. Factual and objective information about what was seen, what has been said and what has happened;
6. What authorities your concern has been reported to;
7. Details of discussion held with parents or why no discussion has taken place;

Information will be treated with the highest level of confidentiality and in accordance with the Privacy Policy. General discussions about the matter will not occur. Recorded information will be stored in a locked cabinet in the Centre office.

Once all the provided information is assessed, the Centre Director will follow *the 'Four critical actions for early childhood services: responding incidents, disclosures and suspicions of child abuse'* if they believe in conjunction with educator that there is belief on reasonable grounds for notification..

[https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood\\_FourCriticalActions.pdf](https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood_FourCriticalActions.pdf)

*Note: Although we recommend educators talking to the Director/Assistant Director prior to reporting, educators can report directly without consultation.*

We are committed to giving support to families. We maintain details of agencies and individuals in the community available to support and counsel families.

Educators and parents/guardians should not investigate concerns themselves. This is the role and responsibility of the Child Protection Office, Department of Health and Human Services.

### **Process if employees are suspected of abuse.**

As of the 1<sup>st</sup> January 2019 under the Reportable Conduct Scheme if it is suspected that an employee or voluntary worker in the Centre has abused a child or allegations are made against them, the Centre Director (Head of organisation) must:

1. Notify the Commission for Children and Young People within 3 business days of becoming aware of any reportable allegations.
2. Investigate an allegation – *subject to police clearance on criminal matters or matters involving family violence.*
3. *Must advise the Commission who is undertaking the investigation.*
4. *Must manage the risks to children.*
5. *Within 30 calendar days you must provide the Commission detailed information about the reportable allegation and any action you have taken.*
6. *Notify the Commission of the investigation findings and any disciplinary action the head of entity has taken (or the reasons no action was taken).*

Employees or voluntary workers under suspicion will be suspended while the matter is investigated and will be informed of their rights.

### **Child Safety Person**

Two Child Safety Persons (CSP) have been nominated to have the specific responsibility for responding to any complaints made by staff, volunteers, parents or children. If a person does not feel comfortable making a report to the nominated CSP they may report their concern to the President of Management Committee.

Photos of the CSP are displayed on the staff photo wall in the front foyer.

### **Staff Training**

We are committed to maintaining and increasing employee awareness of how to prevent, recognise and respond appropriately to child abuse and neglect. The Centre will ensure employees attend training bi annually relating to child abuse and neglect. As part of their induction, new employees will familiarise themselves with Centre policies relating to child protection and will be encouraged to read resource materials.

### **Employment of Educators**

Our prime considerations when choosing educators are ensuring they have the skills and attributes, which contribute to the children's safety and to their physical, emotional, intellectual and social development.

The Centre's employment procedures include a need for:

1. Current National Police Check and Working with Children Check are required where roles have contact or responsibility for children and for roles of influence or authority over children, such as leadership positions.
2. Assess the qualifications and prerequisites required to ensure the staff are appropriately skilled for the role
3. Thorough checking of applicants work histories, making personal contact with referees and past employees. This is done with the applicant's consent.

Our child safe policies are available to all parents/guardians and prospective users of the Centre. If parents/guardians have concerns about the treatment of a child or the behaviour of a member of

staff or visitor, they are encouraged to make these concerns known to the Director or Assistant Director, who will ensure the matter, is investigated and action is taken.

### **Education of Child Safety**

The Centre believes that personal safety education for children and parents is important for the prevention of child abuse. We encourage parents to make use of educational programs in the community. We invite parents to participate and reinforce the safety concepts at home.

Parents are encouraged to borrow books on child protection for their own reference. Books about personal safety for young children are available in the office.

Regular training ensures employees are comfortable about responding to questions and disclosures from children.

### **WATER SAFETY**

The safety and supervision of children is paramount when in or around water. This relates to water play, excursions near water, hot water, drinking water and hygiene practices with water in the Centre environment. Children will be supervised at all times during water play experiences.

Grey water systems or water tanks will be labeled with “**Don’t drink**” signage and the children will be supervised in this area to make sure they are not accessing this water for drinking. Staff will discuss with the children that this water is for the purpose of play and not for drinking.

Staff will ensure water troughs or containers for water play are filled to a safe level. These activities will be supervised at all times by educators and containers or troughs will be emptied onto garden areas after use. Children will be discouraged from drinking from these water activities.

The children will be provided with clean drinking water at all times. This water will be supervised to ensure that it is safe and hygienic for consuming. Water containers must always be securely sealed. At the end of each day, the water container must be emptied and cleaned thoroughly. Buckets used for general cleaning in the Centre will be emptied immediately after use. No buckets will be left in play areas or accessible to children.

No hot drinks are to be brought into children’s rooms.

Excursions will not be located near bodies of water. If an excursion occurs where children must pass water the educators will ensure correct educator: child ratios are met as per *Education and Care Services National Regulations 2011* and follow all guidelines set out in the *Excursion Policy*.

The children’s play areas will be checked each morning to ensure no containers or pools of water are accessible children. If rain occurs during the day, outdoor play areas will be checked for safety prior to the children entering the outdoor environment.

### **HEALTH POLICES**

#### **Rest Time**

All children are required to rest during the day. This does not mean that they must sleep; they may be encouraged to participate in quiet activities instead. It is often a long day for the children who attend the Centre and rest is as important as play.

#### **Safe Sleep**

The Centre is responsible for the day-to-day care of many children, which includes time that these children spend asleep. The Centre has a duty of care to ensure all children in the Centre are provided with a safe sleeping environment.

The Centre follows the practises for safe sleep recommended by 'SIDS and Kids'. These practises will reduce the risk of SIDS and create a safe sleeping environment for all children.

#### **Educators will:**

- Babies, under one year of age, wherever they sleep, should be placed on their backs, unless directed in writing by a medical practitioner;
- Sleep babies with head and face uncovered;
- Babies should be placed at the bottom of the cot to prevent them from wriggling down under the bed sheets. No quilts or doonas will be used. Light bedding such as thermal blankets, will be firmly tucked in at the bottom to prevent them covering the baby's head during sleep;
- Keep babies smoke free - children will not be exposed to cigarette smoke while attending the Centre.

To prevent serious sleeping accidents the Centre will provide:

#### **A Safe Cot**

Only cots that meet the Australian Standard 2172 for Cots will be used. The mattress will be firm fitting in the cot, clean and in good condition.

#### **A Safe Mattress**

The mattress and bedding will be cleaned weekly if used by one child. If children share the cot on different days of the week the cot and sheeting will be cleaned in between children.

#### **Safe Bedding**

No pillows, cot bumpers, quilts, doonas, duvets, lambskins or soft toys will be used or placed into a cot with child.

If babies are wrapped or swaddled, only a cotton or muslin wrap will be used, and the babies head will not be covered.

The Centre will take the following precautions in relation to sleep safety:

- Dangling cords or string, including mobiles, will be moved away out of infants' reach;
- Heaters and electrical appliances will be kept well away from the cot to avoid the risk of overheating, burns or electrocution;
- Wall mounted heaters will not be in close proximity to where children, toddlers or babies sleep;
- Safe sleep policy and emergency response sheets are displayed in the Tiny Tots room, for Centre and relief staff to follow;
- Parents will be provided with information on safe sleep on enrolment to the Centre and regularly updated throughout the year. Educators will receive annual training on safe sleep.

All the above information has been sourced from 'SIDS and Kids'.

#### **Clothing**

Throughout the day each child will participate in a wide variety of learning experiences. Children are unable to gain maximum benefit from such experiences if they are worried about getting good clothes dirty. Whilst educators make a concerted effort to prevent children's clothing from the effects of craft material, water etc. by using protective clothing, accidents do happen.

It is therefore recommended that children are dressed in appropriate and comfortable play clothes in accordance with the current weather conditions. Clothing that presents choking hazards, such as capes or jumpers with cords, is discouraged. Educators will be mindful of the appropriateness of the weight of children's clothing during rest time and change them accordingly.

In order to promote each child's independence in toileting please ensure that clothes have elastic waistbands. Jeans with tight buttons and zips, overalls, braces, tight belts and tights make independent toileting difficult. A minimum of four changes of clothes is required during toilet training.

It is recommended at least one set of the child's own clearly labelled clothing is packed into their childcare bag to be used in the event of an accident or the occurrence of significant weather changes.

Educators convey respect to cultural differences with regards to clothing and attitudes to dress.

We encourage children to wear shoes with enclosed toes and heels or supporting straps around the heels. For health and safety reasons thongs, clogs, flip-flops and masseurs are deemed inappropriate.

## MEDICAL POLICY

### **Medication**

#### **Prescribed Medication**

- No medication of any type will be administered if the expiry date has elapsed;
- Prescription medication will only be administered at the Centre if prescribed by a medical practitioner. It must be in the original container and labelled by the pharmacy with the child's full name and the dosage to be given. Handwritten alterations to the label are not acceptable. Dosage of any medication, whether prescription or non-prescription, will only be administered according to the label. Any alterations to the prescription label must be made by the Chemist from Doctor's instructions, not handwritten;
- Parents/guardians must complete and sign the Medication Book each day or medication will not be given.

A Medication Book will be maintained in each room containing details of parent's/guardian's authorisation, name of medication, dosage to be administered, time or circumstances it should be administered, dosage actually administered, who administered the medication, who checked the dosage administered and indications of when the last dosage was given. Times for any medication/remedy to be administered must be in accordance with the instructions on the label of the medication/remedy.

#### **Over-the-counter Medications**

For educators to administer non-prescription medication parents/guardians must have:

- Clearly marked the child's full name on the bottle or tube and packaging - not just the packaging;
- Details must be completed in the Medication Book.

Educators will only administer non-prescription medication for two days in any one week without a Doctor's note. The only time medication will be given more than twice a week is under written instruction from a Doctor. The Doctor's instructions must state the child's name, medication, dose and time to be given. This policy has been designed to avoid any inappropriate use of medication for children within the Centre. The Centre will not be responsible for any consequences that may arise from administering medicine as instructed in writing by a Doctor.

#### **Panadol or Nurofen**

Panadol or Nurofen will only be administered by educators when a child has a temperature which exceeds 38.5 degrees Celsius (as recommended by the Royal Children's Hospital).

Parents/guardians permission will be sought prior to giving Panadol. This will involve an educator phoning a parent/guardian and asking for permission. The parent/guardian is required to give verbal authorisation to two educators and is required to sign for the dosage when their child is collected. Parents/guardians will be required to collect the child from the Centre.

[http://www.rch.org.au/kidsinfo/fact\\_sheets/fever\\_in\\_children/](http://www.rch.org.au/kidsinfo/fact_sheets/fever_in_children/)

If a child does not have a temperature and parents/guardians wish their child to have a single dose or a dose every 4 hours of Panadol or equivalent throughout the day educators will require written instructions from a Doctor.

Educators will record details of the illness/symptoms shown by the child in the Accident, Injury and Illness Book as shown below:

- Date of illness
- Time of illness
- Name of child
- Nature of illness
- Action taken (first aid)
- Name of person notified of the illness
- Date and time notified
- Name of educator making the entry and signature
- Parent's/guardians signature

### **Homoeopathic/Naturopathic Medications**

All Homoeopathic and Naturopathic medications are to be given as per procedures outlined under the 'Prescribed Medications' section of this policy.

**All medication must be stored in the Tiny Tots room fridge in the container provided. If it cannot be stored in the fridge it must be kept in the Centre office, in the container provided. No medication is to be stored in the children's room.**

### **How to Administer Medication**

1. Before medication is given to a child the educator will verify the correct dosage and medication name with another educator against the parent consent form and medication bottle.
2. One educator will measure out the correct dosage and the other educator will check it before giving it to the child.
3. One educator will administer the medication to the child while the other educator is watching.
4. After giving the medication the educators will complete the following details on the medication form: date, time, dosage, medication given, person who administered, person who verified. Then both educators are to sign.

**Educators will never administer medication to a child by themselves, if the dosage and child's name is incorrect or if parents have not given permission.**

### **Medical Conditions Policy**

Parents/guardians of a child with a medical condition that requires prolonged preventative medication for example Asthma, Epilepsy, Anaphylaxis and Diabetes, should provide the Centre with an Asthma/Anaphylaxis/Diabetes Medical Management Plan completed and signed by a Doctor at the time of enrolment. A risk minimisation plan will be required to be completed before commencing at the Centre. The Centre Director in consultation with the family will develop the plan. If for any reason educators cannot administer a medication/remedy, parents/guardians will be notified. Parents/guardians are encouraged to speak to the Centre Director if they have any questions in regard to this matter. Educators must indicate 'not required' or 'not given' in their section and sign as usual, if medication is not administered.

### **Emergency Medical Attention**

In the case of a medical emergency educators will implement the child's current medical management plan if provided as part of the child's enrolment.

Educators will administer first aid and provide care and comfort prior to the parents/guardians or ambulance arriving.

An ambulance will be called, parents/guardians will be notified or, upon failure to contact parents/guardians, emergency contacts will be notified. Parents or emergency contact person must attend the Centre immediately. If they fail to arrive at the Centre prior to the ambulance they will need to meet their child and educator at the hospital. Enrolment forms will be taken to the hospital to pass on relevant information to hospital staff. It is therefore **essential** you keep these records up

to date. The parent(s)/guardian(s) will incur all ambulance and hospital related costs.

In the event of an accident or illness that requires medical attention (not an ambulance), the parent/guardian will be notified or, upon failure to contact the parents/guardians, emergency contacts will be notified. Parents/guardians or emergency contact persons must attend the Centre immediately to collect their child and seek medical attention. There will be no refund of fees for time away from the Centre for any illness or accident.

The Centre Director will notify the Australian Children's Education and Care Quality Authority and Moreland City Council if the child requires medical attention from a medical practitioner, or is admitted to hospital, and will supply both departments with a copy of the accident/incident report within 24 hours.

### **Smoke, Alcohol, Drug Free Zone**

The Centre is a smoke, alcohol and drug free environment. ***No smoking, consuming of alcohol or drug use is permitted on the premises, either indoors or outdoors.*** This applies to ***anyone*** on the premises, including all parents/guardians, friends/relatives, employees and visitors.

Employees who wish to smoke must do so at least 5 metres away from the Centre and out of sight of all children. In addition to this, to minimise the children's exposure to residual smoke, employees who wish to smoke must bring to work an extra jacket or top specifically for smoking in. This "smoking jacket" must be worn whilst smoking and then removed before the smoker re-enters the Centre grounds. Employees who smoke must also wash their hands as soon as possible after smoking, before coming back into close proximity to children or food.

### **Dental Health**

The Centre is committed to actively promoting and encouraging good dental hygiene. Educators are aware of the importance of having a dental care routine that is followed throughout the Centre and at home, and the importance of establishing good dental care practices at an early age. Hygiene is an important consideration to be taken into account when dental care is being incorporated into the program with so many young children.

Children up to the age of eight years require adults to assist in tooth brushing. Given the number of children in the rooms, time prohibits us from giving children the one-on-one time and supervision they require for effective tooth brushing. Also, the high risk of cross contamination and hygiene considerations of storing and cleaning toothbrushes makes tooth brushing an ineffective procedure at the Centre.

Educators at Derby Street encourage all children to practice correct dental hygiene by:

- Providing water with meals and encouraging swishing of mouth with water after eating;
- Minimising sugary foods to protect teeth;
- Not allowing bottles in cots or children falling asleep with bottles to minimise the effect of milk and the teat on teeth;
- Providing water throughout the day which provides fluoride for the teeth;
- Encouraging children to drink and enjoy water and to eat fresh fruit and vegetables;
- Educating children by having discussions and stories in relation to appropriate food choices to strengthen teeth and reduce tooth decay;
- Providing families with information on dental care practices that are recommended by recognised health and dental care authorities;
- Displaying posters promoting healthy teeth and gums and correct oral hygiene;
- If possible having an annual visit from a Dental Service to educate pre-school children on dental hygiene and to check children's teeth (with parent/guardian consent);
- Reminding children that the most important times of the day to brush their teeth are before bed - so any sugar etc, is removed before they go to sleep - and in the morning;
- The active involvement of educators in oral health professional development opportunities;
- Teaching children to care for their teeth and gums by showing correct tooth brushing techniques;



- Planning a weekly menu around the five food groups to encourage good eating habits in the children. The menu has restrictions on sugary foods and fruit is given to the children twice a day, with water available at all times. Parents are also encouraged to participate in the menu planning.

By supporting all of the above, in conjunction with educating children, educators and families, we hope to promote a strong awareness of dental care throughout our Centre, our programs and within the home.

## ANAPHYLAXIS POLICY

Anaphylaxis is a severe, life-threatening allergic reaction. Up to two per cent of adults and up to five per cent of children are at risk. The most common allergens in young children are eggs, peanuts, tree nuts, cow's milk, bee or other insect stings, and some medications.

A reaction can develop within minutes of exposure to the allergen, but with planning and training, a reaction can be treated effectively by using an adrenaline auto-injector called an EpiPen®.

The Centre recognises the importance of the educator's responsibility for the children at risk of anaphylaxis. Educators will undertake training that includes preventative measures to minimise the risk of an anaphylactic reaction, recognition of the signs and symptoms of anaphylaxis and emergency treatment, including administration of an EpiPen®.

Educators and parents/guardians need to be made aware that it is not possible to achieve a completely allergen-free environment in any Centre that is open to the general community. Educators will not have a false sense of security that an allergen has been eliminated from the environment. Instead the Centre recognises the need to adopt a range of procedures and risk minimisation strategies to reduce the risk of a child having an anaphylactic reaction, including strategies to minimise the presence of the allergen in the Centre.

Families are prohibited from bringing any food into the Centre unless it is breakfast and has been checked by an educator for any products as outlined in the Nutrition Policy. Kinder children will be exempted from this at the end of the year when they are required to bring in a lunch box for school preparation. Families are also required to check with educators before bringing in any products for pasting or for the rooms to use.

Under the Education and Care Services National Regulations 2011 the Centre is required to have a Risk Minimisation Plan for each child with Anaphylaxis. The minimisation plan will identify exposure to the allergens, how they can be prevented and who is responsible for preventing the exposure.

**All parents/guardians of children with anaphylaxis will be given a full policy outlining all that is required of them and the Centre. The parents/guardians, in conjunction with the Centre educators, will develop a risk minimisation plan for the child. If parents/guardians of children who do not have anaphylaxis would like a copy of the policy, please see office staff.**

Information sourced: Anaphylaxis Australia, Asthma Foundation and Education and Care Services National Regulations 2011

## ASTHMA POLICY

Asthma is a chronic health condition affecting approximately one in nine children. It is one of the most common reasons for childhood admission to hospital. While an average of two people die in Victoria each week from asthma, many of these deaths are thought to be preventable. Community education and correct management will assist in minimising the impact of asthma.

It is generally accepted that children under the age of six do not have the skills and ability to recognise and manage their own asthma effectively. With this in mind, the Centre recognises the

need to educate educators and parents/guardians about asthma and to promote responsible asthma management strategies.

### **Plan of action for a child with diagnosed asthma**

The parents/guardians of a child with asthma together with a medical practitioner, will discuss and agree on a plan of action for the emergency management of an asthma attack based on the 'Asthma First Aid' developed by Asthma Australia. The 'Asthma First Aid' plan will be included as part of, or attached to, the child's asthma action plan and enrolment record.

The plan should include action to be taken where the parents/guardians have provided the Centre with asthma medication and in situations where this medication may not be available.

Centre educators will receive Emergency Asthma Management training and be updated as required.

**All parents/guardians of children who have asthma will be given a full policy outlining all that is required of them and the Centre. If parents/guardians of children who do not have asthma would like a copy of the policy, please see office staff.**

Information Sourced: Asthma Foundation

## **DIABETES POLICY**

Type one diabetes is an autoimmune condition, which occurs when the immune system damages the insulin producing cells in the pancreas. This condition is treated with insulin replacement via multiple injections or a continuous infusion via a pump. Without insulin treatment type one diabetes is potentially life threatening.

Children with diabetes need to adhere to a diet that contains regular amounts of carbohydrate foods. **It is recommended that children with diabetes follow the Dietary Guidelines for Australian Children when making food choices. Children with diabetes need to eat a certain amount of carbohydrates to maintain their insulin levels. Parents/guardians along with a Dietitian will provide an eating plan that best suits their child.**

A medical practitioner in consultation with the child's parents/guardians will develop a management plan. This management plan will include:

- The signs and symptoms of a Hypoglycaemia otherwise known as a "Hypo" (Low blood glucose level (BGL), when the BGL falls below 4 mmol/L)
- Treatment of a "Hypo";
- Signs and symptoms of Hyperglycaemia when the BGL is above 15.0mmol/L;
- Treatment of Hyperglycaemia;
- Emergency contact numbers.

Educators will be trained as required in all aspects of the treatment of diabetes.

**All parents/guardians of children who have diabetes will be given a full policy outlining all that is required of them and the Centre. If parents/guardians of children who do not have diabetes would like a copy of the policy, please see office staff.**

Information sourced: Diabetes Australia/Victoria and Royal Children's Hospital

## **IMMUNISATION POLICY**

The Victorian Government has amended the Public Health and Wellbeing Act 2008. The amendments mean that the Centre cannot confirm enrolment of a child unless parents/guardians provide documentation that shows the child:

- Is fully vaccinated for their age or;
- Is on a recognised catch up schedule if their child has fallen behind with their vaccinations;  
or
- Has a medical reason not to be vaccinated.

### ***Conscientious objection, to vaccination is not an exemption***

Children's immunisations should be kept up to date and the child's Immunisation Record shown to the Director at the time of enrolment and as the child receives each immunisation.

The Centre does not take responsibility for ensuring children's immunisation records are updated.

If there is an outbreak of an infectious disease or suspected infectious disease, then any children who may ***not have been immunised*** against that illness will ***be excluded from attending the Centre*** for the period specified by the Health Department. It is ***essential*** you keep your records at the Centre up to date to reduce any exclusion time.

In Victoria, from **July 2018**, the routine schedule of vaccines provided free under the National Immunisation Program changed. Please see the following link for updated information:

<https://www2.health.vic.gov.au/about/publications/policiesandguidelines/immunisation-schedule-july-2018>

## **INFECTIOUS CONDITIONS POLICY**

### **Infectious Diseases**

If a child or member of the family is diagnosed as having an infectious disease the Director must be notified immediately. The exclusion list, as set by the Department of Human Services and Health, can be found displayed on the Centre's notice board or through the following link:

<https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion>

The exclusion list indicates the specified diseases that will require exclusion. However, we do ask parents' assistance in keeping their child home when unwell to help reduce the spread of any illness in the Centre.

All parents/guardians must be informed if any Centre child or employee has an infectious disease. A "Clearance Certificate" (medical certificate and proof of treatment) must be provided by the person with the infectious disease before they will be permitted on the premises. This is to ensure the person is no longer infectious or a risk to others.

Written information will be emailed to families of any current illnesses in the Centre. (Unimmunised children may be excluded - see immunisation section above).

If a sibling or family member of a child attending the Centre has contracted an infectious disease, the Centre must also be informed.

### **Notifying the Department of a Disease Outbreak**

Infectious diseases still occur frequently throughout the world, so constant vigilance is required to prevent the reappearance of a disease thought to have been conquered. The Centre is required to report any of the medical conditions outlined by the Department of Health and Human Services to the DHS Regional Office on 1300 651 160, whether presumptive or confirmed.

The Centre will follow the procedure outlined below when reporting a disease:

1. Educators will notify the Director or in her absence the Assistant Director of the report. The Director will then commence the following;
2. Contact the family who has reported the disease;

3. To determine the correct epidemiological response the following steps must be carried out when investigating an outbreak. Determine or obtain:
  - Date, time and place of function or incident
  - The number of people ill and number of persons "at risk"
  - Symptoms and severity, e.g. if any cases have been hospitalised
  - Onset dates and times for cases
  - Duration of symptoms
  - List of residents, guests, patrons
  - Names and phone numbers of any contact person or organisers or contact details for all exposed persons
  - Whether any staff were ill prior to the outbreak or worked while symptomatic
  - Copies of menus from the Centre for at least 3 days prior to the onset of symptoms for the first case
  - Illness in any person prior to the event or whether anyone vomited in a public place
  - Circumstances which allegedly implicate a particular source.
4. Once the correct epidemiological response is determined (informed from the doctor) the Director will notify the Regional Office on 1300 651 160 if required immediately or complete the Confidential - Notification of Infectious Disease form and send to:
  - Communicable Disease Prevention and Control Unit
  - Victorian Government Department Health of Human Services
  - Reply Paid 65937, Melbourne Victoria
  - Or
  - Fax to 1300651170

A list of the Reportable Diseases can be found at:

<https://www2.health.vic.gov.au/public-health/infectious-diseases/school-exclusion>

## ILLNESS

The Centre, as far as practicable provides a safe and healthy environment for all children, employees and any other persons participating in the program.

However, educators will notify parents/guardians on arrival or as soon as symptoms present, if they believe the child shows signs of being ill or a temperature becomes present or has:

- Gastroenteritis.
- Respiratory infection (more than just the common cold).
- Hand, foot and mouth disease (when weeping blisters are present).
- Any of the infectious diseases listed in the DHS *Communicable Diseases Exclusion Table* (refer to Infectious Diseases Policy).

Parents/guardians will be required to pick their child up from the Centre and will be advised that the child is not able to return to the Centre until well, or if an infectious disease, according to the DHS *Communicable Diseases Exclusion Table*. Educators will try and keep an ill child comfortable, away from other children and under observation until the parent(s)/guardian(s), or person authorised to collect the child from the Centre arrives.

### **General Infectious Conditions**

In relation to infectious conditions such as worms, head lice, etc. parents/guardians will be contacted to collect their child. In the case of gastroenteritis, parents/guardians will be contacted after two watery/runny nappies or motions have occurred at the Centre. It is advised that parents/guardians seek treatment for their child from their family doctor. A Medical Clearance Certificate will be required before returning to the Centre.

The Centre will not seek medical attention for general infectious conditions and parents/guardians are required to collect their child or organise for someone else to do so, notifying the Centre of

their intentions. Collection will need to be immediate to reduce the spread of infection to other children.

Educators are not doctors and cannot diagnose a condition and can only recognise symptoms. Parents/guardians will need to receive clarification from a doctor, and if the child is not infectious can return the child to the Centre with a clearance certificate from the Doctor. Fees will not be reduced for time lost due to consultation with a doctor.

### **Checking for symptoms of illness**

Be aware of symptoms of illness throughout the day. If your child is showing any of these symptoms, please keep them at home and seek medical advice. If any of these symptoms become evident during a child's day at the Centre, they will be documented in the Illness Book (which will require parent/guardian signature) and parents/guardians will be notified to come and collect their child.

The publication *Staying Healthy in Child Care* recommends the following things to look for:

- High fever—a high fever in a young child can be a sign of infection, and needs to be investigated to find the cause. However, fever by itself is not necessarily an indicator of serious illness).
- Drowsiness—the child is less alert than normal, making less eye contact, or less interested in their surroundings.
- Lethargy and decreased activity—the child wants to lie down or be held rather than participate in any activity, even those activities that would normally be of interest.
- Breathing difficulty—this is an important sign. The child may be breathing very quickly or noisily, or be pale or blue around the mouth. The child may be working hard at breathing, with the muscles between the ribs being drawn in with each breath.
- Poor circulation—the child looks very pale, and their hands and feet feel cold or look blue.
- Poor feeding—the child has reduced appetite and drinks much less than usual. This is especially relevant for infants.
- Poor urine output—there are fewer wet nappies than usual; this is especially relevant for infants.
- Red or purple rash—non-specific rashes are common in viral infections; however, red or purple spots that do not turn white if pressed with a finger require urgent medical referral because the child could have meningococcal disease.
- A stiff neck or sensitivity to light—this may indicate meningitis, although it is possible for infants to have meningitis without these signs.
- Pain—a child may or may not tell you they are in pain. Facial expression is a good indicator of pain in small infants or children who do not talk. General irritability or reduced physical activity may also indicate pain in young children.

If a sibling or family member of a child attending the Centre has contracted an infectious disease, the Centre must also be informed.

### **Common Cold**

If a child with a common cold needs cannot be met adequately, or if the child is at risk of spreading the infection (e.g. coughing constantly), the Director or educator will notify the parent(s)/guardian(s) who will be requested to collect their child as soon as possible.

### **Illness book**

A book will be present in each room for the documentation of illnesses occurring in the Centre, however minor. If a parent/guardian reports an illness that has occurred prior to the child attending the Centre, it shall also be recorded in the Reported Illness Folder in the Centre office.

### **Procedures for nappy change to help stop spread of infection**

The following procedures are in place to help prevent the spread of infections:

Changing nappies of children who have soiled themselves:

1. Wear disposable gloves.
2. Remove the child's nappy and any soiled clothes and place into plastic bags/lined rubbish bin.
3. Clean the child's bottom, wiping front to back.  
Remove the gloves before touching the child's clean clothes or putting on a clean nappy. Do not let your skin touch the outer contaminated surface of the glove. Put the gloves in the bin.
4. Dress the child and wash the child's hands.
5. Wash the nappy change area with neutral detergent and warm water, use a paper towel. Put the paper in the bin. Remove gloves as above and wash your hands.

*This procedure was prepared based on information provided in Staying Healthy in Child Care (2012), Fifth Edition,*

#### **How to wash hands**

1. Use liquid soap (preferable) and running water.
2. Wash hands vigorously and count to 10.
3. Rinse hands well and count to 10.
4. Turn off the tap with a piece of paper towel.
5. Dry hands well with new paper towel.

#### **When to wash hands**

- Before handling food, including baby's bottles.
- Before eating.
- After changing a nappy.
- After removing gloves.
- After going to the toilet.
- After cleaning up blood, faeces or vomit.
- After wiping a nose, a child's or your own.
- Before giving medication.
- After handling garbage.
- After coming in from outside play
- Before and after handling animals.

#### **When to wash the children's hands**

- On arrival at the Centre (Parent's/guardians can help with this)
- Before and after eating and handling food.
- After having their nappy changed.
- After going to the toilet.
- After coming in from outside play.
- After touching nose secretions.
- After coming in contact with blood, faeces or vomit.
- Before going home
- Before and after handling animals.

This guideline was prepared based on information provided in *Staying Healthy in Child Care (2012), Fifth Edition*, [www.nhmrc.gov.au/publications](http://www.nhmrc.gov.au/publications)

## **SUNSMART POLICY**

Too much of the sun's UV radiation can cause sunburn, skin and eye damage and skin cancer. Infants and toddlers up to four years of age are particularly vulnerable to UV damage due to lower levels of melanin and a thinner stratum corneum (the outermost layer of skin). UV damage accumulated during childhood and adolescence is strongly associated with an increased risk of skin cancer later in life.

This SunSmart Policy has been developed to:

- Ensure all children, educators and staff are protected from over-exposure to UV radiation;
- Ensure the outdoor environment provides shade for children, educators and staff;
- Ensure children are encouraged and supported to develop independent sun protection skills;
- Support duty of care and regulatory requirements; and
- Support appropriate OHS strategies to minimise UV risk and associated harms for educators, staff and visitors.
- 

The Centre has adopted a SunSmart Policy, which takes place throughout the year. A combination of the sun protection measures listed below are required from mid August until the end of April, and whenever the UV Index is three or higher.

Educators are encouraged to access the SunSmart UV Alert at [sunsmart.com.au](http://sunsmart.com.au) to find out local sun protection times to assist with the implementation of this policy.

Parents/Guardians are to provide hats for their children during the months of mid August to April. Educators will wear hats whilst outdoors as positive role models for the children. Children's hats must be at the Centre every day during the months of mid August to April. If you fail to provide a hat we will unfortunately need to restrict your child to an indoor program or shaded area as this becomes a health and safety issue. Children's hats must be a broad brimmed, legionnaire or bucket hat (see the 'Outside 5' Strategy outlined in this policy).

### **Special note regarding infants**

SunSmart practices consider the special needs of infants. All babies under 12 months are kept out of direct sun when UV levels are 3 or higher. Physical protection such as shade, clothing and broad-brimmed hats are the best sun protection measures. If babies are kept out of the sun or well protected from UV radiation by clothing, hats and shade, then sunscreen need only be used occasionally on very small areas of a baby's skin. The widespread use of sunscreen on babies under 6 months old is not recommended.

If your child **arrives after 9am** in the morning you are required to **apply sunscreen at home**, so your child will be able to immediately participate in the outdoor program. If you do not apply it at home, sunscreen will need to be applied on arrival, and your child will remain inside for 20 minutes. In these circumstances, it is the **parent/guardian's responsibility** to advise educators if sunscreen has not been applied before arrival.

The Centre actively encourages the 'Outside 5' Strategy (developed by SunSmart) to minimise sun damage.

### **1. Shade**

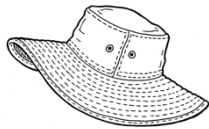
Activities will be planned for shaded areas of the outdoor spaces. Children will be encouraged to play within these shaded areas. Children who do not have appropriate hats or clothing will be asked to play in the shade or a suitable area protected from the sun.

### **2. Sun-protective clothing**

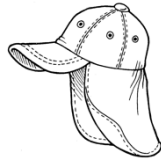
Children are required to wear loose-fitting clothing that covers as much skin as possible. Clothing made from cool, densely woven fabric is recommended. Families are asked to choose tops with elbow-length sleeves, higher necklines (or collars) and knee-length or longer style shorts and skirts for their child. If a child is wearing a singlet top or shoestring dress, they will be asked to choose a t-shirt/shirt to wear over this before going outdoors.

### **3. Hats**

All children are required to wear hats that protect their face, neck and ears (legionnaire, broad-brimmed or bucket style). Peak caps and visors are not considered a suitable alternative



*Broad brimmed hat*



*Legionnaire hat*



*Bucket hat*

#### 4. Sunglasses (optional)

Where practical, children are encouraged to wear close-fitting, wrap-around sunglasses that meet the Australian Standard 1067 (Sunglasses: Category 2, 3 or 4) and cover as much of the eye area as possible.



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#### 5. Sunscreen

It is good to teach children to apply SPF 30+ broad spectrum, water resistant sunscreen 20 minutes before going outside and to reapply it every two hours. Children over 3 will be encouraged to apply their own sunscreen under supervision of staff. Some children may be sensitive to some sunscreens, so families may wish to supply an alternative for their child. However, even if all families provide SPF 30+ broad-spectrum, water-resistant sunscreen for their child, the Centre will still have a supply available.



Updated August 2018

Sourced: [www.sunsmart.com.au](http://www.sunsmart.com.au)

### ACCIDENT, INJURY, MEDICAL EMERGENCY AND FIRST AID POLICY

#### Accidents

Educators develop and plan programs to ensure that the potential for accidents is minimised. All accidents that occur at the Centre are handled with the appropriate precautions. Educators will wear disposable gloves for the protection of the children and themselves while administering first aid and keeping the child comfortable following an accident. All accidents will be recorded in the Accident Book and parents/guardians will be required to sign the book when collecting their child. The Centre Director or educators may contact parents depending on the severity of the accident. Parents will be contacted in the case of a serious accident.

#### Procedures for handling minor accidents and injuries that do not require an ambulance.

Only educators who are qualified in first aid will apply first aid to children at the Centre. The following procedures will apply:

When an accident occurs at the Centre, educators who are qualified in first aid will:

1. Assess the injury;
2. Attend to the injured child and apply first aid;
3. Check that no-one has come into contact with the injured child's blood or body fluids – if anyone has, request that these people wash any contaminated areas in warm soapy water
4. Clean up the spill using disposable gloves if bleeding is involved;
5. Contact the parents/guardians (depending on the nature of the injury). If the child needs to attend a doctor request the parent/guardian make arrangements for the child to be collected from the Centre as soon as possible;  
If the parents/guardians is not contacted at the time of the accident they will be informed about the incident when they arrive to collect their child;
6. Educators must record details of any accident, injury or illness in the Accident Book according to Education and Care Services Regulations: Regulation 87. As stated below:
  - Date of incident/injury/trauma
  - Time of incident/injury/trauma
  - Name of child



- Details of, and circumstances leading to incident/injury/trauma
  - Nature of the accident/injury/trauma
  - Action taken (first aid)
  - Any products or structures involved
  - Name of person (e.g. parent/guardian) notified of the incident/injury/trauma
  - Date and time notified
  - Name and signature of the staff member making the entry
  - Parent's/guardian's signature
7. Notify the parents/guardians either immediately after the accident or when they collect their child from the Centre. This is to ensure parents are aware of the accident on the day it happens.

### IF EDUCATORS ARE IN DOUBT ALWAYS CALL AN AMBULANCE

#### **Procedures for handling emergency medical situations or accidents when an ambulance is required.**

1. Administer first aid, providing care and comfort prior to the parent(s)/guardian(s) or ambulance arriving.
2. Implement the child's current medical management plan if provided as part of the child's enrolment.
3. Call an ambulance. (000)
4. Notify the parent(s)/guardian(s) as soon as is practicable, of any serious medical emergency, accident or injury concerning their child. State the situation to the parents/guardians in a calm manner. Explain the situation; reinforce the point that the child is under full care while we wait for the ambulance. Ask the parents/guardians to come to the Centre (driving carefully) or meet at the hospital if they do not arrive before the ambulance leaves for the hospital.
5. If the parents/guardians are not contactable, notifying emergency contacts as authorised on the child's enrolment form.
6. Ensure ongoing supervision of all children.
7. Comply with Education and Care Services National Regulations 2011, which states a child, can be removed from the premises if requiring medical, hospital or ambulance care. (All parents/guardians have signed an authority for such treatment in the enrolment record.)
8. Where an ambulance is required, and the parent(s)/guardian(s) is/are not present to accompany the child, the qualified educator will accompany the child in the ambulance **providing** the child to staff ratios, and all other requirements of the Education and Care Services National Regulations 2011 are maintained at the Centre for the remaining children.
9. Record a report in the Accident, Injury and Illness book as detailed point 6.
10. The Director will notify the Management Committee of any accident or injury as soon as practicable. The Director will complete and submit an incident report to Australian Children's Education and Care Quality Authority within 24 hours.
11. Where Centre property or equipment is involved the Director will contact Moreland City Council and/or the relevant organisation. (E.g. Electricity, Gas, Police etc).

Educators are to assess the situation, ensuring that the rest of the group of children are being supervised, and appropriate medical treatment to the injured child/ren or educators administered. Educators should remain calm and clear-headed, observe the situation, make clear, precise decisions and work as a team supporting each other. Under no circumstances will a child be transported to a hospital or doctor in an employee's car.

### **EMERGENCY MANAGEMENT AND EVCAUTION POLICY**

Fire is a very real threat to the safety of all people attending the Centre, however there are also many other emergency situations which may occur at any time including:

- Flood
- Severe storm
- Toxic leak
- Loss of water or power

- Bomb threat
- Gas leak
- Intruder

It is vital that strategies for dealing with emergency situations are planned ahead of time to ensure the safety of all involved.

### **Evacuation Procedure**

All educators are to follow the directions of the Evacuation Procedures as listed below. A copy is displayed in each room of the Centre. Evacuation exits, and drill meeting points are displayed in the main front foyer near the door (opposite the main office). A copy is also displayed in all rooms.

Meeting point for a real situation:

- Front yard of the third house down from the Centre in the opposite direction to the fire/situation, or further distance from the Centre at the discretion of Director or responsible person in charge.

### ***Procedure, roles and responsibilities:***

1. The Centre Director (or in her/his absence the Assistant Director or Responsible person)
  - Ring the alarm (a whistle is located in the front foyer near the main door, Kinder Room near side glass doors facing Centre's front gate and outside the Ducklings Room near the lockers).
  - Turn off the power at the mains (located near front door and Kinder Room near office)
  - Ring **000** emergency number and state emergency (fire, police, and ambulance). See emergency instructions near telephones.
  - In case of fire - assess and extinguish if safe to do so. (Still call 000.)
2. One educator to begin evacuating the children to meeting point using fire walk ropes; children who are unable to walk are to be placed in an evacuation cot or carried by educators.
  - Evacuate through exit furthest from the situation.  
**MEETING POINT:** front yard of the third house down from the Centre in the opposite direction to the fire/situation, or a further distance from the Centre at the discretion of responsible person.
  - **DRILL MEETING POINT:** Grass near front of the Centre (within Centre fence)
3. Second educator in each room to collect ipad and room sign in/out sheet and children's asthma or anaphylaxis medication. Other items will not be evacuated.
4. Each room will have and follow its own evacuation procedure.
5. Second Educator to check that no one is left in his or her room or adjoining room (i.e. bathroom, storeroom). Close doors and windows on the way out if safe to do so.
6. Centre Cook to assist in Babies Room along with the Centre Director. Centre Director to collect emergency pack.
7. Once evacuated, group leaders to check the attendance sheet to account for everyone.

### **Missing Child Procedure**

If at any point during the day educators recognise a child cannot be accounted for, the following process will occur immediately:

- All children will be brought inside (if it is outdoor activity time).
- Educators will complete an immediate roll count using their room ipad and the sign in sheets.
- An educator from each room will complete a search of their outdoor area, whilst the other educator remains indoors with the children.
- The Director and Cook will complete a search of areas children do not have access to, e.g. staff room, etc. They will also check outside the grounds in case the child was somehow able to get access beyond the security gates.

If initial educators' searches are unsuccessful:

- Police will be contacted (to assist in the search for the missing child).

- The parent(s)/guardian(s) (or emergency contacts if they cannot be reached) will be notified immediately.
- The Moreland City Council will be notified immediately.
- The Department of Education and Training will be notified immediately.

All educators will be involved in the procedure of locating the missing child, but the remaining children at the Centre will not, at any time, be left unsupervised. Child-educator ratios will be maintained at all times. Educators will continue to search until the police arrive.

The above procedure has been developed to ensure that, should an incident occur, all persons are aware of what they need to do. The Centre has very secure fences for protection and security. The children are also always under the supervision of educators and number counts are completed constantly throughout the day.

## **LOCKDOWN PROCEDURE**

Lock-down Policy applies when children and educators need to be locked within buildings for their own safety. This will usually occur if there is a dangerous intruder on Centre grounds but may also occur in some circumstances in the event of a hazardous situation such as a chemical spill or extreme weather event, which makes it dangerous for children, educators and visitors to be outside.

At least once every three months a practice lock-down drill will take place. The Centre will ensure all staff members are clear about the procedure before the practice drill takes place.

### **Lock Down Procedure**

An Educator is to make an announcement that the Centre is in a lockdown situation.

*(All phones can be paged and notified via the phone system, by lifting the handset and pressing 12, the educator making the announcement is to confirm each room has been made aware of the lockdown situation)*

### **The Responsible person on the premises is to control the lockdown**

#### **All educators and children are to remain and/or proceed indoors and follow Lockdown Procedures:**

1. Lock all doors and windows
2. Keep all children inside
3. Take the children, ipad and emergency medication e.g. Anaphylaxis, Asthma Medication etc into areas as specified below.

**Tiny Tots:** Tiny Tot cot room, all educators must remain in the room with the children.

**Ducklings:** Storeroom, all educators must remain in the storeroom with the children.

**Busy Bees:** In front of the storeroom door, all educators must remain with the children.

**Kinder:** Storage room and/or kindergarten office when kinder session is on all Educators must remain in the room with all the children.

**If not safe to enter the allocated lockdown area, take the children to the closest secured room with no visible access from outside i.e. outdoor storerooms.**

4. Keep the front door locked, and do not open.
5. **Telephone POLICE 000;** or other Emergency Services, if required. (No other calls are to be made)
6. Notify Centre Director if not present:
7. Follow directions from Responsible persons

**Responsible Person will direct the release of children in person or by phone  
An “All Clear” announcement will end the lockdown**

**Responsible Person is to notify parents as soon as possible after the lockdown via email**

## **EXCURSIONS/INCURSIONS**

### ***Excursions***

Educators may organise excursions from time to time, depending on the program planned for the year and parents/guardians support. Excursions will not be arranged for Tiny Tots or Ducklings. Parents/ guardians will be informed in writing and required to complete permission forms allowing their child to attend the excursions.

Prior to an excursion educators will conduct a risk assessment. This risk assessment will include those indicated in Regulation 100 of the Education and Care Service National Regulations.

On all excursions minimum ratios at the destination are:

- 2 children to 1 adult.

To maintain ratios both educators and volunteers are used on excursions. Volunteers (e.g. parents/guardians) must have a Working with Children Check to be able to attend an excursion. A volunteer will be responsible for no more than two children. If the children are to be divided into groups, an educator will be responsible for each group. No child will be left in the care of a volunteer only.

### **During the excursion volunteers will:**

1. Remain under the immediate supervision of an educator at all times.
2. Be provided with information by educators prior to the event, about the educational objectives and their responsibilities in regard to the children participating in the excursion. Volunteers will be provided with written details of information relevant for the excursion (eg, phone number if the volunteer becomes removed from the group, names of educators, timetable for the day's events).
3. Comply with Centre policies such as *No Smoking*, *Sunsmart* and *Code of Conduct* during the excursion. If the volunteer has not seen these policies, they will be provided with a copy or directed to the policy folder in the main entrance of the Centre.
4. Be asked to provide emergency details for themselves prior to the excursion and permission for the educator in charge to seek emergency medical treatment and/or an ambulance service, on volunteer's behalf if required.

We may utilise a bus company if we required to travel to and from the destination. Enrolment forms are carried on excursions to allow educators to access parent and emergency excursion contact numbers should they be required.

### ***Incursions***

Incursions occur throughout the year. Incursions are various activities, which attend the Centre such as cultural experiences, performances and Wild Action (small sea animal or reptile interactive show). Parents/guardians are required to fill out a permission slip if they would like their child to participate. If a permission slip is not returned, or if any required monies have not been returned, the child will not be able to participate.

## **REGULAR OUTINGS**

As many of our children spend a majority of their days in childcare/kinder we would like to extend on their learning opportunities and take them as a whole group or in smaller groups on routine excursions to places that are close by to the Centre.

### **Educational purposes of the program**

- Provide opportunities to engage with the community around us.

- Provide opportunities for the children to explore school environment preparing them for the next step to school.
- Provide opportunities to explore and engage with nature.
- Provide opportunities to extend on physical development skills
- Provide opportunities to learn about stranger danger and road safety i.e. crossing roads.
- Provide opportunities to learn about boundaries and limitations.
- Provide experiences which cannot be readily found within Derby Street Children's Centre.

Routine excursions will be conducted on a regular basis and will be to places that are within walking distance to Derby Street Children's Centre. This may include but is not limited to local primary schools, visiting local parks, visiting local shops, construction sites, Fire Stations and nature walks where the children will be able to collect leaves and other natural materials.

When we are on a routine excursion if possible 48 hours' notice will be provided verbally and via email. A sign will also be placed on the kinder room external doors and the main door to the Centre explaining the following:

- That the children are on a routine outing
- The location of the outing
- The time the children are expected to return

Families will be required to give permission at the beginning of the year for all regular outings that occur throughout the year.

*Education and Care Services National Regulation 2011, Regulation 102 (5), Authorisation for Excursions states that children can be taken on routine excursions if written consent for routine excursions has been obtained within the previous 12 months.*

### **Details of Supervising Staff**

Regular outings will only happen during school terms and when the Kindergarten Teacher is present. Staff arrangements will be made to ensure three staff attend the excursions with Director or Assistant Director helping out at the start of the regular outings. Parent volunteers will also be included in the ratio of adults to children to ensure adequate supervision of the children occurs at all times.

***Activities within routine outings may present the potential for children to sustain physical injury. The following procedures will be implemented - along with other strategies - to manage the potential risks in the program.***

- Risk Management Assessment performed
- First Aid, Asthma Kit and Anaphylaxis Kit to be taken on outing
- Parent and Staff contact lists to be taken on outings
- Sufficient Staff to Child ratios (ratios will be higher at the start of the regular outings)

***A risk and safety management plan for this program has been developed by staff and approved by Derby Street Children's Centre Management Committee and is available for parents to review on request.***