



Parent Handbook



Love, Learning, Laughter

General Information

Hours of operation: We are open from **6.30am - 6pm** Monday to Friday. We are open 52 weeks a year and are closed on all public holidays.

Children can be dropped off and picked up at parental convenience; however a late fee will apply after the scheduled closing time.

Government fee relief

To aid in the payment of child care fees, the Commonwealth government has developed a payment subsidy titled Child care benefit (CCB). Families using approved childcare (such as Robina Town Child Care) are able to choose to receive CCB through fee reductions or as a lump sum payment after the Australian Taxation office has processed their results. Parents please note it is your responsibility to apply for childcare benefit at your local Centre link office. In order to receive childcare benefits, parents must sign each of their children in and out **EVERYDAY** they attend care.

Enrolment details

An enrolment form must be completed prior to your child commencing at Robina Town Child Care. Immunisation records are required by the centre. (Please see immunisation policy) Please notify Letisha of any existing custody/court orders relevant to your child, copies of court documents must be kept in the child's file.

<u>Fee Schedule:</u>		
Room	Daily Fee	5 Day Fee
Babies	88.50	85.50
Toddlers	87.50	84.50
Senior Kindy	84.50	81.50
Kindergarten	81.50	78.50

How to Pay

- 1.** You can pay via eftpos, which is located at the front office.
- 2.** BPAY details can be found on the bottom of your weekly statement
- 3.** Ezi Debit: Fill out the form provided and return to the office
Don't forget to attach your name to your payment.

Allowable absences

CCB is paid for up to 42 day's allowable absences for each child per financial year. Allowable absence days can be taken for any reason and without explanation. We strongly recommend that parents provide a Doctors Certificate for illness whenever possible to keep the number of absences used to a minimum. Once the child has reached 42 allowable absence days a medical certificate is required in order for CCB to be paid.

All absences will be charged to your account.

Holidays

All families are entitled to 2 weeks (10 Days) holiday a year at a 50% discounted rate. This will only apply to the "parent gap fee". To receive this discount you must

1. Apply in writing at least 2 weeks prior &
2. ALL fees MUST be paid up to date.

Public holidays

All public holidays will be charged at 50% discounted rate. This will only apply to the "parent gap fee" and to receive this discounted rate your fees will need to be paid up to date.

Priority of access

Due to the extensive need for childcare and the fact that we are able to offer childcare assistance to families, the government has established **Priority Access Guidelines** for allocating places within the centre. If a vacancy does not exist within the centre at the time of enrolment the child will be added to the centre's waiting list which is managed using these priority guidelines.

- **First Priority:** A child at risk of serious abuse/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.
- **Third Priority:** Any other child.

Arrivals and departures

On arrival at the centre please

- Sign in your child: Using the Ipad's at the front you will be required to enter your mobile number and your own personalised 4-6 digit pin. Our staff will assist in demonstrating this procedure to you on your first day. Please note for your child's safety always sign **in** on arrival and **out** on departure. This is a requirement of the Department of Community Services which our licensing body. It is a requirement of the Family assistance office so as to receive childcare benefits. These records are also important in the event of an emergency evacuation.
- On arrival after signing in please transfer your child into the care of the staff member caring for your child's group. If relevant please inform staff of any unusual events that have happened directly or indirectly to the child that may effect their day at Robina Town Child Care. Eg Mum going to hospital, child having bad night sleep, Dad away working, and family pet died etc.

On departure of the centre please

- Come and greet your child.
- Together, say farewell to the staff in charge of the group. Please feel free to stay and discuss your child's day.
- Sign out on Ipad
- Please ensure your child and his/her siblings remain in your sight during this period.

Please note that school age siblings may not collect your child from the centre. This a legal policy of the Department of Community Services, our licensing body. (Please see policy on collection of children. Found in our centre policy manual located in main office)

Authorised persons

Only persons listed on your child's enrolment form will be allowed to collect your child from the centre. If you wish for someone other than those listed on the enrolment form to collect your child, please notify the centre prior their arrival, either verbally or by written consent. Provide their full name and physical description. Staff will ask to see a form of identification i.e. license from any person we are not familiar with. Whilst at times this may seem tedious it is for your child's safety. On no account will a child be discharged into the care of a parent or guardian in a contravention of a custody/court order held at the centre. Such custody/court orders should be brought in to staff's attention on enrolment or at their inception. (Please see policy on authority to collect children found in centre policy manual located in main office).

Settling into a new environment

We all know how daunting it can be to go somewhere new and our team at Robina Town Child Care aims to make this period of transition as smooth as possible. Staffs are sympathetic to parent's feelings of anxiety over leaving their child. Robina Town Child Care offers free orientation visits; we encourage parents to bring along a newly enrolled child for frequent short visits before their first full day of attendance. We encourage parents to pack morning tea to share a meal and some time with their new friends. We recommend that you tell your child clearly that you are leaving and that you will return to pick them up. Staff will settle the child after you leave and ensure they join in activities and become happily distracted. If you would like to check on your child's progress throughout the day you are most welcome to telephone us.

Rest time

This is a special time of rest and relaxation. The children do not have to sleep but are asked to rest quietly on their beds. In the kindergarten room they can also rest quietly on mats and cushions and read a book. Rest time is a regulation of the Department of community services our licensing body. (Please see rest time policy in centre policy found in main office)

Communication between home and centre

We use a number of methods to ensure open communication between home and the centre. Important and interesting information will be displayed on the notice board in all rooms, as well as at the front of the Centre. Monthly Newsletters, provide current news on the centre and its activities. Important notices and information are emailed. A short summary about what has

happened throughout the day will also be displayed on the notice board in each room. Activities, stories that have been read, songs been sung and sleep times.

Birthdays

Birthdays are social time for children and the centre enjoys sharing the occasion. Please don't hesitate to bring a cake (if it is possible cup cakes are a better alternative to a cake as they are ready to serve) or to simply spend a happy day at Robina Town Child Care with your child.

Visitors

From time to time you will see new faces at the centre. Relief staff, volunteers and students are screened before participating in our daily activities and must adhere to Robina Town Child Care's philosophy whilst at the centre. At no stage will voluntary workers be left in charge of a group of children. The group leader or assistant will always be available. However, they will interact with the children, giving help and attention as needed.

Clothing and shoes

Please dress your child in comfortable clothes and shoes. Messy activities are an integral part of our educational program. Children need to feel free to participate fully. Please ensure all articles of clothing are clearly marked with your child's name.

Toileting

Children are encouraged to go to the toilet individually. Children are encouraged to tell a staff member that they are going to the toilet. Staffs supervise toileting times diligently. During toilet training a special toileting day history form is filled out by staff to allow parents or carers to track the child's progression at Robina Town Child Care.

Nutrition

There is now clear evidence that childhood nutrition has a lasting effect on many aspects of health. Children need fresh, nutritional food and well balanced meals. Please support us by making healthy choices when packing your child's lunch and snacks for the day. Recommended foods include sandwiches, cheese, cold meat, fresh or dried fruits, prepared fruit snacks, savour biscuits, fruit cake, celery/carrot sticks, pasta, rice, yoghurt, milk or diluted fruit drinks. We request that lollies, chips, soft drinks, candy bars, gum and chocolate are not sent in lunch and snacks boxes. If your child has special dietary requirements please document on the child's enrolment form and notify staff. Peanut allergies are becoming more prevalent in our society and allergic reactions are becoming rapid and in some cases life threatening. For that reason Robina Town Child Care adopts policies and procedures with a view to ensuring that we are a **Nut Free Zone**. Whilst we are unable to guarantee this, all reasonable and possible steps are taken to seek to comply with this mandate. For more guideline please refer to our centre policy manual found in main office.

Non discriminatory policy

Our programme is committed to multicultural awareness. This means we share a commitment to human rights, dignity of the individual and social justice. We strive to create a programme that

reflects the diverse lives of our children, families, staff and community. We seek to recognise, appreciate and respect the individuality of each child.

Non sexism

We aim to provide opportunities for boys and girls to play freely regardless of the roles they choose.

Special needs

Before enrolling your child at our centre, it is important to discuss with staff any special needs your child might have and how we can meet them. Planning for children with special needs often requires assistance from specialists. It is important to know how specific needs may or may not affect the child's learning and activities. This information will help us to meet the needs of the child and seek assistance from specialist and support workers.

Performances

Performances will be arranged from time to time as part of your child's experience at the centre. Parents will be asked to pay for their child to participate.

Fire drills/emergency procedures

Regular fire drills are necessary for regulations purposes. If you are present at a fire drill, you are required by law to participate. Emergency evacuation plans are displayed throughout the centre. Staffs are familiar with evacuation procedures and policies. Every effort will be made to make evacuation drills enjoyable rather than stressful events for the children.

If your child becomes severely injured and requires hospital treatment, one staff member will apply appropriate first aid to the child while another staff member calls an ambulance.

You will be contacted as soon as possible. If your child needs to be transported by ambulance and a parent is not present, the child will be accompanied by a staff member or by your nominated authorised emergency contact person.

Toys and other treasures from home

Whilst we do not wish to dampen your child's enthusiasm, we would appreciate it if all toys were left at home, as these can often cause fights. But we do encourage the children to bring along interesting specimens or objects such as rocks, shells, flowers, insects to enrich the science program. Tame friendly pets would be welcome visitors on pre arranged days.

Cuddle or security toys are welcome, but do need to be clearly labelled with the child's name.

Health

Maintaining a healthy community in child care is the shared responsibility of parents and staff. Our Centre is NOT a place for sick children, as we cannot provide the necessary care that contagious or ill children need. Any child suffering from an infectious illness **MUST** be excluded from the Centre until they are well or no longer in an infectious state.

Children suffering infectious skin disorders, conjunctivitis, head lice, and school sores (impetigo) must also be excluded until treated. This policy reduces the risk of transmission and therefore maintains a safe environment for the children and staff. A list of infectious diseases and exclusion periods is available at the office.

Please notify the Centre **Immediately** if your child is diagnosed with any of the following conditions -

- German measles (Rubelle)
- Measles, mumps, or chicken pox
- Whooping cough

Non-immunised children will be excluded from our Centre in the event of any preventable childhood disease case. A notice will then be displayed in the foyer informing other parents of the situation.

It is extremely difficult for staff to provide the appropriate care for children who are ill, and still give attention to the rest of the group. When children are sick they need more attention, as well as quiet, warmth and rest. It is impossible to give a child who is in a group situation this type of care, as it requires staff members to lessen their involvement with the remainder of the group. We therefore request that children who are sick are not brought to the centre. Please don't feel that we are going to phone you at every sign of a sniffle but if we feel your child is in need of medical attention or would benefit from being home or somewhere quiet, we will contact you to inform you of your child's condition. We do appreciate your need to be at work or study, therefore if you are unable to collect your child, please arrange for someone else to do so. Our staffs at the centre are not qualified to diagnose your child's condition. They can voice their concern and suggest what the problem may be, using their knowledge and experience from working with children. (Please see infectious disease policy found in policy manual located in main office)

Symptoms of illness

The following symptoms will alert you to the fact that your child could be unwell.

- Unusual spots or rashes
- Unusual behaviour (your child is cranky or less active than usual, cries more than usual, feels general discomfort or just unwell)
- Feverish
- Conjunctivitis (tears, redness of eyelid lining, irritation, followed by swelling and discharge)
- Breathing difficulties
- Mucus discharge from nose (thick, green or bloody)
- Diarrhoea
- Vomiting

- Loss of appetite
- Sore throat or trouble swallowing
- Infected skin patches
- Severe persistent or prolonged coughing
- Frequent scratching of the scalp
- Headache and neck stiffness
- Yellowish skin or white of eyes
- Unusually dark tea coloured urine

What to do when a child has symptoms

- Consult your doctor (obtain medical certificate for absence)
- Keep your child away from the centre so that others are not infected
- Contact the centre and enquire if other children are suffering from similar symptoms
- Consult the centre staff from exclusion times and procedures in relation to giving medication at the centre

It is important that you report any illness to staff, as this allows them to:

- Watch for signs of illness in other children
- Alert other parents, particularly those who may be at risk themselves or who may have children who are at risk

Clearance letter

A clearance letter from your Doctor may be required if we have a doubt about your child's suitability to return to the centre.

Diarrhoea and vomiting

Diarrhoea and vomiting are contagious and it is our policy that if your child is suffering from either of these symptoms, regardless of cause, they **must** be kept away from the centre. This means that if your child has a loose motion or vomits before leaving home in the morning, the child is **NOT** to be brought to the centre. We can appreciate that it may be caused by something the child ate, but we can't be sure.

Medication

All medication must be clearly labelled with the child's **name** and the **dosage** must be clear on the pharmacist's label. A medication form **must** be filled in and handed to a staff member before you leave the centre. **Do not** leave medication of any nature in the child's bag. Please ask the office or a staff member for a medication form..

Authorisation of medication forms

A medication permission form is found in main office and must be completed and signed before any medication can be administered. The centre enrolment form contains a permission form to administer paracetamol, if your child spikes a fever. In case of the child's temperature rising above 37.5degrees, parents will always be contacted.

Broad Goals

To create a warm, caring, stimulating, safe and secure environment.

To provide opportunities for the child to develop to their full potential at their individual rate, taking into account their physical, social, emotional, language, cognitive stage of development, interest and needs.

To encourage family involvement by creating an atmosphere of respect and trust, through effective communication, an orientation process for families, an open door policy, thus making the transition from home to the centre as smooth as possible.

To provide avenues for families to contribute their ideas and input regarding centre operations, and together with families, staff and the community, plan experiences that are meaningful and purposeful to the child.

To promote a harmonious environment that is free from bias, prejudice and promotes equity, inclusion and cultural diversity.

To provide experiences that support the curriculum, keeping in mind a balance between quiet, noisier activities, small group and individual activities, both indoor and outdoors. Experiences that foster mathematical thinking, curiosity, language and literacy, personal and social development, art and craft, music and movement concepts, dramatic play, gross and fine motor experiences.

To implement strategies which are realistic to the child when guiding his/her behaviour, and respect individual family social and cultural opinions? To also encourage the child to solve their problems verbally, through positive reinforcement and role modelling, thus developing self-discipline.

To value daily living experiences such as toileting, dressing and resting as opportunities for learning.

For management to offer support towards staff, families and the community and work together to strive for a high quality standard of care.

The Programs

Independent studies have shown that the prime learning period for a child is from birth to 6 years. With this in mind our programs aim to support your child's development, and also aim to provide them with certain skills to succeed in school and in life.

Our creative, practical and functional programs build on the skills that your child brings from home. Our flexible outdoor playgrounds, combined with creative indoor areas have been specifically designed for children's developmental stages to extend your child's learning opportunities in every activity.

Each room has overall aims, objectives and a philosophy that guides the program, as well as semester objectives, weekly and daily plans that incorporate objectives for individual children. Weekly childfree programming time is allocated to Team Leaders who plan for and evaluate each individual child's progress.

This program is designed to cater for each child's needs and interests and is built around play. Play is a vital part of a child's life and is the way they make sense of their world. It is the basic ingredient to learning, develops new skills and stimulates intellectual growth. We value play very highly in our daily life with the children, and most activities are based on their play. We observe children's interests, abilities and needs very carefully and provide appropriate individual and group experiences to challenge and stimulate each child.

Within each program children are given the opportunity to:

- Make choices
- Develop creative abilities
- Problem solve, and
- Share and co-operate with others.

You will find the weekly program for each group displayed in your child's room. If you would like any clarification on goals and plans for your child, your Team Leader will be only too pleased to discuss it.

While establishing routines is important for children, the program acknowledges that all children are unique individuals and need to be nurtured within a flexible environment.

Centre Philosophy

The Educators at Robina Town Child Care centre recognises the family is the greatest influence in a young child's life. Working closely with each family, and having an open door policy ensures that children and families experience '**Belonging**' and feel connected within the centre and the wider community. This partnership eases the transition from home to the centre and later, to school.

We believe children develop at their own pace and at different times to another child. Growing and learning is encouraged through "doing", "with hands on" approach to exploring, discovering, creating, thinking, practicing, and communicating, cognitive, self correcting, self selecting and moving.

We believe experiences should be meaningful to the child, based on his/her interests, strengths and needs, and cater for their physical, social, emotional, cognitive and language development through careful planning and observation.

We believe in offering an environment that is calm, welcoming, stimulating, organised, safe, and predictable and empowers the child to feel secure and encourages a sense of '**Being**'. One that is free from bias, prejudice and additional needs.

We believe in providing a variety of strategies to guide, support and extend the child's learning. Constant positive role modelling and reinforcement, as well as setting consistent, clear guidelines, will assist the child to develop problem solving skills and also develop a sense of '**Becoming**'

Planning, observing, communicating and working as a team in collaboration with families and the community assist staff in providing a meaningful program and maximises optimum care and attention for each child.

We believe daily living experiences such as toileting, dressing and resting are valued and seen as opportunities for learning and social development.

We believe in offering both indoor and outdoor experiences that foster curiosity, mathematical thinking, language and literacy development personal, social development, creativity and aesthetic awareness through art and music experiences, gross motor and fine motor experiences on a daily basis.

The centre management has a commitment to offering support towards children, their families, staff and the community.

We always aim to provide the highest quality care to the whole child while they are in attendance at our centre

In relation to the:

Child:

We believe and value that each child:

CP1 Be valued as an individual regardless of age, cultural background and additional needs.

CP2 Has the opportunity to develop at their own pace and are able to share opinions, ideas, interests and experiences in a warm genuine atmosphere

CP3 Has the right to feel safe and secure and have a sense of belonging in all situations

CP4 Should feel part of our community and respect all cultures and special needs that are part of our everyday lives.

CP5 Learn best through play and making decisions

Parents and families:

We believe and value that parents and families:

CP6 Are made to feel welcome and that their values and beliefs are respected by all team members

CP7 Have the opportunity to participate in daily activities, the program and special events

CP8 Are aware of our open door policy, allowing opportunities for them to have input into their children's play

CP9 Can work together with staff to form individual partnerships that will support the development of each individual child.

CP10 Are respected regardless of age, Cultural or additional needs they may have

Educators:

We believe and value that as Early Childhood Educators we should:

CP11 Work as a team and establish respect and partnerships with parents. Children and each other

CP12 Be supportive and to use effective communication skills with all that attend our centre

CP13 Have the opportunity to continue professional development and understanding of all aspects of Early Childhood Education

CP14 Be good role models

CP15 Exercise a duty of care to all children and families in our care

Environment:

We believe and value that the environment should:

CP16 Be welcoming, warm, safe, clean and caring

CP17 Be caring to all individual and development needs and interests

CP18 Provide educationally challenging age appropriate learning opportunities

CP19 Be a place for parents, children and Educators to feel respected, accepted, understood and supported

The Program:

We believe and value that the program should:

CP20 Be flexible; enhance children's developmental needs and interests.

CP21 Be inclusive for all children and families regardless of gender, cultural background and ability.

CP22 Reflect both home and centre experience

CP23 Encourage family and children's input

CP24 Provide a variety of experiences throughout the day

CP25 Offer challenging play and learning environment by providing equipment and resources for children to use and explore

CP26 Be developmentally appropriate according to each child's in

Medical Conditions Policy

Position Statement

The service and all educators can effectively respond to and manage medical conditions including asthma, diabetes and anaphylaxis at the service to ensure the safety and wellbeing of children, staff and visitors.

Implementation

The service will involve all educators, families and children in regular discussions about medical conditions and general health and wellbeing throughout our curriculum. The service will adhere to privacy and confidentiality procedures when dealing with individual health needs.

A copy of the medical conditions policy must be provided to all educators, volunteers and families of children enrolled at the service. Educators are also responsible for raising concerns with a child's parents about any medical condition known to the service, or any suspected medical condition that arises.

No child enrolled at the service will be able to attend the service without medication prescribed by their medical practitioner. Families are required to provide this information on the enrolment form as outlined below and are responsible for updating the service on any new medication, ceasing of medication, or any changes to their child's prescription.

In relation to parents/families/guardians:

- Inform the centre and staff on enrolment or as soon as child is diagnosed of their child's illness.
- Be responsible for providing to the centre with a current management plan signed by a medical practitioner and includes a recent photo of the child and must clearly outline procedures to be followed by staff in the event of an incident relating to the child's specific health care needed.
- Be responsible for informing the nominated supervisor of any changes to their current management plan. Parents and guardians are responsible for providing an updated management plan for their child at all times, failure to do this may result in parents being asked to not leave their child in care until one has been provided.
- Parent or guardians must sign on enrolment that an authorised person may remove their child from the centre in case of an emergency.

Parents will ensure that at all times the child is in attendance that medication, epi pens, injections or asthma medications is at the centre at all times that their child is in attendance.

In relation to the enrolment:

The services enrolment form provides an opportunity for parents to help the service effectively meet their child's needs relating to any medical conditions.

Parents will provide the following information on enrolment.

- Asthma plan
- Diabetes information
- Allergies and treatment plan for allergies
- Anaphylaxis plans

- Any other specific medical conditions along with a medical management plan provided from a medical practitioner
- Medical information about any known allergies with supporting documentation from a medical practitioner, this should include what the triggers of an allergic reaction may be, first aid that will be required, contact details of doctor who has signed the plan, this should be displayed for all staff to see and also be kept in the child's file.

In relation to the child:

- Any information relating to the above medical conditions will be shared with the nominated supervisor, educators and volunteers and any other staff member at the service. Individuals will be briefed by the nominated supervisor on the specific health needs of each child.
- Information relating to the child's medical conditions, including the child's medical management plan, medical conditions risk management plan and the location of the child's medication will be shared with all educators and volunteers and displayed in the following areas of prominence to ensure all practices and procedures are followed accordingly.
- All educators and volunteers at the service must follow a child's medical management plan in the event of an incident related to a child's specific medical conditions requirements.
- All educators and volunteers at the service must be able to identify a child with medical conditions easily.
- All educators and volunteers at the service must be able to locate a child's medication easily.

In relation to medical conditions risk minimisation plan:

Using a child's medical management plan, the service will develop a medical conditions risk plan in consultation with the child's parents. The risk minimisation plan must ensure that any risks are addressed and minimised.

Any allergens that may be present at the service will be communicated to parents and addressed through the medical conditions risk minimisation plan.

Whilst developing the medical conditions risk minimisation plan and to minimise the risk of exposure of children to foods that might trigger severe allergy or anaphylaxis in susceptible children, the service will consider and implement the following-

- Anaphylaxis can be life threatening, anaphylaxis is a severe allergic reaction to a substance.
- Be aware that allergies are very specific to the individuals and it is possible to have an allergy to any foreign substance.
- Anaphylaxis can be caused by insect bites such as bees or wasps but is usually caused by a food allergy. Foods most commonly associated with anaphylaxis include peanuts, seafood, nuts and in children egg's and cow's milk.
- Other common groups of substances which can trigger allergic reaction or anaphylaxis in susceptible children include:
 - All types of animals, insects, spiders and reptiles
 - All drugs and medications, especially antibiotics and vaccines

- Many homeopathic, naturopathic and vitamin preparations
- Many species of plants, especially those with thorns and spines
- Latex and rubber products
- Band-aids Elastoplasts and products containing rubber based adhesives,.

Educators should be aware of symptoms of an allergic reaction, as per their training. Educators should be constantly looking for symptoms, as they will need to act rapidly if they do occur. Educators should immediately Call 000 if symptoms arise. If you know an educator or child is prone to anaphylaxis reactions there should always be an Epi pen available and injected by a educator who is first aid trained.

In relation to staff and service:

- If displaying personal information about children or staff members allergies in food preparation or serving areas, it is done so in accordance with privacy guidelines, such as in an area accessible to staff and not accessible to visitors or other families such as common areas and foyers.
- Risk minimisation practices will be carried out to ensure that the service is to best of our ability providing an environment that will not trigger an anaphylactic reaction in a child. These practices will be documented and reflected upon, with any practice that may be discovered amended to decrease risk. For example, a procedure to ensure that the child is never at the service without their epi pen or relevant medication.
- The service will display an anaphylaxis management plan for all children who are diagnosed with anaphylaxis in the centre in key locations such as the children's rooms, staff room and kitchen.
- Ensure that no child who has been prescribed an Epi Pen device is permitted to attend the service or it's programs without the device.
- Develop an ongoing communication plan with the child's parents and with educators at the service to ensure that all relevant parties are updated on the child's treatment, along with any regulatory changes that may change the services practices in regards to anaphylaxis.
- Routinely, the service will review each child's medication to ensure it hasn't expired.
- The service will not allow children to trade food, utensils or containers.
- Ideally, children who have severe allergies should only be served food prepared at their homes.
- The service will not use food as rewards for good behaviour at any times.
- Families are requested to label all bottles, drinks and lunchboxes e.t.c with the child's name that they are intended for.
- The use of food products in craft, science experiments and cooking classes may need to be changed in order to allow children with allergies to still participate.
- All staff are aware of our Anaphylactic policy
- All staff are aware of our medication policy
- All staff are aware of the asthma policy
- The service will ensure that all educators in the service whether there is a child diagnosed at risk of anaphylaxis or asthma will undertake first aid training in which includes asthma and anaphylaxis training.
- The service will also ensure that all relief educators used by the service adhere to these qualifications requirements.

BEHAVIOUR GUIDANCE POLICY

Position Statement

Young children are learning to become active members of society. As a natural part of their learning children will explore the limits placed upon them. Guiding children's behaviour is an essential part of early childhood education. Consistent approaches by team members in relation to management strategies are paramount to the overall success of a positive behaviour guidance policy.

Objective

To provide guidelines for team members to refer to when dealing with a behavioural issue, so as to foster a consistent approach to managing children's behaviour.

Implementation

- The use of physical punishment, isolation, humiliation, intimidation or negative labelling by team members as a behaviour guidance strategy is NOT acceptable under any circumstances.
- Set and maintain appropriate limits for behaviour and make these expectations explicit within the room. Strategies include group discussions about behaviour and flash cards depicting the desired behaviour.
- Acknowledge children's feelings and behaviours and talk to them about the issues and the consequences of their actions. Strategies to use include directional feedback to the child about both positive and negative behaviour.
- Provide children with choices and encourage decision making. This will encourage positive self esteem. Strategies to use include selective choice wherever possible that allow the child to exercise autonomous decisions while keeping the child's choices within the boundaries and expectations set within the room.
- Have realistic expectations of children's behaviour. If adult expectations are unreasonable, children are bound to be seen as misbehaving.
- When children's behaviour is inappropriate, apply an intervention strategy from the least intrusive to most intrusive continuum.
- Consequences must be also made explicit within the room in the same way as rules and expectations are. In this way children should always know that a particular behaviour would result in a known consequence.
- Consequences, target behaviour and room rules & expectations need to be taught at group time and practised in a group environment in the hope that children will be able to generalise the skill into a real social setting and also have a more concrete understanding of rules and expectations.
- Team members are expected to remain calm when dealing with children's inappropriate behaviour. Children respond to adult reactions to behaviour. Better results will be forthcoming if the adult maintains a calm authoritative manner. Using a calm tone and manner assist in keeping a potentially difficult behaviour from escalating.
- Team members are expected to respond positively to any anti social behaviour displayed by children.

- Role model appropriate behaviour. eg. If there is a problem with pack away time, model that you as the adult pack up your share of things too. Children will often follow a good role model.
- Time out as a strategy. Time out should be seen as a most intrusive strategy used sparingly to allow a child time to consider their behaviour. Time out or any of the derivations of this technique include a period of time whereby the child is removed from the activity and asked to think about why they needed to move away. Once the child is calm the next step is to debrief, asking the child *What, When and How* questions relevant to the room's rules and expectations. The third step is to give the child a plan of action for reinstatement to the activity session.

The actual time spent sitting out should be seen as only part of the whole strategy which should also include a debrief with the child and a reinstatement action plan. At no time should Time out be seen as punitive but rather a three step teaching process to assist the child in internalising action and consequence in heading towards the desired socially responsible behaviour required. Children are to be supervised at ALL times. Children are NOT to be moved from their classroom to another as a behaviour management strategy.

Behaviour Management at our centre is based on positive reinforcement techniques.

Any form of verbal, emotional, or physical punishment will not be tolerated.

- *Should you require any further information on our Behaviour Management strategies please contact your centre's Support Manager who will arrange further training in this area.*

Our Centre and Families working in Partnership

Crucial to the success of behaviour guidance is the role families' play. Families will be provided with regular opportunities to contribute to the development and review of their child's behaviour plan, along with the service's overall strategies to promote positive outcomes for the child.

Upon enrolment at our centre families are provided with information about our behaviour guidance policy and we will record any feedback provided by families about the behaviour guidance strategies used at home. Please refer to the service's Enrolment and Orientation Policy. In order to maintain open lines of communication families are encouraged to express their thoughts, expectations and feelings openly with staff/carers in relation to all aspects of their child's care and education.

Team members will also extend open lines of communication with families in regards to maintaining behaviour guidance strategies and practices.

Families should recognise that some behaviour guidance strategies or practices established in the home cannot be enforced in the service's environment.

In cases where a child's behaviour causes disruption to the smooth operation of the classroom or places children or team member's safety in jeopardy an individual behaviour plan will be developed for the child. To develop a plan that meets the needs of the child a meeting will be held with both management and the child's family to agree upon consistent strategies which will be implemented in both the home and centre environments. It is essential that families and team members work in partnership to ensure the best possible outcomes for all children.

In instances where any individual behaviour plan does not meet the needs of the child/ren further discussion will be held with families to seek a suitable resolution. Please refer to our Exclusion policy.

In Relation to team members

- Team members will consider all aspects of the rooms operations so as to minimise the possibility of children misbehaving, due to frustrations caused by having to share their space, toys etc.*
- Team members will support children to learn conflict resolution skills and assertive language skills in preference to physical actions and as a protection against domineering and aggressive children.*
- Team members will employ age appropriate behavioural management strategies WITHIN THE ROOM AT ALL TIMES. This may include time out periods for children who are unable to control their behaviour. These management strategies will be in line with our behavioural management policy.*
- All extreme behaviour will be documented and signed by the director on an incident report.*
- The director and group leader will speak to the parents of the child who is having behavioural difficulties and work together to work out a collaborative approach to managing the child's behaviour. In cases where the child has extreme behavioural issues, staff will record all behavioural patterns and assist parents to find help outside of child care.*

In relation to the parents

- *It is an expectation that the parents of the child, who has behavioural issues, will support the behaviour management strategies that are in place within the centre at home e.g., they will reinforce all behaviour management plans discussed with carer. When further help from outside of the centre is required e.g., support workers, Psychologists, speech therapists, e.t.c it is expected that parents will work with staff to make it as smooth process .*

In relation to the centre

- *In cases where the behaviour turns seriously aggressive towards staff members or other children the matter will be treated accordingly, if a child or staff member has been injured, it is viewed as extremely serious as we always have a duty of care to staff and children at all times and must take their welfare into consideration. Consultation with parents involved in this situation will occur at the earliest convenient time. The placement of the child who is using aggressive, disruptive or extreme behaviour, and therefore places the .safety of other children at risk will be under careful consideration. Aspects of this consideration taken into account will be the response of both family and child to the behavioural management strategies that have been put in place by the team members. The number and severity of incidents that the child has inflicted, and the age of the child involved. If after the above deliberation and it is felt that the situation has become unworkable management has the right to alter the days the child attends or cancel the enrolment*

Policy Reviewed: 16/06/16

Physical Play

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, while also allowing children to use their energy, enhance their concentration, motivation, learning and wellbeing

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*

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.