



# FAMILY HANDBOOK

Quality Area 6: Collaborative Partnership with Families

**Welcome** | Our Family Handbook provides important information you need to know to ensure the best possible start to quality education and care at Prospect Community Early Education and Care.

We strongly recommend you read the provided information and ask questions to confirm your understanding of how our service operates.

*We have an open-door policy and you and your family are welcome to visit our Service at any time.*

## Service Philosophy

### VISION

A community of learners where children, families, and educator's flourish.

### VALUE STATEMENT

**Excellence:** We demonstrate professional and educational excellence, by continuously improving our curriculum, practices, and relationships

**Inclusivity:** We will genuinely support, include, and respect the individual and embrace diverse backgrounds, beliefs, cultures, family structures and sexual orientation

**Community:** We recognise the interconnectedness between our rooms, our families, our local community, and the community of educators

**Sustainability:** We deliver a service that is environmentally, financially, and socially sustainable

### MISSION

We will facilitate learning through play and exploration by providing a safe, nurturing and developmentally appropriate environment where social interactions are encouraged.

We will support educators and families through training and development opportunities.

We will utilize 100% of revenue towards operating and improving the service and environment for children, educators, and families.

We will explore integrating new technology, sustainable and innovative practices into the service.

**VISION FOR RECONCILIATION**

We acknowledge that the lands that we meet on today are the traditional lands of the Kurna people and we respect Kurna people's spiritual relationship with country. We also acknowledge the Kurna people as the custodians of the greater Adelaide region and that recognise that their cultural and heritage beliefs are of continued importance today.

We pay our respects to Aboriginal and Torres Strait Islander Elders of the past, present, and emerging.

Our vision is:

- to build strong relationships with Aboriginal and Torres Strait Islander people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- to strengthen respect, actively value Aboriginal and Torres Strait Islander perspectives, foster belonging, and create unity amongst all.
- to acknowledge and recognise the histories and cultures of Aboriginal and Torres Strait Islander elders and traditional owner's past, present and emerging.

Vision for LGBTQIA+ inclusion

Our vision is:

- to build strong relationships with LGBTQIA+ people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- to strengthen respect, actively value, support and advocate for our children, families and staff identifying as LGBTQIA+

**ACKNOWLEDGEMENT OF COUNTRY STATEMENT**

We acknowledge that the Lands that we meet on today are the traditional Lands of the Kurna people and we respect Kurna people's spiritual relationship with Country. We also acknowledge the Kurna people as the custodians of the greater Adelaide region and that recognise that their cultural and heritage beliefs are of continued importance today.

We pay our respects to Aboriginal and Torres Strait Islander Elders of the past, present, and emerging.

**VISION FOR LGBTQIA+ INCLUSION**

Our vision is:

- To build strong relationships with LGBTQIA+ people within the community, bringing diverse groups together to learn from one another and grow together towards a shared outcome.
- To strengthen respect, actively value, support and advocate for our children, families and staff identifying as LGBTQIA+

**IN RELATION TO CHILDREN**

Each child is important and has individual needs and rights. We believe that children have a right to:

- always feel and be safe, physically, and emotionally
- be unique and express their ideas, creativity, and feelings naturally and freely
- a nurturing, learning environment which develops and extends their talents and adopts principles of equal opportunity and social justice
- a harmonious and well-balanced programme which fosters the development of the whole child through the development of physical, social, intellectual, and emotional skills.
- participate in all aspects of the curriculum in both indoor and outdoor learning environments
- Be included in the provision of curriculum, play and learning and modifications undertaken wherever necessary to ensure all children can equally access the service

We encourage:

- a sense of self-worth
- the formation of stable, caring relationships with Educators and other children
- the development of independence and personal responsibility

- an awareness and understanding of differences in culture, language, gender, age, needs and ability
- the development of problem-solving negotiation and self-help skills
- an awareness of and respect for our environment

### **IN RELATION TO PARENTS, CAREGIVERS AND FAMILIES**

We believe to best support the service parents/guardians in their role, we as primary caregivers and educators will:

- welcome all families into our centre
- encourage their involvement and participation in all aspect of the service, including Philosophy, principles, policies, and procedures
- respect and accommodate their child-rearing practices wherever practical
- exchange information with parents/guardians about their child
- provide information about available childrens and family services
- ensure critical reflection is undertaken to ensure high quality provision of service and a culture of reflective practice is in place

### **IN RELATION TO COMMUNITY**

Our Centre will:

- promote awareness and knowledge of the need for and value of quality childcare
- participate with other community groups, agencies, and services to share resources, and develop a support network
- endeavour to remain aware of and respond to, where possible, the changing needs within our community
- be sensitive to the wider range of social and cultural backgrounds of the community it serves.

### **IN RELATION TO EDUCATORS**

To ensure provision of quality childcare our Educators will:

- recognise children as individuals and understand their needs
- provide a stimulating environment through developmentally appropriate programmes
- work as a flexible member of a team
- will be sensitive to the needs of families and the community, and be able to respond to these needs through open communication
- will ensure the provision of a high-quality curriculum following a cycle of planning, implementing and evaluation

In return management are committed to providing:

- encouragement for, and access to, professional development
- opportunities to be involved with decision making in relation to the overall operation of the service
- an environment which is supportive of the individual worker, especially in relation to their physical, professional, and emotional needs, beliefs, and values.
- ensure suitably qualified Educators are employed
- employ a sufficient number of Educators to ensure the provision of high-quality care and education
- ensure educators employed at the service have been fully inducted into the service and understand the philosophy and mission of our centre

### **WELLBEING**

According to the World Health Organisation, adults spend approximately one third of their lives at work. Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. A range of workplace determinants can have a negative or positive impact on the health and wellbeing of an employee. Within our Service, we are committed to promoting a

positive work environment where the health, safety and wellbeing of our employees is acknowledged and supported.

Wellness is more than just an active process of becoming aware of and learning to make healthy choices for our mental, physical, and social needs to ensure our body is maintained and works efficiently. Wellness is “about our overall state of wellbeing that enables us to live and function at our best.” (Queensland Government, 2019, Healthier. Happier. Workplaces).

We believe in providing a healthy workplace that values and enhances the health and wellbeing of our employees. Promoting wellbeing can help prevent stress and create a positive working environment where individuals and organisations thrive. ‘A healthier workplace means everyone wins.’ (Queensland Government, 2019, Healthier. Happier. Workplace).

Our work in Early Childhood Education requires sustained high physical, mental and emotional effort to complete our job. Such sustained work demands can have an impact on the wellbeing of employees. A Wellness Program may help individual employees overcome specific health-related issues. Our Service will encourage employees to create a shared vision to develop a Wellness Program that reflects and addresses the needs of our current staff and creates a wellness culture. Management and staff will co-develop a policy and procedures that supports the health and wellbeing of employees.

Detailed in more length in Policy 4.7 Staff ‘wellness program’.

### **SUSTAINABILITY AND ENVIRONMENTALLY RESPONSIBLE**

Our Service encourages the awareness of environmental responsibility and implements practices that contribute to a sustainable future. Children are supported to become environmentally responsible and show respect for the environment. We practice and promote sustainability through reducing waste, minimising consumption, and protecting and conserving wildlife and natural habitats.

We believe in educating children about being environmentally responsible which is promoted and supported through daily practices, resource, and interactions. Sustainable practice is encouraged within the Service and community, assisting children and families to become advocates for a sustainable future.

Teaching and learning about being environmentally responsible starts with everyday practice. We believe being environmentally responsible should be embedded into the operations of the Service, rather than being a tokenistic ‘theme’ that is investigated every now and then. Our Service is committed to protecting our environment to ensure a sustainable future for our children. This involves Educators, children and families working together to protect our environment as we educate children about the importance of being environmentally responsible within our everyday practice. Detailed in more length in Policy 3.2 Environmentally Responsible

### **CONTINUOUS IMPROVEMENT**

As a service we are committed to seeking opportunities for continuous improvement:

- As an educator through professional development,
- As a centre through provision of care and reflective practice,
- As a business through sustainability in action,
- As a participant in our community.

CONTENTS			
Service Information Service Type Contact Information Management Structure	3	Permanent and casual bookings Waiting list	19
Our Team of Educators	4	Policies and Procedures Orientation	20
Our Commitment to Child Safety Code of Conduct Our educators and staff	5	Arrival and Departure The first day/week	21
National Quality Framework	6	What you need to bring	22-23
Regulatory Authorities Educator to child ratios	7	Lunch box ideas Meals	24
Early Years Learning Framework	8-9	Breastfeeding Clothing Toys	25
Educational Program	10	Behaviour Guidance Wellbeing Physical Play	26
Goals for your child Documentation of learning	11	Rest and Sleep Birthdays Family Walls	27
Communication	12	Sun Safety Parent Participation	28
Enrolment Information	13-15	Family involvement Community information	29-30
Fees, rebates, and attendance	16	Health and Hygiene	30-34
Complying Written Agreement Absences	17	Safety in our Service	35-37
Withdrawal from care	18	Parent Acknowledgement	38

## Service Information

Our Service caters for children aged 6 weeks to 5 years. We are open from 7.00am to 6.00pm Monday to Friday, 51 weeks of the year and closed on South Australian public holidays.

We have 4 rooms:

0–2-year-old room – Vaughn

2–3-year-old room - Hepburn

3–4-year-old room – Redmond

4–5-year-old room – Whinham

We are a not-for-profit centre located in Prospect, South Australia. We offer up to 85 places per day across 4 rooms in a purpose-built environment.

The centre was originally opened in 1994 and underwent major renovation and extension between 2014-2016, updating the kitchen and bathroom areas, adding on a 4th learning space and updating resource rooms for our Educators. All flooring and cabinetry across the centre were updated and replaced. Gardens across all rooms had a level of work undertaken and the front community garden was also enhanced.

The Management Committee is what is known as the governing body of the organisation and they have overall legal, financial, and managerial responsibility for the Centre.

We are incorporated under the Associations Act 1985; thus, its activities are bound by a constitution. We are members of the Community Children's Centres SA who offer support to all community centres.

Responsibility for the day-to-day management, provision of services, and administration is delegated by the Committee to the Director.

We have two Early Childhood Teachers in our "Kindy" room with the older children and Co-Lead Educators in each of the 3 younger rooms. Our centre has highly trained Educators with over 80% holding a Diploma of Early Childhood Education or higher.

## Contact Information

Phone: 08 8344 3066

Email: [director@prospectcc.com.au](mailto:director@prospectcc.com.au)

Website: [www.prospectcc.com.au](http://www.prospectcc.com.au)

## Management Structure

Approved Provider: Prospect Community Early Education and Care, SE-00010819

Centre Director: Management Committee are the legally responsible entity.

Centre Director: Kerri Smith

Children's Wellbeing Officer: Kylie Parker

Early Childhood Teacher: Ranjana Pershad, Liz Neumann

Educational Leaders: Kerri Smith, Ranjana Pershad



## Our Commitment to Child Safety

Our Service is committed to ensuring the safety and wellbeing of children is maintained at all times whilst being educated and cared for by educators and staff at Prospect Community Early Education and Care. We promote a child safe environment that minimises the risk to all children in our care from all types of abuse, harm, and neglect. We understand our responsibilities and statutory duty of care to adopt and comply with the National Principles of Child Safe Organisations and the Reportable Conduct Scheme to build our capacity as an organisation to prevent and respond to allegations of child abuse.

Our staff carry out their responsibilities as mandatory reporters as required by law under the Children and Young Persons (Care and Protection Act 1998) and maintain up to date with knowledge of child protection law and child protection training.

Our staff are recruited through an extensive screening process to ensure they display the right personal qualities and experiences to provide high quality supervision and care to child in addition to holding a validated Working with Children Check.

We have a zero tolerance for inappropriate behaviour towards children and any breach of child protection law. Any allegation or concern will be responded to promptly by management. We request that you contact our Centre Director if you have any concerns, Kerri Smith, [director@prospectcc.com.au](mailto:director@prospectcc.com.au)

## Code of Conduct

The Code of Conduct establishes the standards for all employees of our Service. Employees are committed to adhere to the ethical responsibilities of early childhood professionals outlined in the Early Childhood Australia's Code of Ethics. The values that underpin our work ethic include equality, respect, integrity, and responsibility.

## Our educators and staff

Our Service is made up of a team of high-quality professional educators who are committed to early childhood education and care. Our staff promote the human rights, safety and wellbeing of all children and consider and respect the diverse backgrounds and needs of children. We create an environment that promotes and enables children's participation and is welcoming, culturally safe, and inclusive for all children and their families.

Our educators are continually evaluating how our curriculum meets the educational needs of our children and reflecting on ways to improve children's learning and development and are supported by a team of highly qualified professionals. Our educational leader and early childhood teachers guide our educators in providing quality, research based educational programs.

Our educators take into account children's learning styles, abilities, interests, linguistic and cultural diversity and family circumstances when planning and implementing learning programs. We support and respect the history and backgrounds of Aboriginal and Torres Strait Islander people and aim to foster each child's sense of identity.

All staff are encouraged and supported to attend professional training and development to further their knowledge and skills.

All staff hold valid Working with Children Checks/Cards and all Responsible Persons (placed in charge of the day-to-day running of the service) have current ACECQA approved First Aid, Emergency Asthma and Anaphylaxis qualifications.

For further details on the qualifications of the educators, please see our Centre Director or check the boards in each room with the Educator photos.

## National Quality Framework

Our Service complies with the Australian Government's National Quality Framework (NQF) which consists of the legislative framework of the Education and Care Services National Law and National Regulations, the National Quality Standard and a rigorous assessment and rating system. Our educational program and curriculum are based on the Australian Early Years Learning Framework (EYLF). We regularly self-assess our practices against the National Quality Standard and strive for continuous improvement through our Quality Improvement Plan (QIP). The QIP assists our service to identify quality aspects of care we are already providing and assists in developing future goals for further improvement. Families are welcome to provide feedback and suggestions for improvement. Additional information about the NQF can be found at [ACECQA/Nef/about](https://www.acecqa.gov.au/nqf/about)



## Regulatory Authority

Our Service is regulated by the national body for early education and care – the Australian Children’s Education and Care Quality Authority (ACECQA) as well as the state licensing department in our State – the Education Standards Board (ESB). To contact our Regulatory Authority, please refer to the contact details below:

### SOUTH AUSTRALIA

Education Standards Board

Email [educationstandardsboard@sa.gov.au](mailto:educationstandardsboard@sa.gov.au)

Phone

Education Standards Board (08) 8226 0077

Toll free 1800 882 413

<https://www.esb.sa.gov.au/>

## Educator to child ratios (SA)

We comply with the National Regulations for educator to child ratios across our Service to ensure adequate supervision is provided for all children. Ratios are calculated across the service (not by individual rooms). This provides us with flexibility to respond to children’s interests and needs at different times during the day.

### AGE OF CHILDREN:

Birth to 24 months

Over 24 months and less than 36 months

36 months up to and including preschool age

### EDUCATOR TO CHILD RATIOS:

1:4

1:5

1:10

## Early Years Learning Framework (EYLF)

The Early Years Learning Framework (EYLF) was developed to ensure all children in early childhood education and care settings across Australia, experience quality teaching and learning through play-based, holistic learning. The EYLF is made up of learning outcomes, principles, and practices which educators use in their documentation of children’s learning and in their reflection and planning.

Fundamental to the EYLF is a view of children's lives as characterised by *belonging, being and becoming*.

From before birth children are connected to family, community, culture, and place. Their earliest development and learning take place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

## BELONGING

Experiencing *belonging* – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood, and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

## BEING

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

## BECOMING

Children's identities, knowledge, understandings, capacities, skills, and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

*The framework conveys the highest expectations for children's learning from birth to five years and through transitions to school. The expectations are communicated through the five overall learning outcomes.*

### Outcome 1: Children have a strong sense of identity.

- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience, and sense of agency.
- Children develop knowledgeable and confident self-identities.
- Children learn to interact in relation to others with care, empathy, and respect.

### Outcome 2: Children are connected with and contribute to their world.

- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

### Outcome 3: Children have a strong sense of wellbeing.

- Children become strong in their social and emotional wellbeing.
- Children take increasing responsibility for their own health and physical wellbeing.

### Outcome 4: Children are confident and involved learners.

- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination, and reflexivity.
- Children develop a range of skills and processes such as problem solving, enquiry, experimentation, hypothesising, researching, and investigating.
- Children transfer and adapt what they have learned from one context to another.
- Children resource their own learning through connecting with people, place, technologies, and natural and processed materials.

### Outcome 5: Children are effective communicators.

- Children interact verbally and non-verbally with others for a range of purposes.
- Children engage with a range of texts and gain meaning from these texts.
- Children express ideas and make meaning using a range of media.
- Children begin to understand how symbols and pattern systems work.
- Children use information and communication technologies to access information, investigate ideas and represent their thinking

## Educational Program

We are committed to providing a developmental and educational program which caters for each child's individual needs, abilities, and interests. Our educational program is delivered through an intentional, play-based pedagogy aligned to the Early Years Learning Framework (EYLF). Our program

continues to develop as we use the relationships children have with their families and communities, working in partnership with parents, to ensure each child's knowledge, ideas, culture, abilities, and interests are the foundation of our programs.

We encourage children to be responsible for their own learning through choices in experiences, interests, and routine. We use conversations, actions and play as the basis for teaching which involves the children being partners in teaching by seeking out ideas, opinions, thoughts, and questions. We encourage children in promoting their independence and self-help skills by assisting within the routine and involving the children in interest-based projects to further enhance their learning and knowledge. We value children and family input and encourage family involvement in order to gather a comprehensive and holistic view of the child.

We know that children learn effectively through play and educators who are diligent in their responsiveness to each child support this. Applying strong intentional teaching practices provide the children with an authentic and meaningful learning environment that challenges, supports and nurtures a child's development.

If we as educators have any areas of concern about your child's development, we will inform you and share our observations and advise of follow up assistance e.g., speech or occupational therapy. We understand this may be a sensitive topic and it is always your decision to follow up intervention. Educators are willing to discuss any aspect of learning and development with parents and support discussions with allied health professionals.

## Goals for your child at our Service

*"A community of learners where children, families and educator flourish."*

Educators' practices and the relationships they form with children and families have a significant effect on children's involvement and success in learning. Children thrive when families and educators work together in partnership to support young children's learning. Children's early learning influences their life chances.

Wellbeing and a strong sense of connection, optimism and engagement enable children to develop a positive attitude to learning. (Early Years Learning Framework p.9).

We will create a range of short and long-term goals for your child that we will program to and observe on which will be based on the outcomes in the Early Years Learning Framework and include:

- mutual respect and empathy
- concern and responsibility for self and others
- a sense of self worth
- social awareness
- importance of sustainability
- self-discipline and self-regulation
- habits of initiative and persistence
- creative intelligence and imagination
- self-confidence as an independent learner
- a love of learning.

We strongly encourage communication between families and educators to ensure continuity in what we are delivering to your child and acknowledge that the role of the educator is to work in partnership with families, children's first, and most influential educators.

## Documentation of Learning/ Portfolios

Educators observe children and facilitate their learning to provide each child with a personal, confidential portfolio by documenting their learning throughout the year. Our Service uses a variety of documentation to demonstrate learning which may include:

- your child's profile.
- goals from families and educators
- observations- learning stories, captioned photos
- objectives for further development
- work samples- drawings, photos
- checklists and transition statements.

The individual child's portfolio is maintained and used as a direct tool for evaluation and future planning within the Service's program. This makes the program reflect the value of individuality and is not used as a means of comparison between peers or stereotypes. You will be given your child's portfolio at the end of their time in each room.

# Communication

We work in partnership with you and your family. We support and encourage communication with your child's educators about your child's unique needs and their general enjoyment of their day at our Service. Everybody has a preferred time and method of communication. Sometimes, mornings and afternoons can be a little rushed, and not the best time to discuss your child's progress. You are encouraged to talk to our Centre Director to arrange to meet your child's educator at a mutually convenient time.

We have many types of communication we use for families, including:

- Newsletters
- Phone calls
- Emails
- Letters
- Face to face
- Daily floor books
- Informal/Formal meetings as required.

# Enrolment Information

Prior to your child commencing at our Service, you'll be required to complete an enrolment form, provide documentation, and pay the bond and administration fee.

## Enrolment Form

If you require assistance completing the enrolment form, please contact our Centre Director or reception staff for assistance.

We will require a copy of your child's immunisation history statement from the Australian Immunisation Register. This must show that your child is up to date with vaccinations for their age OR your child is on a recognised vaccine catch up schedule OR has a medical condition preventing them from being fully vaccinated.

## Family law and access

Our Service will uphold any responsibilities or obligations in relation to Family Law and access to the service. We require certified copies of any court order, parenting orders or parenting plans, relating to your child and request that if situations change, a copy of the Court Order is provided to our Service. We will only allow children to leave the Service with the written permission of the custodial parent/guardian. Without a Court Order we cannot stop a parent collecting a child.

## Authorised Nominees

You will be requested to provide information about authorised nominees on your child's enrolment form. These are persons that you provide permission to:

- collect your child from the Service.
- provide consent for medical treatment for your child from a medical practitioner, hospital, or ambulance service.
- provide consent for the transportation of your child by an ambulance service.
- provide consent to go on an excursion.

Please understand that it is essential we have up-to-date information on your child's enrolment record in case of an emergency. It is important that you notify the Centre Director (or Responsible Person) of any changes to enrolment information including:

- your residential address
- health of your child
- telephone/mobile numbers
- contact details for any parent or authorised nominee.
- family changes (parenting orders)
- emergency contact information details etc.

## Authorisations

The enrolment form will include additional authorisations for our Service to seek medical treatment and emergency transportation for your child if required. Authorisations will also be requested for application of sun cream, permission to administer emergency medication to your child in the case of an asthma or anaphylaxis emergency (Ventolin or Epi-pen), permission for an educator with current first aid to administer paracetamol in an emergency and permission to access medical treatment and transport in case of an emergency.



## Excursions/ Incursions / Regular Outings

Excursions are an important and valuable part of learning in early education. They expose a child to a range of different experiences and help them to observe and understand the world around them. For any excursion or regular outing in our community, we will complete comprehensive risk assessments to minimise any identified risks as part of our planning for excursions. We provide parents with information about the excursion in advance and require written authorisation for each child to participate on an excursion or regular outing.

## Photographs, social media, promotion

As part of the enrolment process, we will also ask for your permission to take photographs and video of your child during normal activities and excursions for sharing with our parent community through social media and/or to promote our Service to the community through marketing and promotional materials. Photographs and video may also be used as part of our observation and programming process.

## Medical conditions- Allergies, Asthma, Diabetes or Epilepsy

It is vital that we are aware of any medical condition including diabetes, epilepsy, allergies, eczema, asthma, risks of anaphylaxis of your child including any potential triggers. Families are required to indicate any allergy or asthma on the enrolment form.

Our Service requires a Medical Management Plan or ASCIA Asthma/Anaphylaxis Action Plan to be completed by your General Practitioner to assist in managing your child's needs. This needs to be provided prior to your child's commencement at the Service. In consultation with the Centre Director, you will be asked to develop a Risk Minimisation Plan and Communication Plan to assist our educators and staff. Any prescribed medication that your child may require must be provided each day they attend our Service.

To ensure the safety and wellbeing of your child, please update your child's Medical Management Plan/ Action Plan every 12-18 months or whenever a change in their medication or treatment occurs. (Australasian Society of Clinical Immunology and Allergy) (ASCIA).

## Diagnosed disability.

If your child has a diagnosed disability, please speak to our Centre Director prior to enrolment. We provide a supportive and inclusive environment that allows each child to fully participate in quality education and care.

We aim to develop and sustain supportive relationships with families and encourage discussions about how we can support your child to have equitable access to resources and participation. If your child has a National Disability Insurance Scheme (NDIS) package, we may need your consent to make contact with services and/or therapists who are working with your child to seek information regarding their learning plan to support continuity of learning.

## Fees, rebates, and attendance

### Fees

Our daily fee is noted on the front door of the service, on the fees tab on our website and available by asking any member of the admin team to ensure currency of information.

We encourage all families to apply for Child Care Subsidy prior to starting in care.

Fees are invoiced on the Friday of each week for the current care week.

### Payment methods

Parents/guardians are encouraged to complete a Direct Debit form upon enrolment from either your bank account or credit card OR you may choose to pay via bank transfer or ethos at the service. As of July 2023, payment cannot be made by cash due to Federal legislation linked to Child Care subsidy.

Fees can be paid weekly/fortnightly or monthly.

**Please note that additional charges will apply for any failed transactions as a result of insufficient funds.**

### Child Care Subsidy (CCS)

Child Care Subsidy offers assistance to families to help with the cost of childcare aged 0-13 years.

There are 3 factors that will determine a family's level of Child Care Subsidy, which include:

- **Combined annual family income.**
- **Activity test – the activity level of both parents**
- **Service type – type of childcare service and whether the child attends school**

Families who wish to receive Child Care Subsidy as reduced fees must apply through the [myGov](#) website. This includes completing the Child Care Subsidy activity test. Child Care Subsidy is paid directly to our Service to be passed on to families as a fee reduction. Families will contribute to their childcare fees and pay the difference between the fee charged by our Service and the subsidy amount received. This is called the '*gap fee*'.

On enrolment we will need the Customer Reference Number (CRN) of the person linked with the child, along with the child's CRN so we can confirm the attendance and ensure that you are receiving the appropriate subsidy.

## Complying Written Agreement (CWA)

A Complying Written Agreement (CWA) is an agreement between our Service and a parent or guardian to provide childcare in exchange for fees. The CWA includes information about your child's enrolment including your child's full name and date of birth, the date the arrangement is effective from, session details and details of the fees to be charged. Before Child Care Subsidy can be paid, you must approve the enrolment information within the CWA via the [MyGov website](#).

## Absences

We encourage families to notify the Service as soon as possible if your child will be absent for any day or session you have booked. It is recommended that absences are notified to the Service by email or through our app ChildCareNow. To register for this app, you must see the enrolling Centrelink parent's details.

Child Care Subsidy will be paid for any absence from an approved childcare service your child attends for up to 42 days per child per financial year. Full fees are payable for absences after the initial 42 days.

You can access your child's absence record on your online statement by selecting '[View Child Care Details and Payments](#)' on your [Centrelink online account](#). You can also do this using the [Express plus Families mobile app](#)

Public holidays will be counted as an absence if your child would normally have attended the Service on that weekday, and fees have been charged for that day for your child.

If your child has not attended our Service for 14 continuous weeks, your child's enrolment will be cancelled, and Centrelink will stop paying your CCS subsidy.

## Financial Support

If you are experiencing financial hardship, please speak to the Centre Director. Additional Child Care Subsidy (ACCS) may be available to support your family. We may be able to organise a payment plan before your fees go into arrears.

## Withdrawal from care/Reducing Enrolment Days

We require written notice to withdraw and/or reduce enrolment days for your child/ren from any permanent booking. Children are not able to attract CCS for any days after the last day your child physically attends our Service, so please ensure you advise us in advance so that your booking is accurate.

## Service Closing Time and Late Collection

Please be aware our Service and program closes at 6:00pm. In accordance with National Regulations and licensing, we are not permitted to have children in the service after 6:00pm.

If we are unable to contact either the parent or a person nominated by the parent on the enrolment form to arrange collection of the child/children within an hour of the Service closing, we may need to contact the Police or other authorities to take responsibility of your child.

## Permanent and Casual Bookings

**Permanent bookings are an ongoing booking that:**

- remains the same from one week to the next
- must remain unchanged for a minimum of 3 weeks.
- are chargeable regardless of attendance.

**Casual bookings are one off booking that:**

- can be booked at the last minute for emergency care. This is provided that we have vacancies. If there is no vacancy, we will put your child on a casual waiting list and will contact you if a vacancy becomes available.
- are designed to support families taking on casual work and shift work.
- can be cancelled at no cost, provided 24-hour notice via email is given

## Waiting list

**Casual waiting list:** We will create a casual waiting list for casual bookings that have been requested for a session that we are at capacity. If positions become available, we will allocate them in order of application whilst adhering to recommendations of Priority of Access.

**Permanent waiting list:** If you would like to increase your child/ren's permanent sessions but there are no permanent vacancies, your child/ren will be placed on a waiting list until a position becomes available. Positions will be allocated in order of application.

## Make-up Days

Unfortunately, due to our service being at capacity for the majority of the year we are not able to offer make-up days.

In the event of an emergency inability to attend please discuss your needs with the Director or Child Wellbeing Officer.

## Service Policies and Procedures

You will find a copy of our Service policies and procedures in the foyer our upon request they can be emailed through to you. We expect our staff and families to adhere to our policies and procedures at all times to ensure we maintain compliance and abide by the National Law and National Regulations.

Educators cannot make exceptions for individuals unless the Centre Director or Management do so on account of serious and/or unusual circumstances.

We are constantly reviewing our policies and procedures and ask for staff and family participation to ensure our policies and procedures adhere to the needs of our families and meet required regulations. Your involvement helps us to improve our Service and may lead us to change our policies and procedures.

## Orientation-Preparing for your child's first day

Orientation is an important start for your child and family to connect to our Service. We encourage each child to attend our Service in the company of a family member before they start their first day with us. This gives you and your child the opportunity to gain an understanding of our program, the lay out of the room, where to put your child's belongings, provide educators with additional information about your child and how we can best support their transition and settling in period. The Centre Director will contact you to arrange suitable times and days for visits.

If your child is reluctant to attend, please discuss this with their assigned educator so that they can develop strategies with you to support the transition from home to the Service. You are welcome to

take photos of your child in our environment to show and discuss at home with them. Some children like to take a book from our library to read at home and return on the next visit.

## Arrival and Departure

Each day, you must electronically sign your child in upon arrival and electronically sign out upon departure and note the date and times. We are required by legislation to maintain our attendance record at all times. This record may be used in the event of an emergency situation at the Service.

Our staff have a duty of care to your child and will only allow your child to be released into the care of either a parent, guardian or an authorised nominee as listed on your child's enrolment record. If your child needs to be collected by another person for some reason, an authority to collect form must be provided in writing to the Nominated Supervisor. Our staff may ask to view photo identification of the adult collecting your child from care to confirm their identity.

## The first day/week

The first day in a new service is a big step for you and your child. Please don't be alarmed if your child experiences some separation anxiety. This is normal and our experienced educators will assist you and your child through this transition period. There may be tears and extra tight hugs when saying goodbye for the first few weeks but there are always cuddles, reassurance and genuine care from educators for both the children and their families. Sometimes this experience is upsetting more so for the family, not the child. We understand this and offer support through phone calls during the day, photos, and open communication.

## Saying goodbye

What works best is a set routine so try to establish the care routine from the orientation process. Being well organised and avoiding a rush usually results in a calm start to the day.

Most children will want to have a look around first to see who else has arrived and to look at what activities are available. Please tell your child when you are leaving as they may become upset if they haven't had the opportunity to say goodbye. This will gain trust from the child, not only in you but in the educator, who is reassuring your child about their day and when you will return. Rest assured; we'll contact you if your child becomes distressed.

# What you need to bring.

## BACKPACK

For independence, we work towards all children being able to recognise and open their own bag. You can help by allowing them to be involved in selecting their bag and taking ownership of it. Please ensure it is large enough to hold all their belongings and is clearly labelled.

## SPARE CLOTHING

Every now and then, accidents occur, and it may be necessary for your child to get changed into a fresh set of clothes. Please include a complete change of clothes every day which can stay in your child's bag...just in case!

## DRINK BOTTLE

The service provides a labelled drink bottle. Children are able to refill their drink bottle, when necessary, throughout the day. You do not need to provide a water drink bottle for your child. Milk bottles are required to be provided should your child have one. We kindly request no juice or cordial be brought into the centre.

## SUN HAT

A protective sun hat (either broad brimmed or legionnaire hat) must be worn every day when playing outside for protection against the sun. These can be purchased at the centre for \$15 and added to your account. They will be labelled and laundered and kept in your child's room for ongoing use.

# Meals

Our Service promotes healthy eating habits and provides delicious and nutritious food for your child each day. We provide a nutritionally balanced morning tea, lunch, and afternoon. We follow the Australian Dietary Guidelines to ensure our meals are prepared to meet the dietary requirements for all children. Our menu is carefully planned and prepared by a qualified cook.

We cater for the dietary requirements of all children enrolled at our Service. Please discuss your child's special requirements, allergies, and any other medical conditions with the nominated supervisor.

Take home meals can be ordered for \$10 – this feeds one adult or two children.



## Breastfeeding

We are a breastfeeding friendly service. Mothers who are breastfeeding are welcome to attend the Service during the day to feed their infant. We have a private, clean, and quiet area for mothers to breastfeed their infants or express breastmilk.

Families that are breastfeeding should speak to the Nominated Supervisor or Responsible Person to be aware of our policies on storing and serving breast milk.

Families that are formula feeding should also consult with educators in their child's room to be aware on how we need the formula prepared and stored. Regular communication is encouraged to ensure your infant's needs are met as they grow.

Please refer to our *Breastfeeding Policy*.

## Clothing

It is helpful to your child if they are dressed in non- restrictive, serviceable, and easy to wash clothes so that they feel free to join in all the activities and to develop independence. Shoes also, need to allow children freedom to run, climb, hop, and jump as well as being easy for the child to take off and put on by themselves. Joggers and sandals are appropriate shoes to wear.

Thongs, slippers, and gumboots are not suitable, and we prefer that these are NOT worn to the Service. Also, please consider clothing that enables the child to move around easily and allows children to be independent in dressing. Clothing such as long dresses, overalls, braces, belts, and stiff buttons can prove a problem for children who need to go to the toilet. We require all t-shirts to have sleeves (no mid-drift tops) and hats that are broad brimmed are essential for effective sun safety.

## Toys

The Service has an abundance of toys, and we ask that children do not bring in toys from home. This eliminates toys getting lost, broken, disappointment for other children and responsibility on educators to track numerous toys throughout the day.

## Behaviour Guidance

We encourage children to engage in cooperative and pro-social behaviour. We give children the opportunity to self-regulate their behaviours during play to develop their confidence and self-esteem. Educators follow a *Behaviour Guidance Policy* that extends across the whole Service giving consistency of expectation in all rooms. We use a positive approach to guiding children's behaviour to help them develop a respect for others, for property and respect for self. If you require further information on this policy, please ask educators and refer to our Policy manual.

## Wellbeing

Wellbeing is more than just feeling happy, it is about our overall health- physical, social, emotional, and mental. We provide opportunities for your child to develop a strong sense of wellbeing through dance, movement, yoga, mindfulness, music, and relaxation.

## Physical Play

Physical play includes activities that use physical movements to allow children to use their energy, enhance their concentration, motivation, learning and wellbeing. We feel physical play is a vital part of everyday life. We believe in providing children with a range of physical activities and experience on a daily occurrence for them to challenge their large and small muscles, allowing them to gain increasing control over their bodies as they learn the importance of physical play.

Physical play provides children with the opportunity to:

- develop strong bones and muscles.
- improve strength and balance.
- develop Flexibility and coordination.
- develop Fundamental Movement Skills
- develop spatial awareness.
- develop mathematical concepts.
- be confident as they learn to control their bodies and understand their limits.
- learn to cooperate and share with others.
- promote healthy growth and development.

## Rest and Sleep

Rest and sleep routines vary according to individual needs. We aim to make rest time a relaxed, pleasant time for all children. We provide beds for children and play soft music in the background. Your child may wish to bring a security item to have at rest time. Please feel free to discuss your child's rest or sleep needs with educators. Each day we provide information about the times your child rested or slept.

Quiet activities, such as puzzles and books are available for those children who do not sleep.

## Sustainability

Our Service is passionate about sustainability. We believe in supporting children to appreciate and care for the environment by embedding sustainable practice into the daily operation of our Service, infrastructure, and teaching.

In order to empower our sustainability program, we emphasise children's ability to make a difference, enabling them to learn and appreciate their environment in an engaging, fun and exciting manner. We do this by engaging children in discussion about sustainable practice, encouraging them to participate in a recycling program, reducing energy and conserving water. We aim to provide children with the skills and knowledge required to become environmentally responsible.

## Birthdays

It is very exciting for a child to be having a birthday. If a cake is required for a child's birthday one can be ordered via Admin or to the Kitchen staff as this reduces the major allergy risks and helps us to provide a hygienic celebration with only the birthday child blowing out the candles on their cake. Families are required discuss cake options with educators prior to the celebration as we monitor food and treats to ensure the safety of all children and staff. *For further information, please see our Celebration Policy.*

## Belonging Walls

We have a *Belonging Wall* in each of our rooms. This is a strong and valuable tool in our environment for your child to connect to, feel that they and their family are valued and that their family is as much

a part of the Service, even if they are not always there. If you would like to bring in a photo, or a couple of photos that represent your family, we would love to add it to our wall.

## Sun Safety

We work in compliance with the *National SunSmart Early Childhood Program* to ensure children's health and safety is maintained at all times. We use a combination of sun protection measures whenever the UV Index Levels reach 3 and above. We monitor the UV index levels daily and schedule outdoor activities when levels are safe. Our outdoor environment provides shade for play experiences, and we conduct regular risk assessments to ensure the play space and equipment is safe for children.

Children and educators must wear hats and appropriate clothing, including footwear when outside. Educators will encourage children, including by way of modelling behaviour, to avoid excessive exposure to the sun and to wear suitable sunscreen (at least SPF30 or higher broad-spectrum water resistant), which is reapplied according to the manufacturer's recommendations. We ask that children come to the Service with sunscreen already applied so they are able to participate in outdoor play immediately and not have to wait the 20 minutes after application. Consent to apply sunscreen is included in our enrolment form.

## Parent Participation and Feedback

Our Service has an Open-Door Policy and actively seeks and encourages families to be involved in the Service. This can range from evaluating and adding input to your child's program and observations, volunteering within the Service and sharing skills and experiences that the children and the program will benefit from and providing feedback.

You can be involved in our Management Committee – please speak to the Director to discuss. Your involvement can be as formal or active as you like as time permits. We respect that time is limited for most families and we ask that you inform us as to your preferred way of communication. We can arrange meetings with your child's educator at a time that suits you throughout the year and offer email, SMS, Facebook, Newsletters, Day Book Journals, and pride ourselves on strong verbal communication on a daily basis. We seek input from families on all aspects of the Service but in particular, your child's goals, observations and program.

If, for any reason you question or do not understand any aspect of the Service or your child's experience we have a *Dealing with Complaints Policy* that supports all stakeholders in our community and like all policies, is available for families to consult and implement at any time. Copies of our policies are available in each room, the office and parent library. You are welcome to take a copy home and review at your leisure.

## Family involvement

We welcome and encourage the involvement of all parents/families at our Service. Your ideas, experiences and skills are greatly valued and will enable us to extend each child's interests, abilities, and knowledge. There are many ways for your family to be involved. We understand that our busy lives can't always afford the time, however any contribution no matter how big or small is much appreciated. Here are just a few ideas.

### Your occupation or hobby

You are the most important person in their world. We welcome all parents to the Service to talk about their occupation or hobby (e.g., music, craft, cooking). Everything parents do interest children, and these talks are the best educational resources you can provide for the Service.

We use information that has come from discussions about occupations and hobbies in our program and the ideas explored which can turn into interest projects providing valuable learning.

### Your home culture.

We aim to foster relationships among families and community and invite you to share aspects of your culture, history, language, and celebrations with our Service. Your involvement greatly assists us to enrich the lives of all our families and children.

### Reading

Children love to be read to. If you or your parents have the time, please contact your room educators to organise a day for reading. We love grandparents visiting our Service!

### Recyclable items

We are always on the lookout for recyclable items for the rooms. Empty food containers, ribbons, wrapping paper, towel tubes (not toilet or egg or milk because of hygiene and allergy issues) paper or anything interesting from your work is much appreciated.

## Special events

Our Service organises special events throughout the year. We will communicate these to families in a timely manner. We encourage parent input in all aspects of these events. Some of these include fundraising, celebrations, and information sessions.

## Suggestions

Parents are welcome to visit or call the Service at any time. If you have any suggestions or ideas on how we best can work together in the Service, please let us know.

If you have any concerns, please see your child's educator or the Centre Director. We have a grievance procedure if you would like to formally raise any concerns.

## Community Information

We have a community notice board at the entry to our Service. This board is used to display relevant programs, menus, notices, updates and reminders for children and families. Please ensure you check this on a regular basis.

Our staff can also provide information for families about a range of topics including early intervention; supported playgroups; Child Care Subsidy; Aboriginal Child and Family centres; health clinics.

## Health and Hygiene

Our Service has effective and systematic risk management systems in place to identify any possible risk of hazards to our learning environment and practices.

All staff diligently practice and model personal hygiene measures such as hand washing, cough and sneeze etiquette and disposal of tissues. We request that all children and visitors to our service wash their hands or use the alcohol-based hand sanitiser upon arrival.

Our educators teach and model correct hand washing techniques to children and regularly clean and disinfect high touch objects throughout the service to reduce the spread of infection.

## When should I not send my child to the Service?

Please monitor your child's health and do not bring your child to the Service if they are suffering from any illness or infectious disease.

To minimise the spread of infections and diseases, and maintain a healthy environment for all children, educators, and staff, we implement recommendations developed by the National Health and Medical Research Council (NHMRC)- *Staying Healthy in Childcare*. Our policies and procedures for *Sick Children* and the *Control of Infectious Diseases* are available for all families to view.

Our Service is a busy and demanding day for the bodies and minds of our children. We are not equipped to care for sick children; however, we will do everything we can to comfort a child who has become sick whilst in our care.

If your child becomes ill whilst at the Service, we will contact you or an authorised nominee to collect your child within a 30-minute time frame where possible. If your child is unable to be collected, educators will contact the child's emergency contact for collection. When your child is collected, you will be provided with an *Injury, Incident, Trauma, and Illness Record* completed by the educator which includes information about your child's illness, their symptoms, general behaviour, and any action taken. You will be requested to sign and acknowledge the details in this record.

Your child should not attend the Service if they have had paracetamol within 24 hours for a temperature. Children who are on antibiotics are to be kept away from the Service for the first 24 hours to allow the child to rest and the risk of spreading the infection to decrease. If your child has been vomiting or had diarrhoea, they will be excluded for 48 hours. For certain illnesses, a medical clearance certificate may be required before your child returns.

## Infectious Diseases

The National Health and Medical Research Council have supplied the following information regarding minimum exclusion period for children from an early childhood education and care service. Please inform staff if your child has any of the following so that we can notify the Public Health Unit and other families of any infectious disease/illness. (Confidentiality is always maintained).

**Recommended exclusion periods- Poster *Staying Healthy: Preventing Infectious diseases in early childhood education and care services*.**



CONDITION	EXCLUSION
Hand, foot, and mouth disease	Until all blisters have dried
HIB	Exclude until medical certificate of recovery is received
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness
Herpes- Cold sores	Young children unable to comply with good hygiene practices should be excluded while the lesion is weeping. Lesions to be covered by dressing, where possible
Influenzas and flu-like illnesses	Exclude until well
Measles	Exclude for at least 4 days after onset of rash
Meningitis (Bacterial)	Exclude until well
Meningococcal Infection	Exclude until adequate carrier eradication therapy has been completed
Mumps	Exclude for 9 days or until swelling goes down (whichever is sooner)
Pertussis (Whooping Cough)	Exclude the child for 5 days after starting antibiotic treatment
Rubella (German measles)	Exclude until fully recovered or for at least 4 days after the onset of rash
Salmonella	Exclude until diarrhoea ceases
Streptococcal Infection (Including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well
Tuberculosis	Exclude until a medical certificate from an appropriate health authority is received
Worms (intestinal)	Exclude if diarrhoea present

*If your child is unimmunised according to our records, then they will be excluded until the threat has passed and upon advice of the Public Health Unit*

## Immunisation

The Public Health Act 2010 requires all families to provide an Immunisation History Statement from the Australian Immunisation Register (AIR) for their child prior to enrolment in an early childhood education and care service. The immunisation history statement must show that each enrolled child is up to date with immunisations for their age.

The relevant vaccinations are those under the National Immunisation Program (NIP), which covers the vaccines usually administered before age five. These vaccinations must be recorded on the Australian Immunisation Register (AIR).

The only unimmunised children who can be enrolled in childcare are those who are on a recognised catch-up schedule or those who are unimmunised due to medical reasons as described in the Australian Immunisation Handbook. Parents must provide an AIR Immunisation History Form or an AIR Immunisation Medical Exemption Form upon enrolment. In the case of an outbreak of any vaccine preventable disease, management will contact families as soon as possible. We ask that families immediately inform our Service if someone in their family is diagnosed with an infectious disease to help minimise the risk to other children, families, and educators.

We are legally required to notify the Public Health Unit of any cases of vaccine preventable diseases occurring at our Service. For an up-to-date immunisation schedule, please refer to your enrolment pack.

## Medication

If your child requires medication whilst at our Service, you must complete an *Administration of Medication Record* to give your consent for an educator to administer prescribed medication to your child. Medication must be given directly to an educator for appropriate safe storage.

Educators can only administer medication that is:

- prescribed by a registered medical practitioner (with instructions attached to the medication or in written form from the medical practitioner)
- in its original packaging and have the original label clearly showing your child's name
- before the expiry/use by date.

Upon collection of your child at the end of the day, you or an authorised person will be requested to sign the *Administration of Medication Form*.

## Incidents, injury, or trauma

We aim to minimise the risk of accidents and injury as much as possible however, through play, exploration and adventure, children sometimes have accidents. We always have an educator with a First Aid, emergency asthma, anaphylaxis management and CPR qualification on shift at all times we provide education and care to children. First Aid kits are located throughout the Service.

In the event of a minor injury, first aid will be provided as required. An *Incident, Injury, Trauma, and Illness Record* will be completed and when you collect your child, you will be notified about the injury and asked to acknowledge and sign the record. If your child injures their head, even if it is a small bump, you will be contacted to advise you of the injury. Our educators will continue to monitor your child closely and advise if you should come and collect them.

If an injury or incident is serious and we believe urgent medical attention is required, the Centre Director will contact you immediately. If we cannot contact a parent or guardian, we will attempt to contact an authorised nominee for consent. Where you or your authorised nominee cannot be contacted, we may call an ambulance. If you are unable to meet the ambulance at the Service, we will send one of our educators/staff members to accompany your child in the ambulance. Please note that Ambulance cover is the responsibility of each family.

An *Incident, Injury, Trauma, and Illness Record* will be completed, and a parent will be required to acknowledge and sign this record. A copy of any documentation from the hospital or treating doctor will also be requested. Our Service will also be required to notify the Regulatory Authority in the event of any serious incident or injury. In these circumstances, you may be contacted by our Approved Provider and the Regulatory Authority to follow up the incident and actions taken by our Service.

## Safety in our Service

### Emergency and evacuation procedures

Our Service conducts risk assessments regularly and develops emergency management plans for a range of possible hazards. Throughout the year we follow our policies and procedures to carry out emergency and evacuation drills. These may occur at any given time throughout the day and week to ensure all children know what to do in case of an emergency. Emergency and evacuation drills are carried out in a well-organised and orderly manner and will simulate a range of possible emergency situations such as fire (bush fire), lock down or flood. Under regulations, we are required to practice emergency and evacuation drills every three months.

Educators are trained to use the fire extinguishers that are in the Service. An emergency evacuation plan and lock down procedure are displayed in every room and exit locations are clearly indicated.

## Drop off and pick up time.

Early childhood education and care services are busy places especially during the morning drop off and afternoon pickup. We ask that parents be extremely mindful of danger when arriving and departing from our Service.

- Please always hold your child's hand near the road
- Use the kerbside, rear passenger door when getting your child into and out of their restraint.
- Never leave a child or infant in the car unattended
- Always do a visual check around your vehicle before driving
- Please ensure children do not enter areas in the Service that are for adults/staff only.

## Workplace Health and Safety

We are committed in providing an environment that is safe and healthy for every employee, volunteer, child, family, and visitor. We have made every reasonable effort to minimise the risk of serious injury and request all persons to our Service to adhere to our policies regarding Workplace Health and Safety.

Each morning, our educators conduct daily safety checks of the indoor and outdoor environment and will alert management of any potential risk or hazard to children to ensure this is rectified before children use the equipment or area.

We welcome all feedback regarding the safety of our Service. If you see something that concerns you regarding safe work practices, the safety of building and equipment or general work health and safety issues, please contact the Centre Director immediately.

## Social Media

We use social media to communicate, share information and celebrate what is happening in our Service with enrolled families and our service community.

We promote safety and wellbeing of all children and are committed to ensure safe online environments when engaging in digital technology including social media. Our social media accounts are managed by the Centre Director, and we set the highest level of privacy and security settings on the accounts. Content is regularly scanned, and any offensive language or comments removed immediately, and these users blocked.

Photographs of your child will only be added if written authorisation has been provided on the enrolment form.

We maintain appropriate privacy of families, children, and educators by not publishing any personal information online.

Stay connected and find us on [www.facebook.com/PCEEC](http://www.facebook.com/PCEEC)

## Privacy and Confidentiality

We are committed to protecting the privacy and confidentiality of children, individuals and families and have policies in place to ensure strict confidentiality is maintained.

To plan programs for your child/ren, we need to collect information from you. This information helps us to assess and plan programs in partnership with you. We do not disclose personal information about you or your child to other people or organisations without your consent unless we are required to do so by law.

We do not ask for personal information about you or your child from other professionals or organisations without your consent. You can look at the information in your child's file at any time or request a copy of information in the file.

Our *Privacy and Confidentiality Policy* is available to view at any time. This policy sets out how we ensure our Service acts in accordance with the requirements of the Australian Privacy Principles and the Privacy Act 1988. We ensure all personal information is protected, records and documents are maintained and stored in accordance with Education and Care Services National Regulations and that all staff understand the requirements of the Notifiable Data Breaches (NDB) scheme. Any Privacy complaints will be managed promptly and in a consistent manner as outlined in our *Dealing with Complaints Policy*.

Our Service is required to keep and maintain detailed records about children, parents, and staff in accordance with relative legislation contained in the National Law and Regulations and Family Assistance Law. We ensure all records are stored in a secure and locked location. We must keep records for the prescribed periods of times as legislated related to child enrolment, attendance, medication records, incident, injury, trauma and illness records, child assessments and any relevant legal information/documents. Full details about record keeping are available in our *Record Keeping and Retention Policy*.

## LGBTQIA+ Inclusion

Prospect Community Early Education and Care is inclusive of same sex attracted, bi-sexual, pan-sexual and transgender people. All policies and procedures reflect the need for the inclusion of diverse communities. This policy aims to promote recognition, responsiveness and appropriate service delivery to people from the LGBTQIA+ communities. It is important to the Service that we provide a physically and emotionally safe place for all members of our community.

To create an environment that supports, reflects and promotes LGBTQIA+ inclusive behaviours and practices, it is crucial for our Service to examine our value and belief systems. We are committed to promoting confidence and self-esteem in all children, families and educators and acknowledge the uniqueness and potential of each person.

To ensure all people are treated with respect and equality, our Service believes the rights for all children, families and educators to have access to and participation in, the same experiences and activities irrespective of gender. To ensure that positive attitudes towards LGBTQIA+ inclusion is encouraged and supported within our Service and community. Children will be encouraged to develop a sense of pride and self-worth, as they develop respect for each other's rights and responsibilities.

Early childhood educators are in a unique position to influence children's development and create environments that encourage equal and respectful relationships. Gender plays a significant role in the lives of children as it defines masculinity and femininity. These are socially constructed roles, behaviours, activities and attributes that society considers 'appropriate' for a person based on their sex. Breaking down gender stereotypes from a young age, helps stop the negative consequences of inequality and discrimination. Educators working with children need to observe the implication of gender in children's choice of friends, activities, language, interactions, group dynamics and behaviour. These observations can lead to valuable insight into children's understandings about gender and assist educators to promote challenges to gender stereotypes and embrace diversity.

### Provision of a welcoming environment

Prospect Community Early Education and Care acknowledges that the LGBTQIA+ community may experience discrimination, bullying or subtle exclusions when attempting to access services. We will endeavour to;

- Display LGBTQIA+ posters, stickers and/or symbols in the service
- Provide LGBTQIA+ information and images in educational or promotional materials produced by the service

- List or advertise the service in the LGBTQIA+ press
- Avoid assumptions regarding a person's sexual orientation or gender identity
- Address transgender people with their preferred gender
- Include a welcoming statement on our website
- When collecting demographic information, ensure there are opportunities for people to identify as LGBTQIA+
- Actively participate in significant celebrations and events important to the LGBTQIA+ community, such as International Day against Homophobia and Transphobia
- Actively seek appropriate partnerships with LGBTQIA+ organisations.

Staff and Volunteers will:

Staff, volunteers and students will be supported to participate in education and support to ensure a skilled workplace that is up-to-date with issues affecting LGBTQIA+ people. Training delivered to other organisations and groups will include recognition of LGBTQIA+ communities.

We will endeavour to;

- Represent the LGBTQIA+ community in regard to domestic violence and abuse
- Identify and challenge discriminatory beliefs and behaviours (including heterosexism, homophobia and transphobia) about LGBTQIA+ people, both at the personal and organisational level
- Maintain familiarity with key LGBTQIA+ health and wellbeing issues such as the health-related effects of discrimination
- Meet staff obligations towards LGBTQIA+ clients under the Equal Opportunity Act, and federal legislation recognising same-sex couples
- Use inclusive and non-discriminatory language when dealing with LGBTQIA+ clients and their family members (particularly transgender clients)
- Recognition of the diversity of intimate and caring relationships, including recognition of same-sex partners and non-biological parents

Openly LGBTQIA+ staff will be supported to represent the service on LGBTQIA+ issues where appropriate.

In relation to families and children attending the Service we will:

It is important that LGBTQIA+ clients feel comfortable interacting with and providing relevant information to staff, volunteers and students. To maximise client comfort WE staff, volunteers and students will endeavour to practice the following:

- Signal to clients that they are welcome to discuss their sexual orientation, gender identity and relationship status, and that heterosexuality is not presumed
- Remember that a client may not choose to disclose their sexuality or gender identity and this position should be respected
- Use open and inclusive questions that are gender neutral and demonstrate acceptance
- Respond positively when LGBTQIA+ clients are open about their sexual orientation, gender identity or intersex condition
- Be sensitive to the different ways in which LGBTQIA+ people talk about their sexual orientation, gender identity or intersex condition. Address LGBTQIA+ clients using terms that are respectful and consistent with their self-understanding. If unsure, ask clients how they would like to be addressed
- Understand that sexual orientation and gender identity may be fluid or fixed, and that different LGBTQIA+ people will prefer LGBTQIA+ specific or mainstream community connections
- Provide extra support and sensitivity to LGBTQIA+ people who have disclosed experiences of homophobic violence, particularly as many believe they will not be taken seriously or that the issue will be trivialised.

Management and the Nominated Supervisor will:

- provide families with information about the importance of a gender equity approach in achieving positive outcomes for all children

- provide information about the Service's gender equity work
- ensure all staff have access to professional development activities
- engage staff in reflective practice about their own biases about gender
- foster an inclusive and gender equitable environment
- promote a positive understanding of LGBTQIA+ inclusion
- ensure educators and staff are aware of the service's expectations regarding positive, respectful and appropriate behaviour when working with children and families
- ensure that any behaviour or circumstances that may constitute discrimination or prejudice are dealt with in an appropriate manner

Nominated Supervisor, Responsible Persons and Educators will:

- be mindful and respectful of how activities and experiences provided may impact on the expectations, interests, and behaviours of all genders
- act as advocates of children in dealing with other adults who act in a bias manner against a child, family or educator due to their identity
- be responsive and ensure their actions are relevant to the specific and changing gender dynamics that emerge from the different ways in which different children interpret gender
- monitor language, attitudes, and assumptions with regard to LGBTQIA+ bias of themselves, other educators, and children.
- give positive messages about gender equity through their actions and words and avoid giving messages that promote traditional roles and gender bias
- critically reflect on their practices and environment and model a positive attitude towards LGBTQIA+ inclusion
- regularly review resources, equipment, materials, and images used with children to make sure they include gender diversity, non-stereotypical images, and non-traditional family lifestyles
- encourage children to explore their own gender identities and the impact of gender relations in their play
- regularly review the book collection to ensure a range of different stories and experiences are depicted beyond stereotypical narratives

*If at any time you have any questions, please speak with our Centre Director – 83443066 or*

*[director@prospectcc.com.au](mailto:director@prospectcc.com.au)*

DESIGN SOURCED FROM: [Childcare Centre Desktop](#) ©2022 – Family Handbook