



UBC Early
Learning Centre

Upper Beaconsfield Community

Early Learning Centre

Family Handbook

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Code Red and High Fire Risk Days

Emergency Evacuation Procedure

Bookings:

- Families attending the ELC must have a permanent weekly booking. (AM/PM/Full Day).
- Families will now pay for their weekly bookings, regardless of public holidays, if a child is sick, or is absent from the centre. (Families will no longer be able to cancel bookings by giving notice).
- Once a one-off booking is made, our no cancellation policy will apply and families will be charged for their booking (even if it is made and cancelled in the same day). These bookings are subject to availability at the time of booking. We strongly encourage families to book permanently as we are nearly full on most days.
- All bookings must be in writing, no bookings will be taken over the phone. However to check availability for urgent bookings needed on the day, families can phone through to ELC/Office. We encourage families to book ahead, due to the limited availability.

Change of Permanent Booking:

- If families wish to change their permanent weekly booking day, then 2 weeks' notice is required in writing. Forms will be available in the ELC for families to fill in or an email can be sent. No phone calls or verbal conversations will be accepted. Families must fill in these forms themselves to avoid miscommunication and staff being taken away from supervising the children.
- Families will be charged for their booking for the 2 week notice period. If another day is required, then these will be 'additional one-off bookings,' until the 2 week notice period has ended.
- Families will be able to increase their permanent booking from an AM session to full day permanently, without a 2 week notice period, subject to availability. This will need to be in writing and forms will be available in the ELC or email can be sent.

Holidays/Fire Danger Days:

- Families can no longer apply for a holiday break from the centre. Under the new Child Care Subsidy package families who are eligible through Centrelink for CCS are allowed up to 42 absences, after these absences, full fees as normal will apply. Families will need to check with Centrelink before booking their holiday to ensure their CCS will cover the absent days. (The ELC does not have control over this and we strongly recommend families speak with Centrelink).
- The centre will close for a 3 week duration over the Christmas period. Date are usually around 19th Dec-13th Jan (depending on when public holidays/weekends fall).
- The centre will close on Code Red and Extreme Fire Danger Rating (top 2 ratings). No charges will apply for these days should this occur.

Terminate Place and Leave Centre:

- Families will need to give 2 weeks' notice in writing, via email or fill in a form in the ELC, if they wish to terminate their permanent booking and leave the centre. This is for families that do not intend on returning to the centre. Eg; Moving out of the area.
- Families who terminate their booking and return to the centre, within a 3 month period of their cancellation will have a re-enrolment fee of \$100 charged on their account (CCS will not apply to this charge).
- Families, who give notice that their child is terminating their place with the centre, will not be able to indicate a return date. However if within a 3 months period a family needs to re-enrol and the \$100 re-enrolment fee has been paid, they will need to contact the centre one full business day prior to returning (not including weekends/public holidays), to see if we have availability. Return bookings will not be taken earlier than this or given priority, except in emergency circumstances.
- Priority of places will go to existing families with a permanent booking that may have siblings wanting to enrol, or families on a waiting list.

1. Introduction and Welcome

The educators at Upper Beaconsfield Community Early Learning Centre (UBC ELC) welcome you and your family into our service. This Family Handbook was designed for the purpose of providing families with a comprehensive overview of policies, procedures and helpful information for families who are using the service. Please ensure you read and understand all sections. For further clarification on any of the information contained in this handbook please contact the Director or 2IC.

1.2 Our Mission

UBC ELC owes its existence to the community's response to the Ash Wednesday bushfires. The ELC continues to respond to the needs of the community with a safe, secure and nurturing environment for their children as well as supporting parent's needs.

1.3 Our Philosophy

Upper Beaconsfield Community Early Learning Centre (UBC ELC) owes its existence to the community's response to the Ash Wednesday bushfires. The ELC continues to respond to the needs of the community with a safe, secure and nurturing environment for their children as well as supporting parent's needs where possible. The service encourages children to make independent decisions while increasing their awareness of their self-help skills, based on their age and individual capabilities. Educators lead by example and act as role models for children to nurture them through play experiences, which is a critical part of developing and acquiring children for life skills.

Educators are nurtured, supported and valued for their own set of special, unique skills. We are supported and encouraged to keep the knowledge and skills current which is reflected in the Program and relationships built with the children and families.

Children at UBC ELC develop a sense of belonging and build on their own social experiences to build friendships and have fun in their own setting. We aim to give children an appreciation for the world and community that they live in and to care for the natural environment, for themselves and the future.

The program aims to develop and extend on the learning programs so they are focused on children's needs and interests, whilst taking into account their culture, strengths, abilities and links with the Early Years Learning Framework (EYLF), 2009.

1.3 Our Goals

UBC ELC strives to achieve best outcomes for children, as outlined in the EYLF, 2009. The framework was developed to assist services to ensure children were encouraged to develop and grow at their own pace, with five outcomes in mind:

1. Children have a strong sense of identity (Identity).

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

2. Children are connected with and contribute to their world (Community).

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

3. Children have a strong sense of wellbeing (Wellbeing).

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

4. Children are confident and involved learners (Learning).

- 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, inquiry, experimentation, hypothesising, researching and investigating
- Children transfer and adapt what they have learnt from one context to another
- Children resource their own learning through connecting with people, place, technologies and natural and processed materials

5. Children are effective communicators (Communication).

- Children interact verbally and non-verbally with others for a range of purposes
- Children engage with a range of texts and get 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

2. National Quality Framework, (NQF) 2010.

UBC ELC follows the NQF, 2010. This was agreed by all Australian Governments to one set of regulations, and laws that applied to the Nation, rather than individual states and territories having their own separate regulations and law. These documents were then named;

- Education and Care Services National Regulations
- National Law

Whilst the NQF, 2010, includes the list above it also includes;

- National Quality Standards, (NQS), 2010
- An assessment and rating system
- A regulatory authority in each state and territory who will have primary responsibility for the approval, monitoring and quality assessment of services in their jurisdiction in accordance with the national legislative framework and in relation to the National Quality Standard. In Victoria, this regulatory authority is the Department of Education and Early Childhood Development (DEECD)
- The Australian Children's Education and Care Quality Authority (ACECQA).

Services need to develop a Quality Improvement Plan (QIP) to work towards meeting the National Quality Framework. DEECD will then randomly visit services and assess them based on the National rating system and this information will then be available for families on the national website on how the service was rated.

Our Early Learning Centre was assessed and rated on the 2nd of December 2014 and we achieved a rating of "Meeting" the National Quality Standard.' On the 5th of November, 2018 we were once again assessed and achieved 'meeting' against the 7 Quality areas. Our centre is always striving for 'excellence' and if families have any suggestions on ways to improve the centre, we encourage you to put forward your suggestions.

2.1 The Australian Children's Education and Care Quality Authority (ACECQA)

ACECQA is the national body ensuring high quality early childhood education and care across Australia. They provide national leadership in promoting quality and continuous improvement in early childhood education and care and school age care in Australia. ACECQA is responsible for providing oversight of the new system and ensuring consistency of approach.

2.2 National Quality Standards

The seven National Quality Standards that services need to meet are:

1. Educational Program and Practice
2. Children's health and safety
3. Physical environment
4. Staffing arrangements
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

Assessment and Ratings will be displayed at the service for families to view. We are currently rated "Meeting National Quality Standard."

3. Anti-Bias

UBC ELC will not discriminate against any person at any time for any reason under any circumstances. If access to the service is limited, entry may be through a waiting list and the criteria as set by the Department of Education and Early Childhood Development (DEECD) and the Family Assistance Office. All children, families, educators, students and visitors to the service will be treated with respect, dignity and equality. Educators actively work towards reducing bias and the negative display of stereotypical images, ideas, behaviours and attitudes. Educators support children with knowledge and understanding, through role modelling effective and respectful interactions. UBC ELC also ensures that the selection of equipment and resources for children's use and play actively promotes and educates respect and equality; displaying images that are non-bias, discriminatory or stereotypical of a person's sex, physical abilities, socio-economic level, religion, ethnicity or culture.

4. Inclusion of Children and Professional Support

UBC ELC believes that all children have the right to access and participate in high quality programs. We will work in partnership with children, families and all educators to ensure a sense of belonging and empowerment in accordance with the Inclusion and Professional Support Program (IPSP).

The Australian Government Department of Education Employment and Workplace Relations (DEEWR) funds the Inclusion and Professional Support Program.

The Inclusion and Professional Support Program (IPSP) is an integrated and consolidated approach to meeting the professional and inclusion support needs of child care services and promotes good practice and continuous improvement in service delivery.

The IPSP is made up of two programs, the **Professional Support Program (PSP)** that provides professional development and support to build the skills of the child care workforce to enable them to provide high quality child care. The PSP provides funding for the Professional Support Coordinators (PSCs) and the Indigenous Professional Support Units (IPSUs) in each state/territory.

The **Inclusion Support Program (ISP)** aims to remove the barriers to access for children with additional needs through provision of inclusion support. This is achieved via the Inclusion Support Agencies (ISAs) who provide advice and guidance to child care services in designated ISA regions regarding access to training, Limited Time Funding (LTF) and Inclusion Support Subsidy (ISS).

To ensure inclusive practices are promoted and delivered the service will:

- Develop in collaboration with the Inclusion Support Facilitator an annual Plan and apply for funding for additional educators where needed.
- Promote an attitude of respect for the individual, value cultural and physical diversity and strive to reduce inequality.
- Role model inclusive practices, promoting respectful interactions and care giving practices ensuring a positive sense of wellbeing.
- Work in partnership with families and communicate effectively ensuring full participation in goal setting and decision making.

- Access bilingual support to assist children and families and where possible provide information and resources in languages other than English.
- Encourage families to participate in a variety of roles at the service and to attend social events.
- Collaborate with other agencies that will enable educators and family access to specialised advice, training and resources where required.
- Access additional staff support where possible and promote a whole team approach.
- Develop appropriate programs based on the individual child's strengths and interests that enable full participation and are inclusive and empowering.
- Provide play resources and equipment that promotes diversity and various abilities holistically throughout the program.
- Ensure the service's physical environment minimises risk and is safe.
- Monitor and evaluate annually the service's policy and service delivery for inclusive practices and professional support.

5. Family Involvement

The UBC ELC welcomes the active involvement, contributions and ideas of our families using the service. We value a partnership approach and encourage families to share time, skills, knowledge and resources in a manner that enhances and strengthens the community and your child's, and others, experience at the service.

Families are invited to have input in formal ways such as attending meetings, responding to surveys or providing valuable feedback on service policies and procedures. UBC ELC greatly respects the vital role parents and other family members play in their children's development, and an honest, caring, communicative relationship is valued highly. As such, UBC ELC greatly appreciates any time a family member can give to provide feedback to our service.

Families can also contribute by attending family events, suggesting program ideas or activities, running an activity or event for the service or assisting us to evaluate UBC ELC.

We believe effective communication is essential in any partnership and families are encouraged to maintain regular communication with the Lead Educator and Qualified Support Educators in your room on a regular basis. Educators are best able to care for your child when they are informed about what you expect. Educators are always willing to discuss your child's health and development, strengths and interests with you and this can be done informally or a formal appointment can be made if the need arises.

Some of the many ways that families can contribute to the development or evaluation of activities at the service are;

- Regularly check the Family Boards in the room, where we have a copy of our current program of activities displayed. Please feel free to write down any ideas that you have to contribute or extend the program.
- Have discussions with educators daily about your expectations or progress or your child.
- Arrange a formal appointment to meet with the Lead Educator in your child's room.
- Complete feedback forms and surveys issued by the service.
- Donate any goods, boxes or other recyclable materials to the service that you might not be using.
- Come and run an activity with the children.
- Share your favourite recipe to incorporate into our menu.
- Share your favourite tradition or cultural celebration with our service.

6. Children's Program

UBC ELC educators regularly develop, modify and change programs based on a range of learning philosophies, child developmental knowledge, children's interests and ideas, parent and family input and ongoing evaluation. We are continuously undergoing training in children's development and program planning.

Wherever possible, play spaces are set for self-selection, so children are able to make choices for themselves about where they would like to play and what they would like to play with. This fosters a collaborative learning approach and opportunities for individual children to spend time alone if they feel like it. There is a balance of planned and spontaneous experiences offered through a dynamic program that includes active/quiet, structured/unstructured, sensory and group/individual opportunities.

The daily activities will incorporate language and literature, music and movement, creative arts, dramatic and imaginative play, science and mathematics, sensory and physical play. Children are treated as confident, capable learners and we aim to develop their life skills by providing opportunities that include effective hand washing, turn taking, developing friendships and problems solving skills.

We promote the use of natural materials in the program and resources aim to foster the naturalist intelligence of children by minimising the use of plastic and fostering an awareness of nature. The children are involved in caring for their environment through the maintenance of the gardens, re-cycling and re-setting play spaces.

Some of the activities that your child may be involved in will include:

- Art and craft activities
- Cooking
- Project work
- Creative and expressive arts such as drama, singing, musical instruments and dancing
- Board games and puzzles
- Construction activities such as Lego
- Sports, ball games and team games
- Gardening and re-cycling
- Taking care of and fostering a respect of belongings, resources and equipment
- Developing interpersonal and conflict resolution skills supported by staff in positive ways. Through consistent strategies and role modelling that are developmentally and culturally appropriate
- Taking on leaderships roles around the centre

Lead Educators have regular program planning time away from the children, where they maintain records of your child's development and interests.

7. Contact Details

Elli Heath – Director

Sandra Beltran - Baldry – Lead Educator of Children Over 3 years (2IC)

Irene Gaida – Joint Lead Educator of Children Under 3 years

Upper Beaconsfield Community Centre

10 Salisbury Road, UPPER BEACONSFIELD, VIC, 3808

Telephone: (03) 5944 3484

Email: elc@ubcc.org.au

8. Service Operations

Hours of Operation: 7:30am-5.30pm

(*Please note that if families pick up their child late, then late fees do apply).

OPEN: Monday to Friday, 49 weeks per year.

We are closed from approximately 20th December and re-open on 14th January each year. The dates will vary slightly depending on when the public holidays are. The service will notify families in advance, alternatively feel free to ask at the office each year.

Public Holidays Closure Dates:

UBC ELC will be closed on the following public holidays; however fees will still apply for bookings made:

- Australia Day
- Labour Day
- Good Friday
- Easter Monday
- Anzac Day
- Queen's Birthday
- Grand Final Day
- Melbourne Cup Day

9. Orientation

All new children are invited to visit and stay at the service with their parent/guardian prior to starting with UBC ELC to familiarise themselves with the program, facility, the educators, the routine and activities on offer. There is no charge for this, and families are welcome to come for more than one session, in consultation with the Lead Educator, to ensure we meet your child's needs.

All new families will be given a family information pack, which will include; an enrolment form and a child information form. Educators will need to be informed of all relevant information regarding the individual child which includes:

- All relevant health and medical information
- Individual dietary requirements
- Any relevant parenting order information
- Behaviour management strategies
- Orientation process and Induction Process
- Procedures for notifying the service of your child's absence

10. Educators

The educators at UBC ELC seek to employ the best possible and experienced candidates for positions. All new educators undertake an induction process and are supported with the transition. All educators that are employed have the relevant qualifications for the position they have applied for in accordance with the Australian Children's Education and Care National Regulations (2011) including a valid Working With Children Check, Anaphylaxis Management, CPR and Level 2 First Aid Certificate and Asthma Management Certificate. Many of the educators also have a Food Handlers Certificate.

Our ratios as outlined in the Education and Care National Regulations, 2011, are for children under the age of three years, one (1) educator to four (4) children. For children that are over three years of age, one (1) educator to eleven (11) children.

10.1 Students/Volunteers

UBC ELC will host students from various schools, colleges and universities to ensure that we are providing support for students learning. Students and volunteers are not counted as educators and are at no time allowed to supervise children alone.

All students and volunteers are required to hold a valid Working with Children Check and an induction process is also undertaken for students and volunteers and must work within the service's policies and procedures. Written permission from the families must be obtained prior to any student compiling any information on children that is required as part of the study placement component and families are encouraged to ask the student for a copy upon completion.

Children will only be identified by their first name in any written documentation by students and families can view the information at any time during the student's placement at the service.

10.2 Additional External Support

UBC ELC has access to a wide variety of external support for children, families and educators. These include;

- Inclusion Support Facilitators – aimed to assist services with inclusion for children with additional needs.
- FKA Multicultural Centre – offer variety of resources and can provide resources in other languages for families. They are also able to support services with Bi-Lingual workers and training.
- DEECD – have an authorised officer that is able to answer any questions or concerns and are able to visit the service to do a spot check and make sure the centre is compliant.

11. Enrolment Process

We welcome all families to our service. In the event that we are full or have a waiting list, then the process that we legally have to follow is outlined below in the Priority of Access Guidelines.

11.1 Priority of Access

UBC ELC is required to follow priority of access guidelines issued by the Commonwealth Department of Family and Community Services. These are as follows:

Priorities

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

Within these main categories priority should also be given to the following children:

- in Aboriginal and Torres Strait Islander families
- in families which include a disabled person
- in families on low incomes
- in families from culturally and linguistically diverse backgrounds
- in socially isolated families
- of single parents

Families may be requested to change days should another family with a higher priority of access also require care.

11.2 Withdrawal from Service

Families will need to give two weeks' notice in writing, via email or filling in a form in the ELC, if they wish to terminate their booking and leave the centre. This is for families that do not intend on returning to the centre. Eg: Moving out of the area.

Families who terminate their booking and return to the centre within a 3 month period of their cancellation will have a re-enrolment fee of \$100 charged on their account (CCS will not apply to this charge). Families are only eligible to book their child in one business day prior to returning, if this falls on a public holiday, then the next working business day.

11.3 Enrolment Procedures

Families can enrol their children and commence straight away, depending on availability. Families are also encouraged to do an orientation session prior to starting at the service. Families are required before commencement that they fill in and provide the following information for the service.

- Complete an Enrolment Form for each child
- Complete a Child Information Sheet
- Sign and acknowledge having received and read our policies and procedures outlined in this Family Handbook
- Provide the service with any Medical Action Plans, such as; Allergy, Anaphylaxis and/or Asthma Management, signed by the doctor with a colour copy and colour photo. Sign and assist with a risk minimisation plan for the safety of your child. These must be updated every 12 months and signed by your doctor.
- Provide the service with a copy of your child's immunisation schedule / history form from Medicare (not the green book). These schedules can be printed off at home by going onto the my.gov.au website and following the link to the Medicare website. No child will be permitted into the service that is not immunised, as we follow the legislation **No Jab No Play**.

(Below is a link to the current Victorian Immunisation Schedule for children for your own information: <file:///C:/Users/ELC/AppData/Local/Microsoft/Windows/Temporary%20Internet%20Files/Content.IE5/5OIMIUUV1/Immunisation%20schedule%20July%202019.PDF>)

- Provide the centre with as much information as possible about your child's medical needs, dietary requirements, what your child likes and doesn't like.
- Meet with the Lead Educator and discuss shared care practices to ensure we are consistent with the care for your child.

11.4 What to bring to the service?

The community centre endeavours to keep costs to a minimum for its community members and as such parents are responsible for catering for their child's needs whilst at the centre.

Your child will need the following while in our care;

- Drink Bottle with water
- Nappies
- Nappy Cream
- Medications – including Asthma and Anaphylaxis medications. Please note: that no medication is to be kept in your child's bag, please sign it in with an educator upon arrival at the service.
- Formula and/or Breast Milk, with bottles clearly labelled.
- Hat and Sunscreen in line with our Sun Smart policy.
- Warm Winter Jackets and Gum Boots for winter as children will still be permitted to go outdoors.
- Change of clothes in case they get wet and/or dirty. Please supply extra if your child is toilet training.

Please make sure that **all items brought into the service are clearly labelled** with your child's name.

12. Confidentiality

All Enrolment Forms are kept in a locked filing cabinet, and only the educators have access to this area. Educators maintain confidentiality at all times and at no stage will personal information of families and educators be given to any other person.

Records and family information

The service is required by law to collect family information regarding families and UBC ELC ask that families complete an Enrolment Form annually to ensure the information is current and up to date.

13. Bookings

Session Times/Bookings:

AM Session:	7:30am-12:30pm	\$65.00
PM Session:	12:30pm-5:30pm	\$65.00
All Day Session:	7:30am-5:30pm	\$110.00

Please note your child doesn't need to attend for the whole duration of a session; however the charge is for the whole session. Families attending the Early Learning Centre must have a permanent weekly booking. (AM/PM/Full Day) and then they may book additional one-off days. We do not accept families on a casual basis.

Child is unwell and unable to attend:

Families will pay for their weekly bookings, regardless of public holidays, if a child is sick, or is absent from the centre. These will be marked as absences with Centrelink. Families can be eligible for up to 42 absences throughout the year, where they will still receive their CCS (if eligible through Centrelink). Families are encouraged to check with Centrelink as to what they are entitled too.

Change Days of Permanent Booking:

- If families wish to change their permanent weekly booking day, then 2 weeks' notice is required in writing. Forms will be available in the ELC for families to fill in or an email can be sent. No phone calls or verbal conversations will be accepted. Families must fill in these forms themselves to avoid miscommunication and staff being taken away from supervising the children.
- Families will be charged for their booking for the 2 week notice period. If another day is required, then these will be 'additional one-off bookings,' until the 2 week notice period has ended.
- Families will be able to increase their permanent booking from an AM session to full day permanently, without a 2 week notice period, subject to availability. This will need to be in writing and forms will be available in the ELC or email can be sent.

Accounts:

Families will be emailed their account on a weekly basis; it is the responsibility of the family to ensure they are receiving them and if they are not, to notify the service immediately. If families are waiting on Centrelink CCS then it is their responsibility to pay the account in full, until the rebates are in place as this can take up to 6 weeks to come through from Centrelink.

13.1 Outstanding Fees

We hope that if families are experiencing financial difficulty and are unable to pay their account, that they organise with the ELC Director a payment plan to pay any monies owing to the service. Where it is financial hardship and/or a child at risk then we may apply through Centrelink to have 6 weeks Additional Child Care Subsidy applied to the account (paperwork and evidence is required for this). After these 6 weeks we would need to provide evidence to Centrelink for them to make a determination for this subsidy.

Your child's enrolment at the centre may be reviewed and the committee of management reserves the right to suspend your enrolment until the debt is paid. In the event where an overdue account is referred to a collection agency and/solicitors, all legal costs on the indemnity basis, whether incurred by the centre or by the collection agency and in the event the collection agency charges commission, the commission which would be charged shall be added to the debt. Your details may be listed with the National Default Registry for a period of 6 years and 30 days or until the debt is fully paid.

13.2 Holidays & Absences

- Under the CCS, families can no longer apply for a holiday break from the centre with discounted fees. Where a child is absent from the service, fees will still apply.
- Families will need to check with Centrelink before booking their holiday to ensure their CCS will cover the absent days. Where families have used over their allocated absences from Centrelink and CCS doesn't apply, families will be charged full fees. (The ELC does not have control over this and we strongly recommend families speak with Centrelink).
- The centre will close for 3 week duration over the Christmas period. Dates are usually around the 20th of Dec till the 14th of Jan (depending on when public holidays/weekends fall).
- The centre will close on Code Red and Extreme Fire Danger Rating (top 2 ratings). No charges will apply for these days should this occur.

13.3 Termination of Care

- If families wish to change their permanent weekly booking day, then 2 weeks' notice is required in writing. Forms will be available in the ELC for families to fill in or an email can be sent. No phone calls or verbal conversations will be accepted. Families must fill in these forms themselves to avoid miscommunication and staff being taken away from supervising the children.
- Families will be charged for their booking for the 2 week notice period. If another day is required, then these will be 'additional one-off bookings,' until the 2 week notice period has ended.
- Families will be able to increase their permanent booking from an AM session to full day permanently, without a 2 week notice period, subject to availability. This will need to be in writing and forms will be available in the ELC or email can be sent.

13.4 Booked Days/Cancel Booking/Change Booking

Families attending the ELC must have a permanent weekly booking. (AM/PM/Full Day).

Families will now pay for their weekly bookings, regardless of public holidays, if a child is sick, or is absent from the centre. (Families will no longer be able to cancel bookings by giving notice).

Additional one-off bookings will be accepted for children with a permanent weekly booking.

Once a one-off booking is made, our no cancellation policy will apply and families will be charged for their booking (even if it is made and cancelled in the same day). These bookings are subject to availability at the time of booking. We strongly encourage families to book permanently as we cannot guarantee availability otherwise as it will be subject to enrolment numbers.

All bookings must be in writing, no bookings will be taken over the phone. However to check availability for urgent bookings needed on the day, families can phone through to ELC/Office. We encourage families to book ahead, due to the limited availability

13.5 End of Year Accounts

All families must have their accounts up to date no later than one week prior to closing prior to Christmas. Any outstanding accounts at this time, may risk losing their place for the following year, unless a payment plan / agreement has been reached with the Director prior to this date.

13.6 Late Collections and Fees

The service closes at **5:30pm**. Families picking up children need to ensure they arrive at the service 10 minutes before the **5:30pm** closing time. This will allow time to collect your child's belongings and gain any relevant information from the educators. Please be mindful that discussions held after 5:30pm are in the

educators non work hours and they will need to finish their shift on time as the service is only licenced until 5.30pm.

Late fees will apply to families arriving from 5.31pm regardless of reason. Families need to telephone the service before 5.00pm if they are aware that they will not arrive at the service on time. Please be mindful that this can be distressing for your child as well, as often they are the last one to be picked up and they too become concerned. Please notify your emergency contact person with plenty of notice to ensure that someone is here by 5.30pm.

Staff will be responsible for noting the time of family arrival after 5:30pm and will co-sign the child out with the family. Ongoing continual lateness may result in the suspension of care and CCS does not apply to late fees. In the event that this happens 3 or more times, on the third occasion this will be put to committee of management for review of the family using the service.

In the event that a parent is late collecting their child from the AM session at 12.30pm, then the late fees will apply or alternatively the family will pay for the second session if that is the cheaper option. However please phone and let us know, because this could lead to us not being able to follow the regulations in terms of child to educator ratios.

Late Booking Structure:

- From **5.31pm or 12.31pm (depending on the session \$1 per minute)** for the first 15 minutes you are late. **Then \$5 per minute thereafter 5:45pm or 12.45pm.**
- At 6:00pm in the event the service is unable to contact you or any emergency contacts then **the Police/Child Protection will be called.** Educators will endeavour to call all emergency contacts first.
- Two educators are to remain at the service at all times, in line with the Education and Care Services National Regulations, 2011. Educators will call and let the Director and/or 2IC know when the Director is not contactable.

14. Arrival and Departure

All children must be signed in and out of the service by the legal guardian or as authorised on the child's enrolment form. Failure to either sign your child in and out may result in the loss of Child Care Subsidy for that day. In line with the CCS guidelines.

Children must also be signed in and out of the service by a parent/guardian over 18. Sign in/out forms are located at the entrance on arrival/departure.

14.1 Arrival

Children are able to arrive at the centre at any time between 7:30am and 5:30pm depending on which session they are booked into. Half day PM sessions start at 12:30pm.

Children must be dropped off and picked up by an authorised person outlined on their Enrolment Form, and that is over the legal age of 18 years. The parent or guardian must sign the child into the program using the QK sign in system on the iPad in the ELC entrance.

It is the parent or guardian's responsibility to ensure this occurs. Please ask educators for guidance if you are unsure with this procedure.

Please hand any medications to the Lead Educator and complete all details on the Authorisation to Administer Medication Form. **No medication is to remain in a child's bag,** under any circumstances. Medication will only be administered in line with the Medication Guidelines outlined in the Education and Care Services National Regulations, 2011.

15.2 Departure

When collecting your child on departure it is the parent or guardian's responsibility to sign the child out of the service using the QK IPad system. Please ensure you speak to an educator when collecting your child so that they are informed of your child's departure.

Only people who are authorised by the parent in writing on the enrolment form and are 18 years and over can collect the child from the service. *In exceptional circumstances phone authorisation can be given.

On departure the person collecting the child must also ensure they co-sign any authorisation that has been made for the administration of medication that day or for any injury/accident that has occurred that day that they have been informed about.

In emergency circumstances only, the parent or guardian can consult with the Director to authorise any other person not on the authorised pick up list to collect the child from the centre. However they will need to provide photographic identification such as a current driver's license upon collection of the child.

If the educators have not met prior with a nominated person on the enrolment form, they may request to see photographic identification such as a current driver's license prior to releasing the child into that person's care.

17. Custody and Access

Natural parents as stated on the enrolment form have legal access to their child at all times unless a legally binding Parenting Order and/or Intervention order relating to the child states otherwise. Families must ensure that there is a current copy of any relevant legally binding Parenting Orders relating to the child and this will be kept with the child's records at the Service.

If any person arrives at the service to collect a child displaying aggressive or negative behaviours or is displaying signs of being under the influence of alcohol or drugs, educators will request that another person be called to assist and collect the child. If a person attempts to drive a motor vehicle under the influence of alcohol or drugs or displays impaired driving skills the car registration number will be recorded and the police will be called to assist.

In the case of a family dispute between parents/families please be informed that the service are not access points for those involved in the dispute to access time to play with or visit a child. This could seriously compromise all of the children's and staff's feelings of safety. In the event that a family member arrives at the service with a request to access a child the parent who is the primary carer and with whom the child resides will be contacted immediately.

Where there is a family dispute and no legal parenting order is in place any authorised person that comes to the service to collect the child that is not an authorised person to pick up as documented on the child's enrolment form will not be able to remove the child. In this event the parent who is the primary carer and with whom the child resides will be telephoned by the Director and informed of the situation. Verbal authorisation from the person documented to pick the child up that day will need to be gained. In the event that this person cannot be contacted the other emergency contacts will be called for clarification.

18. Clothing Policy

Families need to ensure that their child is dressed appropriately for play and for the relevant weather conditions. Families also need to ensure that the child does not come in brand new clothes, as children will get dirty and wet whilst exploring and playing. Children are not permitted to share clothing and must wear their own clothes at all times.

The service will not take responsibility for lost belongings and will maintain a lost belongings area. To avoid these families need to ensure that all their child's clothes are clearly labelled with their child's name or initials.

We also ask that children not wear jewellery/accessories unless it is of a cultural or religious nature. Please inform the Director at the time of Enrolment so we can record this on your child's information sheet.

We also ask that children wear clothing with sleeves, such as T-shirts, rather than tank tops, to ensure adequate protection from the sun when we are outdoors. Also please provide your child with a hat or they may not be able to play outdoors. We are a recognised Sun Smart Centre and therefore we need to ensure that children are dressed appropriately.

In winter please provide your child with a warm rain coat for the child to wear outside, and you may like to consider gum boots, to ensure your child stays dry.

Please ensure that you pack at least one additional outfit for your child in case they get wet and/or dirty, we will be able to change your child. For babies and children that are toilet training we request a number of changes of clothes as the service has very limited spare clothing. If your child is toilet training, please also pack an extra pair of shoes, as they often get wet if children have an accident.

19. Health and Wellbeing

19.1 Expressing and Bottle Feeding

The [Right to breastfeed is protected under the federal Sex Discrimination Act 1984](#), mothers are encouraged at the service centre to come into the centre throughout the day to breast feed their child if they wish to do so. Mothers are also encouraged to express their milk and provide it to educators to feed your child.

Families are responsible for bringing in bottles that are clearly named with their child's name and also any formula/breast milk that their child might be on. The centre cannot supply the formula, due to the broad range available; we prefer to cater to your child's individual needs. Please make sure you pack cooled boiled bottled water as well.

We recognise the Breast milk is the property of the mother and therefore the mother should indicate to educators how long they would like their milk stored in a bottle warmer.

19.2 Unwell Child

From time to time your child may become ill at the service. It is the service's responsibility to protect all children, families and educators from the spread of infectious diseases. As a parent you are the person that knows your child the best, if there is any change in your child's general health or wellbeing please keep your child at home and seek medical attention. We also ask that if you have siblings that are at risk of catching the contagious illness, then could you also keep them at home to reduce the spread.

If your child becomes unwell at the service you may be asked to collect your child earlier than usual. In some instances you may be asked to collect your child immediately and a written clearance from your child's doctor may be required when returning to the service.

You may be contacted when:

- A child's temperature reaches 38 degrees or above. An exclusion period of 24 hours since the last recorded temperature above 38 degrees will apply. Written clearance from your child's doctor may also be required at the centre's request.
- If the child has been vomiting and/or had diarrhoea. They family will be contacted and asked to collect their child. An exclusion period of 48 hours from the last bout of vomiting and/or diarrhoea will apply. Written clearance from your child's doctor may also be required at the centres request. We ask that you keep siblings away as well if this occurs, to reduce the spread of infection.

- If the child has active head lice you will be asked to collect your child
- The development of a rash
- The child develops signs and symptoms of Conjunctivitis
- The child displays signs and symptoms consistent with a variety of infectious diseases or has been diagnosed by a doctor with an infectious disease as outlined by the Department of Health (Information is available in this handbook and on the parent notice board of all infectious diseases and exclusion periods)
- If your child displays signs of being withdrawn and not their usual happy self

The service does not have the capacity to care for ill children for prolonged periods. Depending on the circumstances the child will be made comfortable in their room where educators can monitor signs and symptoms of the child whilst waiting for the parents or guardians to arrive. All families and educators will be notified of any illness or outbreaks of infectious diseases at the service.

Families should be aware that Centrelink allow up to 42 absences per year and should check what their allowances are. As families who don't have enough absent days may be required to pay full fees.

19.3 Children's Services Exclusion Period for Infectious Diseases

In the event of an outbreak of an infectious disease unimmunised children will automatically be excluded from the service to prevent cross infection. Victorian Health Regulations Health (Infectious Diseases) Regulations 2001, Section 13 and 14 requires that any children with any of the infectious diseases listed as exclusion will not attend the centre as directed in the table below.

Minimum period of exclusion from schools and children's services centres for infectious diseases cases and contacts.

Condition	Exclusion of Cases	Exclusion of Contacts
Amoebiasis (<i>Entamoeba histolytica</i>)	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Campylobacter	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Chickenpox	Exclude until all blisters have dried. This is usually at least 5 days after the rash appears in unimmunised children, but may be less in previously immunised children.	Any child with an immune deficiency (for example, leukaemia) or receiving chemotherapy should be excluded for their own protection. Otherwise not excluded.
Conjunctivitis	Exclude until discharge from eyes has ceased.	Not excluded.
Diarrhoea/Vomiting	Exclude until there has not been a loose bowel motion or vomiting for 48 hours.	Not excluded.
Diphtheria	Exclude until medical certificate of recovery is received following at least two negative throat swabs, the first not less than 24 hours after finishing a course of antibiotics and the other 48 hours later.	Exclude family/household contacts until cleared to return by the Secretary.

Condition	Exclusion of Cases	Exclusion of Contacts
Hand, Foot and Mouth disease	Exclude until all blisters have dried.	Not excluded.
Haemophilus influenzae type b (Hib)	Exclude until at least 4 days of appropriate antibiotic treatment has been completed.	Not excluded.
Hepatitis A	Exclude until a medical certificate of recovery is received, but not before 7 days after the onset of jaundice or illness.	Not excluded.
Hepatitis B	Exclusion is not necessary.	Not excluded.
Hepatitis C	Exclusion is not necessary.	Not excluded.
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.	Not excluded.
Human immunodeficiency virus infection (HIV/AIDS)	Exclusion is not necessary.	Not excluded.
Impetigo	Exclude until appropriate treatment has commenced. Sores on exposed surfaces must be covered with a watertight dressing.	Not excluded.
Influenza and influenza like illnesses	Exclude until well.	Not excluded unless considered necessary by the Secretary.
Leprosy	Exclude until approval to return has been given by the Secretary.	Not excluded.
Measles*	Exclude for at least 4 days after onset of rash.	Immunised contacts not excluded. Unimmunised contacts should be excluded until 14 days after the first day of appearance of rash in the last case. If unimmunised contacts are vaccinated within 72 hours of their first contact with the first case, or received NHIG within 144 hours of exposure, they may return to the facility.
Meningitis (bacteria - other)	Exclude until well.	Not excluded.

Condition	Exclusion of Cases	Exclusion of Contacts
meningococcal meningitis)		
Meningococcal infection*	Exclude until adequate carrier eradication therapy has been completed.	Not excluded if receiving carrier eradication therapy.
Mumps*	Exclude for 9 days or until swelling goes down (whichever is sooner).	Not excluded.
Pertussis* (whooping cough)	Exclude the child for 21 days after the onset of cough or until they have completed 5 days of a course of antibiotic treatment.	Contacts aged less than 7 years in the same room as the case who have not received three effective doses of pertussis vaccine should be excluded for 14 days after the last exposure to the infectious case, or until they have taken 5 days of a course of effective antibiotic treatment.
Poliomyelitis*	Exclude for at least 14 days from onset. Re-admit after receiving medical certificate of recovery.	Not excluded.
Ringworm, scabies, pediculosis (head lice)	Exclude until the day after appropriate treatment has commenced.	Not excluded.
Rubella (german measles)	Exclude until fully recovered or for at least four days after the onset of rash.	Not excluded.
Salmonella, Shigella	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.
Severe Acute Respiratory Syndrome (SARS)	Exclude until medical certificate of recovery is produced.	Not excluded unless considered necessary by the Secretary.
Streptococcal infection (including scarlet fever)	Exclude until the child has received antibiotic treatment for at least 24 hours and the child feels well.	Not excluded.
Tuberculosis	Exclude until receipt of a medical certificate from the treating physician stating that the child is not considered to be infectious.	Not excluded.
Typhoid fever (including paratyphoid fever)	Exclude until approval to return has been given by the Secretary.	Not excluded unless considered necessary by the Secretary.

Condition	Exclusion of Cases	Exclusion of Contacts
Verotoxin producing <i>Escherichia coli</i> (VTEC)	Exclude if required by the Secretary and only for the period specified by the Secretary.	Not excluded.
Worms (Intestinal)	Exclude until there has not been a loose bowel motion for 24 hours.	Not excluded.

Exclusion of cases and contacts is **not** required for Cytomegalovirus Infection, Glandular fever (mononucleosis), Hepatitis B or C, Hookworm, Cytomegalovirus Infection, Molluscum contagiosum, or, Parvovirus (erythema infectiosum fifth disease).

Source: Communicable Disease Control, Public Health Branch, Division of the Victorian State Government, Department of Health, <http://ideas.health.vic.gov.au/guidelines/school-exclusion-table.asp>

19.4 Immunisation

To have an enrolment confirmed for a child in long day care, parents/carers have to provide the service with:

- a current Immunisation History Statement from the Australian Immunisation Register (AIR); AND
- the statement must show that the child is up to date with all vaccinations that are due for their age, or that they are able to receive.

The Immunisation History Statement from the AIR lists the vaccines the child has received and, if applicable, which vaccines are due in the future and when. Medical exemption may also be listed, where applicable.

An Immunisation History Statement from the AIR is the only type of immunisation record accepted by early childhood and care services for the purposes of confirming enrolment and must be provided within the two months prior to the child starting at the service. It is the families' responsibility to keep the service up to date as your child gets immunised, by providing an updated Immunisation History Statement.

'No Jab, No Play' is the name of legislation that requires all children to be fully vaccinated unless they have a medical exemption to be enrolled in childcare or kindergarten in Victoria. The child can no longer attend the service with a doctor's letter stating that they don't wish to have their child immunised. For more information please read: <https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play/frequently-asked-questions>

If there is an outbreak of an infectious disease at the service (or at home involving a sibling or other family member) then any children/staff who have not been immunised will be excluded from attending the service during the outbreak for the period as specified by the Health Department.

19.5 Medication

Authorisation to Administer Medication:

Only medications prescribed by a medical practitioner or by a pharmacist with a chemist's dispensing label will be administered. The medication must be in the original bottle/container with the child's name, dosage details, health professional/pharmacist name and recent prescribed date clearly labelled. The medication must be in date and we can only follow the dosage as stated on the bottle/box. Our service keeps an in date paracetamol bottle in our medicine cabinet at all times in the case of a sudden rise in a child's temperature (38°C or higher). Before this can be administered, the child's guardian will be contacted to collect the child

and educators are able to gain verbal permission to administer paracetamol whilst waiting for the child to be collected.

Any herbal medicines, over the counter medication and/or prolonged use of Panadol/Nurofen, you require to be administered to your child, requires a letter from the doctor, with the child's name, dosage and frequency it is to be administered.

Parents are advised that sick children who are receiving antibiotics must have completed a full dose over a 48 hour period before returning to the service.

If a child requires medication to be administered during their time at the service parents are responsible for the following procedures.

- Parents must ensure that under no circumstances medications are left in a child's bag. This poses a serious health risk to other children in the centre.
- Parents must approach an educator to hand over the medication and verbally provide any relevant information regarding the status of the child's health and details of possible side effects of the medication. **If the child appears unwell, educators may ask you to take your child home and provide a clearance from your doctor before the child can return to the service.**
- Parent permission to administer medication must be done in writing. All details must be written on the medication form. The medication form is to be filled in with the parent and educator present, both are required to sign this form, so please allow time to do so upon drop off.
- Parents must ensure the Director and Lead Educators are informed of any up to date information regarding their child's health. Please provide copies of any relevant information provided by health professionals for your child's records. This includes any allergy reports, asthma plans or details of ongoing conditions and/or treatment.
- **Antibiotics** - When antibiotics need to be administered, parents need to ensure all relevant information is written such as "before food, after food etc". When providing authorisation to administer antibiotics to a child, parents should note that educators will only administer antibiotics under the following time frames.

The child has completed 48 hours of the appropriate dosage of the antibiotic at home prior to recommencing care. The following administration time frames will apply:

Antibiotics prescribed four times daily - require a minimum of 6 hours between doses.

Antibiotics prescribed three times daily – require a minimum of 8 hours between doses.

Antibiotics prescribed twice daily - require a minimum of 12 hours between doses

All Epipen, asthma and other medications are kept in a clearly labelled medication container out of children's reach. Medication that needs refrigeration is kept in the staff fridge outside the ELC for the safety of children. All medication should be in the original container.

If your child is on medication, we ask you to consider if your child is well enough to be at the service. An educator may refuse your child to be signed into the service at any time if they feel your child is not well enough and request a medical certificate for them to return. We need to ensure that we reduce the spread of infection. Also we don't have the capacity to care for sick children in the service, as it impacts the quality of care we can offer other children in the service.

19.6 Asthma

All children that have been diagnosed with asthma by a doctor must provide the service with a current **Asthma Action Plan with colour photo, dated within 12 months, from your doctor**. All asthma medication must be clearly labelled with your child's name including your child's spacer equipment. A copy of your child's asthma action plan will be kept with the medication at all times and in an emergency evacuation will be taken by the staff to the evacuation point. If at any time a child does not respond to their asthma medication as per the child's individual asthma plan instructions, the emergency asthma procedure will be implemented immediately and parents will be notified. In the event of the emergency asthma procedure having no immediate effect an ambulance will be called.

19.7 Allergy and Anaphylaxis Management

Some children have developed an allergy to factors in the environment and/or certain foods. Parents are required to inform the Director on enrolment if there are any environmental or food intolerances and any allergic reaction signs and symptoms that they are aware of. All children that have been diagnosed with any allergies by a doctor must provide the service with a **medical action plan dated within 12 months**, from your doctor outlining the nature of the allergy, any subsequent reaction identification information and first aid details required for an allergic reaction. All educators will be informed of individual children's requirements; copies of individual management plans are kept in your child's individual file and displayed in the room for educators to clearly see. All action plans must be in colour, with a colour photo. The service is also responsible for putting together a Risk Minimisation Form for children with allergies, which will be done in partnership with families, before commencing at the service.

If a child has an allergic reaction or anaphylaxis episode whilst at the service, educators will follow the child's individual anaphylaxis management medical plan and will call an ambulance if symptoms accelerate or become life threatening.

Food that has been prepared for individual children due to dietary restrictions will be prepared under current food, health and safety regulations. This food will be cooked and served individually and clearly labelled with your child's name. During all mealtimes and bottle feeding educators fully supervise the children to ensure all aspects of safety are practiced.

19.8 Accident and Injury

At least one educator who is trained in Level 2 First Aid with current CPR certificates is at the service at all times of operation. The service also maintains a first aid kit.

From time to time accidents will occur, however educators are diligent in accident prevention through consistent effective supervision and through the setting of the play spaces and equipment. If your child is injured at the centre due to an accident, appropriate first aid measures will ensure that your child is cared for immediately.

Other educators will ensure all children are safe and that the child staff ratios are maintained. The Director is notified of all accidents/injuries however minor and the educators record in writing all information relating to the circumstances surrounding the accident/injury on the Injury\accident\illness form.

The director or room leader will telephone the parent/guardian to inform them of the situation that has occurred, for any more serious incidents and first aid treatment and an overview of how the child is. A request may be made by staff for a parent/guardian to collect the child to seek further medical advice, the parent/guardian is required to collect the child or arrange for another person on the authorised pick up list to collect the child as soon as possible.

Where a serious injury or illness has occurred and further medical help is sought by the service or the family, the Director will follow the DEECD, Serious Incident Reporting Procedure and notify DEECD within 48 hours of the incident occurring.

20. Emergency Procedures

The service has developed emergency procedures for a variety of emergency situations. Telephone numbers for an emergency response are located at the service including 000, Poisons and Gas leak information telephone numbers. Information on the procedures for Emergency C.P.R; Emergency Asthma, SIDS guidelines and individual allergic reaction plans are located near telephones and outside.

The service practices emergency evacuations regularly as outlined in the National Regulations, throughout the year and emergency evacuation information with a detailed map is displayed. The notification to all educators and children of an emergency evacuation is by a whistle and these are located throughout the service.

All visitors/agency staff\students are advised of the emergency evacuation plan on arrival as part of their induction.

Ambulance:

An emergency situation may occur at any time due to a person becoming ill or injured. An ambulance will be called in the first instance. First aid will be administered. The parents will be contacted, informed an ambulance has been called and asked to come to the service immediately. If parents fail to arrive at the service prior to the Ambulance they will need to go straight to the hospital. The educators will take instructions from the 000 response team on how to handle the situation.

The Director will also be informed as soon as practically possible of the emergency situation. If the parents have not arrived a suitable adult will accompany the child to the hospital in the ambulance, in the event we are able to adhere to the child\educator ratio. In the event that this is unable to occur the service, will take the advice of the ambulance officers at the time. The child's enrolment form and a copy of any relevant documented first aid that has occurred will be taken to the hospital with the child.

Under no circumstances will a child be transported to a hospital or doctor in an educator's car.

Fire:

The service has a well establish fire evacuation plan and clearly signed exit points. This evacuation is practiced every 3 months, in line with the Education and Care Services National Regulations, 2011. Educators evaluate the evacuation for ongoing improvement and efficiency. The fire evacuation plan is displayed at the service and discussed with the children on a regular basis.

In the event of an imminent bush fire threat the service will declare a Code Red and will act in line with the Department of Education and Early Childhood Developmental guidelines. ***The service is closed on Code Red Days and Extreme days.***

It is the responsibility of the Parents to check the Vic Emergency App to check ratings. We are situated in the CENTRAL region. Educators will not attend the centre to contact parents for their own safety. The Fire Rating is announced the day before at approximately 6pm News.

The service reserves the right to make a decision to close on any given day, despite the fire danger rating, if it deems it not to be safe. Once a closure has been confirmed the service will not re-open on that day regardless of a change in weather conditions or status of fire threat. No educators will be on duty at the service on the day of closure. The service reserves the right to close whilst in operation if it deems there is a risk to safety due to fire and families will be asked to collect their child promptly from the service. All families are asked to keep an eye on the Vic Emergency App and contact the centre if they have any concerns throughout the day. Families can also call the Bushfire Information Line ph: 1800 240 667 for further information.

On days of extreme smoke exposure the service will be open but an inside program will be run during the session where possible, but may deem it closed also.

All educators play a role in ensuring an evacuation is as smooth and stress free as possible for the children. A first aid kit, individual medication, water, a mobile phone and family contact information including sign in\out books are taken by the educators on the evacuation. During practice evacuations the children will be taken outside the UBCC ELC to the tennis court.

In the event of a real fire or a gas leak 000 will be called. The educators will take the children to the designated evacuation meeting point and parents will be called as soon as possible.

Police:

The police may be called to the service for a number of reasons. Educators will not hesitate to call 000 if they feel that a Police presence is warranted. Parents will be informed of the circumstances and outcomes when all information and reporting processes have been finalised unless it is deemed necessary by the Police and the Children's Services Advisor to inform parents earlier.

20.1 Missing Child Procedure

The service operates to protect and ensure the safety of all children at all times.

Educators position themselves at all times for effective and constant supervision of children. There are a number of reasons why children may try and leave the service and this includes but is not limited to the symptoms of anxiety or anger or where there are additional behaviours associated with a range of health concerns. Children deemed at risk of attempting to leave the service will be effectively supervised and strategies discussed between parents/guardians and staff.

Parents/guardians are urged to stress and re-enforce to their child that they are not under any circumstances allowed to leave the service once they have arrived and are signed in to the program, until pick up time.

If at any point the educators become aware that a child has left the service and is not able to be accounted for, it will be deemed a serious incident and the following process will occur immediately:

- All educators will be informed and an attempt to locate the child will be made
- All internal and external areas will be checked
- Educators will move all children inside and conduct a head count
- Parents/guardians will be notified immediately
- Police will be called
- The Director will be notified
- A Children's Services Authorised Officer at (DEECD) will be notified

Educators constantly review and evaluate current practices for effective and constant supervision of all children.

20.2 Serious Incident Reporting Procedures

A serious incident is defined as any incident where a child or staff member has been in a high risk situation where external help has been sought from any emergency services or where further medical treatment at a hospital or doctor has been sought for an injury sustained at the Service.

When an emergency situation has occurred or external medical assistance has been sought the Director will follow the Serious Incident Reporting Procedures. As soon as practically possible and within 24 hours the Director will:

- Ensure the safety of all educators and children is maintained by implementing the appropriate emergency procedure for the situation
- As soon as practically possible contact all families or the relevant parent or guardian to inform them of the serious incident
- Oversee that appropriate First Aid is carried out
- Investigate the incident by gathering all information including statements from staff, parents/guardians and children and any completed injury/illness documentation
- Inform a Children's Services Authorised Officer at the Department of Education and Early Childhood Development (DEECD) within 24 hours
- Evaluate the incident which will include but is not limited to reviewing the current policies and procedures and how staff carried out their duties. This will be done by reviewing staff witness statements, emergency evacuation evaluation forms, discussions at the team meeting regarding the incident and by gaining feedback from the families and the Children's Services Authorised Officer.
- Professional development for educators will be organised if deemed appropriate as an outcome
- Information on access to counselling will also be provided if deemed appropriate

21. Equipment and Buildings

UBC ELC educators undertake regular safety checks of the building and the equipment. Service staff regularly complete checklists and any maintenance requests and safety issues are documented for action. All information relating to safety in the service is documented and evaluated regularly.

Educators also assess all aspects of safety when purchasing resources and equipment and in the organising of play spaces for children throughout the day. Educators reinforce appropriate use of equipment with the children and foster care and respect of equipment and the play environment. This is done through constant supervision, positive role modelling and consistently re-enforcing limits and re-setting of play spaces. Children are encouraged to take an active part in caring for the equipment and buildings during their time at the service.

The service is cleaned regularly throughout the day and educators have a checklist to ensure that all tasks are completed.

All equipment such as Fire Extinguishers, Air Conditioning Units and other Electrical Appliances are maintained and checked on a regular basis.

22. Workplace Health and Safety

Managing safety at the service is of the highest priority and the Director ensures the service complies with all statutory requirements under the Victorian OH&S Act 2004 and the OH&S Regulations 2007. Risk management practises are incorporated into all aspects of the service.

- Educators discuss and evaluate Workplace Health and Safety issues and safe lifting techniques are practiced regularly.
- Worksafe information is provided for staff through pamphlets; posters etc and are available in languages other than English.
- Educators constantly work to ensure a safe working environment and ensure manual handling is kept to a minimum. Educators minimise lifting and ensure that they move to position themselves at the children's level; appropriate equipment is available for educators to ensure safety in the work place.
- Educators assess all aspects of safety when organising play spaces and equipment for children, including the selection of resources and positioning of play equipment. Broken or worn pieces of equipment are immediately removed and replaced.
- Educators carry out daily recorded safety checks of the service facility, equipment and document any actions required as well as informing the Director.
- Educators role model safe behaviour through practice with children. This is through setting and reinforcing consistent rules for safe play and children's behaviour, discussing with children possible consequences of actions and encouraging children to ask an adult for help when needed.
- Educators ensure that all potentially dangerous products are stored in clearly labelled locked cupboards out of children's reach. No dangerous products are stored in the children's playing areas and all cleaning products are nonhazardous and are stored out of children's reach.
- Material Safety Data (MSD) sheets that outline the product description, directions for use, safety instructions and first – aid is displayed in the storage area.
- No family pets are to be brought into the premises at any time.
- First-aid kits are maintained and located inside each room and educators regularly update first aid qualifications.
- The service maintains a current Food Safety Plan and staff are trained in all aspects of food safety including personal hygiene/hand washing, serving, temperature control, safe food storage and using gloves which is overseen by a person holding a Food Handlers Supervisor Certificate in line with the Department of Health guidelines.
- All cooking activities are conducted under the current food safety plan and the Hazard Analysis and Critical Control Points (HACCP) guidelines and staff ensure that children actively follow hand washing and hygienic practices.
- Regular checks on Fire Safety Equipment is carried out and recorded.
- Educators are aware of all procedures relating to emergency situations and evacuations and this is practiced and evaluated regularly.
- Educators ensure all health and hygiene practices are carried out that is role modelled with children and re-enforced through visual aids.

23. Supervision

At its most basic level supervision contributes to protecting children from hazards that may emerge in their play, including hazards created by the way equipment is used, or the way children relate to each other, and in which enables an immediate response to a child in distress.

The educators are constantly ensuring that children are safe from harm, have opportunities to play and extend on their own learning and staff promote and role model positive guidance and conflict resolution through supporting interactions, role modelling and play.

Educators at all times adhere to the required minimum child to staff ratios as required under the Education and Care Services National Regulations (2011). Educators constantly and actively communicate and consult with each other regarding numbers of attendance, experience and knowledge of individual children's needs, routines and current goals and strategies. Educators regularly undertake safety checks of all equipment and areas where the children play.

Educators know that actively sitting and engaging with children is the best place to adequately supervise, respond and promote positive interactions and learning.

24. Child Protection

24.1 Providing a Child Safe Environment

UBC ELC is committed to providing a safe and secure environment for children where children feel safe, empowered and confident. It is our Duty of Care to ensure we actively promote a child safe organisation with an adequate level of protection against harm. Before employment can commence a prospective staff member must ensure they have a current and valid Working with Children Check, First Aid qualifications and Anaphylaxis Awareness Certificate.

To ensure a child safe organisation the service:

- Ensures all new educators and casual relievers undertake an induction process.
- Utilise agency relief staff that specialise in staff for Children's Services and conduct an orientation where a checklist is completed for all new agency staff.
- Maintain and regularly update the certified supervisors and nominated supervisor and ensure that at all times there is at least one nominated person on duty at the service.
- Ensure that at all times the service complies with the regulated staffing requirements as outlined in the Education and Care National Regulations and that there are two educators on duty when opening and closing the service.
- Educators will at all times actively and effectively supervise children and maintain child staff ratios.
- Provide up to date information and access to professional development for staff.
- Provide information and resources for families on Child Protection issues, concerns and where to access help and further information.
- Provide education for children and arrange visits from the local police to talk on a range of subjects.
- Provide information where available in languages other than English.
- Be alert to the risks and signs of abuse and neglect and reporting procedures.
- Follow the appropriate procedures for documenting and reporting concerns.

24.2 Child Protection Policy:

24.2.1. Statement of intent

"Mankind owes to the child the best it has to give."

United Nations Convention on the Rights of the Child 1989

UBC ELC recognises that all children and young people have the right to develop and reach their potential in environments that are caring, nurturing and safe. It considers any form of child/young person abuse, inclusive of emotional, physical, sexual abuse or neglect, as intolerable under any circumstances. It has a

legal, moral and Mission-driven responsibility to protect children and young people from harm and to ensure that any incidents of suspected child abuse are promptly and appropriately dealt with.

24.2.2 Policy principles

(Please note that in the context of this policy & procedures document, the term “child” refers to both child and young person under the age of eighteen).

- a) The safety of children and young people is paramount.
- b) Children and young people need to know and believe that they have the right to be and feel safe at all times.
- c) Child abuse is abhorrent and illegal and must never be tolerated or ignored.
- d) Staff and volunteers of the service are entrusted to ensure that the people who care for children and young people act in the best interests of the child and take all reasonable steps to ensure the child's safety.
- e) Staff and volunteers of the service will show a commitment to educating children and young people about self-protection and promote resilience and empowerment strategies within its programming.

24.3 Reporting Child Abuse

The Director or any educator can make a notification to the Department of Human Services Child Protection Unit where it is considered under reasonable grounds that a child is in need of protection. It is the services duty of care to ensure they report any suspected abuse or abnormal behaviour.

A child report can be made when there is:

- A significant concern for a child's wellbeing
- A belief the child is in need of protection
- A disclosure has been made by a child

24.3 Adult Conduct

All adults on the premises must ensure their conduct is at all times conducive to ensuring that children feel safe and secure. Loud voices, swearing and aggressive behaviour will not be tolerated and may result in the Police being called.

Parents are not to approach the children with opinions about that child's behaviour or to request explanations, information or promote blame. Educators will not identify children or family details of children that may have been involved in an incident with your child that day. Further enquiries must be made to the Director.

Adults are asked at all times to promote and role model positive behaviour that ensures they are role modelling safe practices, these may include ensuring all doors are closed when you enter or leave rooms, sitting on chairs, not tables, not bringing high allergy foods, unsafe items or pets into the service.

Adults are not permitted to smoke cigarettes or consume alcohol in or around the service.

25. Digital Imaging

With your permission photographs will be taken of your child whilst at the service. On enrolment parents/guardians are requested to sign an acknowledgement slip allowing your child to be photographed. Photographs of your child will be alone at play or within a group setting. Educators will not be permitted to use their phones to take photos and the centre camera will be used.

Parent permission in writing will be sought by students wishing to take photographs of a particular child for study purposes only. Students will be allowed to take photo's using the service camera only and the photographs will be printed and stored at the service.

26. Sun Smart Policy

Australia has the highest rate of skin cancer in the world and therefore it is essential to minimise exposure to harmful Ultra Violet (UV) rays to reduce the chance of sunburn and skin damage.

UBCC ELC follows the guidelines and recommendations outlined by the Cancer Council of Victoria in providing sun protection and current information for the children, families and educators at the service.

This policy will be implemented from 1st of September to the end of April each year when the UV radiation levels are at their highest. A combination of sun protection measures will be used throughout the day and staff will work in partnership with families to ensure the children are protected from the sun's harmful UV rays.

Sun Smart Victoria recommends when the UV is 3 and above:

1. Seek shade.
2. Wear clothing that covers as much skin as possible.
3. Wear hats that protect the face, ears and neck.
4. Wear wraparound sunglasses (optional) that meet the Australian Standard 1067 (Sunglasses Category 2, 3 or 4).
5. Use SPF 30+ broad spectrum, water resistant sunscreen, and re-apply it every two hours.

Children with allergies: Please provide SPF 30+ broad spectrum water resistant sunscreen clearly labelled with your child's name if your child is sensitive to the sunscreen provided. This is to be left at the service during these months.

Educators will:

- Role model all sun protection measures at all times
- Assist children in applying sunscreen on arrival at the service and throughout the day where relevant
- Minimise exposure to harmful Ultra Violet rays.
- Implement an indoor program only when the outside temperature reaches 30 degrees and adequate shade cannot be provided.
- Ensure that all children have access to drinking water at all times and that all children are monitored for heat exposure. Educators will modify the indoor/outdoor program when needed due to the outside temperature or level of Ultra Violet exposure
- Promote sun protection and education throughout the day during play and conversations
- Provide up to date relevant information to families regarding Sun Protection based on current information from the Cancer Council of Australia. This information will be provided in Languages other than English where possible
- Evaluate the Sun Smart Policy as new information becomes available from the Cancer Council of Victoria. Family input is always welcome

The Director will:

- **Oversee the safety of all children and educators**
- **Work to minimise exposure to the sun's harmful ultra violet rays**
- **Ensure all educators are trained in first aid:** Ensuring all educators are educated in all aspects of first aid for a variety of situations including heat exhaustion and exposure and operate at all times with preventative measures.
- **Provide up to date information to all families on sun exposure:** This will be done initially during the orientation interview of new families and throughout the year as new information is available.
- **Regularly evaluate the outdoor environment to ensure maximum shade is available:** All children will have access to permanent undercover shade structures throughout the day. Trees also provide shade in the garden and the amount of trees and shade is evaluated regularly.
- **Code Red and Extreme Days then the service will be closed.**

27. Food and Nutrition

UBC ELC endeavour to promote a nut free service.

Written information from your child's paediatrician/doctor is required outlining all aspects of any food intolerance or allergies that your child may have. This must include the history, a list of foods, signs and symptoms of any type of reaction and a health plan in the event of an allergic reaction. A copy of this is retained with your child's records.

Cultural and religious dietary requirements must be made in writing when enrolling your child at the service. Please consult with the Director regarding any specific requirements that you may have and your requirements will be accommodated where possible.

Children are fully supervised during times that children are eating and educators role model and re-enforce appropriate behaviour during children eating, discuss foods and promote healthy eating and teeth care.

27.1 Food from Home

Any food brought into the service for the purpose of sharing with other children, must be **NUT FREE**, clearly labelled and a list of ingredients must be provided. Any food coming into the centre must be given to an educator and not left in the child's bag. There are children and educators who may be allergic to a variety of food items and coming into contact with these foods poses a serious threat to their health.

Any food that is prepared is fresh each day by a person deemed to have adequate knowledge in relation to food handling requirements.

At UBC ELC, we promote healthy eating as outlined by the National Dietary and Medical Research Council (NDMRC), which can be found at:

https://www.nhmrc.gov.au/files/nhmrc/publications/attachments/n55f_children_brochure.pdf

We also promote and follow Get and Grow, which is a government initiative to tackle obesity and get children active. The family brochure can be found at:

[http://www.health.gov.au/internet/main/publishing.nsf/Content/F5698F4E9CB73B94CA257BF000217BF6/\\$File/HEPA%20-%20B5%20Book%20-%20Family%20Book_LR.pdf](http://www.health.gov.au/internet/main/publishing.nsf/Content/F5698F4E9CB73B94CA257BF000217BF6/$File/HEPA%20-%20B5%20Book%20-%20Family%20Book_LR.pdf)

28. Birthday Celebrations

Children's birthdays are an exciting time for all and we enjoy celebrating the child's special day with them. If parents would like to bring in lolly bags, toys and balloons to share with other children at the service on your child's birthday they are encouraged to check with the director first before doing so.

Due to strict food regulations parents can bring in a cake as long as allergies are taken into consideration and a list of ingredients is displayed.

29. Dental Health

The service actively incorporates the Eat Well, Drink Well, Clean Well, Play Well, Stay Well initiative from Dental Health Services Victoria:

Eat well: Encourage healthy eating for all children. Our menus promote a balanced diet, which helps keep the mouths and teeth of children healthy.

Drink well: Water and milk are the only drinks served at the service. Water is readily available at all times.

Clean well: Information will be provided to families on good oral hygiene and tooth brushing. Information on teeth brushing technique will be laminated and displayed for all families.

Play well: Families and staff will have access to practical information outlining first aid action following damage to young teeth.

Stay well: Educators actively promote regular check-ups with a qualified dentist. In addition, families will be provided with information about common dental treatments and practises affecting tooth development (thumb and finger sucking).

30. Food Safety

Many of the educators at the service have their food handler's certificate and there is generally one on site at all times. The director has her Food Handlers Supervisor Certificate as well to oversee educators and their practices.

We have children in our service that are diagnosed with Anaphylaxis, so we ask that families **do not bring any products that have nuts**. This includes; Nutella, Nuts, Biscuits or Muesli Bars that may have nuts in them. Products that state "may contain nuts," are okay to bring in. If you are unsure please check with one of our educators.

31. Wellbeing

31.1 Toileting

Children have access to the toilets that they are able to use at all times. Any child that is beginning to toilet train will have developed a care plan with their family to ensure consistent practices. No child will be left unsupervised in the toilet area at any time.

Children in our over aged 3 years are encouraged to be independent and toilet themselves. If parents have any concerns, or their child needs more assistance, then they need to inform the educators. However we recognise that children will become independent at different ages, and we are more than happy to assist children with their progress.

In the event of toileting accidents, the educators will be responsible for changing the child and their undies\pants\shoes will be put into a plastic bag for the family. In line with the Department of Health educators are not able to wash these items.

31.2 Hand washing

Hand washing is encouraged at the service:

- On arrival
- Before eating food
- After toileting
- After blowing noses or coughing

Hand washing occurs regularly to minimise the spread of germs and to promote effective hygienic practices. Educators are always on hand to support and role model this important practice with the children. There are several posters displayed at child height that illustrates effective hand washing techniques.

32. Behaviour Guidance and Social Justice

For behaviour guidance to be effective, it needs to be both positive and consistent. It is important to identify the behaviour that is unacceptable and not the child. Through the use of positive reinforcement, acceptable behaviours are encouraged in an ongoing manner. Positive reinforcement enables the child to develop a positive sense of achievement and autonomy. Educators will support children in a consistent manner by developing and facilitating friendships and relationships, role modelling and supporting interactions, reinforcing consistent limits and encouraging the child to make choices for themselves.

We acknowledge that the display of a range of negative behaviours from children can be a normal reaction when moving through a developmental stage or as a response to coping with change or stress. It is our role in partnership with parents to support children through this stage in a calm and consistent way. It is essential to have open communication with families during this process and to provide access to resources and information that may support families if required.

In the event that a child displays serious behavioural concerns and jeopardises the safety of other children on an ongoing basis, the family may be called in to have a meeting to discuss appropriate course of action and/or seek advice from outside inclusion professionals.

32.1 Bullying and Anti-Social Negative Behaviours

Behaviours such as teasing, bullying, discrimination or physically hurting another child will not be tolerated at the service. Educators will work to ensure the safety and security of children at all times.

Parents/guardians will be notified of an event involving their child either by telephone by the educators or on arrival. Educators will at all times maintain confidentiality and will be sensitive during discussions to information that may be heard by others.

Parents/guardians are asked to further discuss the situation with their child at home re-enforcing the rules of the service and other children's rights to feel safe and secure.

Children that display ongoing negative behaviours will be required to complete a behaviour plan with their parent/guardian. The behaviour plan will continue for a period of two weeks, or as deemed necessary. All educators will be informed of the strategies of the behaviour plan and will support the child with strategies, positive guidance and re-enforcement.

Effective supervision by educators will serve to minimise negative behaviours.

The children will participate in the development of rules of behaviour and children who break these rules will be redirected to another activity. Educators support both children through an event and will encourage the child who has physically hurt another child to be involved in the first aid and caring for that person. Educators support the children in a variety of ways depending on their age and developmental level, including verbally acknowledging what happened, the children's feelings and emotions. In line with the service policy all injuries and first aid are recorded and the parents notified.

Positive behaviour guidance will include:

- realistic developmentally appropriate expectations and limits
- developmentally appropriate strategies
- recognition and an understanding of cultural diversity in child rearing practices
- be inclusive, involve collaborative problem solving opportunities
- ensure the child feels empowered to practice positive conflict resolution skills
- Redirecting children to another activity where appropriate.

Behaviour guidance strategies will not include:

- any form of physical, emotional or verbal punishment or neglect
- any punishment which humiliates, frightens or threatens a child including using loud voices
- any punishment that does not respect the child's right to dignity or self-respect

33. Excursions\Incursions\Regular Outings

Throughout the year educators may organise for visitors to come to the service to provide entertainment or education on a variety of topics for the children. All people other than a parent/guardian coming to the service with their own child must possess a valid Working with Children Check.

Children not normally attending the service on the day of the incursion will be invited to attend with a parent or guardian. However as it is not your child's booked day they must be accompanied at all times by a parent or guardian and not left unattended. Parents or guardians must at all times assume full control and supervision of their child.

Parents may be asked to pay an additional small fee to cover costs; however they will be notified well in advance.

Educators may also plan excursions from time to time and parents will be notified well in advance. The service often has regular outings to the park and our hall (both on our site). Families will be asked to give their permission prior to children attending. The service will also perform Risk Assessment Documentation prior to this occurring to ensure the safety of children is paramount at all times, this will also be deemed the educator to child ratios.

Educators also participate with the children in regular outings to the Hall, Park (located just outside of the ELC gates), community garden and the mobile library. Families are asked to sign a permission slip if they would like their child to attend these outings. One permission form per family, per 12 months is required. The ratios are decided by the risk assessment, which parents are encouraged to read prior to signing the permission form. The outing is evaluated each outing and any modifications deemed necessary to keep the children safe are made. Parents are welcome to see the updates and evaluations at any time.

34. Dealing with Complaints

Parents and guardians are encouraged to raise any issues or concerns regarding the care and welfare of their child or with any aspect of the program or service delivery with the Lead Educator in their room in the first instance. Parents and guardians are required to approach the educator in a calm manner at an appropriate time that does not interfere with the educator's member's ability to effectively supervise the remaining children. Parents may be asked to arrange a suitable time to discuss the issue or concern where both parties can address the issues in a confidential manner to discuss effective constructive outcomes.

The Director will be informed by the Lead Educator and will be available for advice and clarification of information if required by either the educator or the parent/guardian.

All minor complaints are documented by the relevant educator and discussed with the Director for review. Information on effective outcomes are discussed with the parent by the educator.

All minor complaints or concerns relating to the service operations of the service must be made to the Director and will be handled by the Director. All complaints to the Director may be made verbally or in writing, however the Director may request the complaint or concern to be put in writing by the person making the complaint or concern. The person submitting the complaint will be invited to attend a meeting to discuss the complaint to assist in the development of effective outcomes.

If the matter remains unresolved it will be referred to the president of the committee, who also is the Approved Provider, with management and control, who will make their final decision in regards to the complaint or concern.

Parents and guardians are also advised that they are able to discuss complaints or concerns that involve a breach of any of the Education and Care Services Regulations, 2010, with a Regional Children's Services Authorised officer on **(03) 8765 5610** or by contacting the Department of Education and Early Childhood Development located at **50 Lonsdale Street, Melbourne**, Victoria or by contacting them on **(03) 9637 2000**.

Where a complaint has been made to the Director by a parent that involves a breach of any of the Education and Care National Regulations (2011) the proprietor is required to notify a Children's Services Authorised officer within 48 hours.

Educators will be advised of any outcomes and will be implemented as soon as practical. The outcomes may be provided verbally by the Director in the first instance, then in writing in and will be further discussed at the next team meeting. Professional development for educators will be provided and further information on the outcomes will be made available to applicable families. Confidentiality will be maintained at all times.

35. Communication and Feedback

The service will communicate important and essential information with children, families and the community in a variety of ways. This includes:

- Verbally by telephone or in written format via letter or email
- On enrolment all families are provided with up to date information on the policies and procedures for the effective operation of the service in relation to current laws, regulations and guidelines from various professional bodies
- Information on a variety of topics at the Parent Information Area and on the notice boards. Information will also be available in languages other than English if requested.
- Family information nights
- Family Surveys

The service values the input of feedback and suggestions from the children, families and the community, including:

- Completing evaluation forms and surveys when requested
- Program feedback of activities and events
- Completing information forms on your child's interests and abilities for programme planning purposes
- Policy and procedure feedback
- Discussing with the educators what your child did on the weekend, so we can implement that into our planning.

36. Code of Conduct

General guidelines for interactions

- **Safety:** Comply with all policies and procedures of the Centre. These are displayed at the Centre. Be aware of emergency evacuation procedures.
- **Ethical conduct:** Always act with respect and dignity and within the best interests of children, their families and users of the centre.
- **Support:** Work in a cooperative and positive manner.
- **Communication:** Use courteous and acceptable verbal and nonverbal language. Refrain from the use of profane, insulting, harassing, aggressive or otherwise offensive language.
- **Respect:** Value the rights, religious beliefs and practices of individuals. Refrain from actions and behaviour that constitute harassment or discrimination.
- **Confidentiality:** Comply with the centre's *Privacy Policy*. Respect the confidential nature of information gained, or behaviour observed, whilst participating in the program, in relation to other children and adults.
- **Children's program:** If participating in the program seek guidance and direction from staff. If unsure ask staff for further information. Behaviour guidance of the children is the responsibility of staff, immediately refer any issues or concerns related to managing children's behaviour to staff.

The educators are responsible for:

- Respecting the individual needs, cultural practices, customs language and beliefs of families in all interactions, both verbal and nonverbal.
- Working with colleagues, parents/guardians children to provide an environment that encourages positive interactions and supports constructive feedback.
- Providing guidance to parents/guardians, students and volunteers through positive role modelling and, when appropriate, clear and respectful directions.
- Ensuring practices and procedures are in place to ensure that volunteer parents/guardians, or other adults participating in the program, are not placed in a situation where they are left alone with a child. For example, educators are responsible for assisting with toileting needs.
- Encourage families to share their knowledge of their child with us as the caregiver. In turn staff must reciprocate by sharing their knowledge of children with parents so that there is mutual growth and understanding in ways that benefit the child
- strive to develop positive relationships that are based on mutual trust and open communication
- at all times maintain confidentiality and respect the families' right to privacy

- Assist each family to develop a sense of belonging to the services in which their child participates.
- The service encourages regular communication between staff and families. Educators are to maintain professional communication to families at all times i.e. discussion/comments should be child or centre focused.
- Families are encouraged to discuss their child's development and Centre operations with staff.
- Informal information sharing and general enquiries are welcome at most times ; should these discussions become lengthy staff may arrange an appointment outside the session time. Educators must be able to observe and supervise the children at all times. Families who wish to discuss their child's progress and/or the centre's operations in detail should make an appointment with the Lead educator and/or director. Educators may also request meetings with parents regarding their child's needs and progress.

37. Policies and Procedures

Thank-you for reading and understanding our centre policies and procedures here at Upper Beaconsfield Community Early Learning Centre. As this document only outlines a small part of some of our policies we encourage families to have a look at folder labelled "Policies" next to the sign in\sign out desk. We encourage families to photocopy policies of interest, or request we email particular ones through to them. We appreciate your input and feedback when we are updating these or as you feel the need.



WE CLOSE ON EXTREME AND CODE RED FIRE DANGER RATING DAYS

It is a policy decision of the Upper Beaconsfield Community Centre Inc that on days declared **CODE RED AND EXTREME FIRE DANGER RATING**, for Central District. Declared by the authorities, the Centre and Early Learning Centre (ELC) will be closed.

We apologise for any inconvenience caused to our members, and assure you that this decision has not been made lightly. Extensive consultation with local and Regional CFA Co-ordinators, local kindergartens and the school has taken place, and advice sought from the authorities. The safety of your children, yourselves and our staff is paramount. ELC fees will not be charged for that day. ELC reserves the right to close the ELC at its discretion if they deem it unsafe at any time.

It will be the responsibility of all members to keep informed regarding whether a Code Red and/or Extreme Rating has been announced for our district, Central. These days are well publicised to the general public in news broadcast and both radio and television. Please also check the **EMERGENCY VIC** web352site: <http://emergency.vic.gov.au/> and download the app. *It may not be possible for the ELC to notify families about the closure on the day so please ensure you check website.*

Days of High Fire Risk

The Committee also reserves the right to close the Centre and Early Learning Centre on days of High Fire Risk to the Upper Beaconsfield area. On these days, where possible, you will be notified by the Centre staff but this may also be a last minute decision, not allowing time to notify families.

Policies and Procedures

The Centre has comprehensive Policies and Procedures that have been submitted to the DEECD that include Emergency situations which may arise at the centre and ELC. These procedures include a detailed emergency procedure in the event of an incident such as a bushfire, as this may occur on days which have **not** been declared a Code Red, Extreme Fire Danger, or day of High Fire Risk. An evacuation of the Centre is practiced regularly throughout the year by all areas of the Centre in line with the Education and Care Services National Regulations, 2011. Our procedure for a bushfire is to go into lockdown and therefore we ask families to be aware of the fires in the area and collect their children as quickly as possible where it is safe to do so.

If you would like to discuss our fire evacuation procedures with educators, please feel free to do so. If you would like any further information regarding this decision please speak to a member of the Committee of Management.

We thank you for your cooperation and understanding in this matter.

Emergency Evacuation Procedures

Policy Statement

The Service has procedures to follow in the event of any emergency necessitating evacuation. These procedures comply with regulatory requirements and are consistent with recommendations by recognised authorities. They are designed to ensure the swift, safe and calm evacuation of all children, staff, families and visitors. Evacuations are rehearsed every three months, in line with the Education and Care Services National Regulations, 2011, so that educators and children are confident in knowing what to do.

Procedures

1. **Person in Charge (PIC)**, at the time, blows the whistle to indicate an emergency situation. Educators to follow jobs listed per their number.
2. **PIC** to direct an **Educator # 1 - to Call 000 Immediately.**
3. **Educator #1** – to get any educators on breaks back to the room (if in the building).
4. **Educator # 4** to ask children to line up
5. **PIC** to tell educators where the '*danger*,' point is and where to evacuate to Eg; Tennis Court if safe to do so.
6. **Educator # 2** to get key to emergency exit gate and open
7. **Educator # 3** to get emergency
 - i. Evacuation Bag
 - ii. First Aid Kit
 - iii. Epipens\Asthma\medication
 - iv. Sign in\out Rolls
8. **Educator # 4** all children to hold the rope from emergency bag and line up at the outdoor gate or door if exiting to another area.
9. **PIC**, to count children in the line
10. Educators to walk children to exit point, at tennis court, unless otherwise advised by **PIC**.

Once Exited:

1. Educators to count all children and check against the rolls, any discrepancies, notify emergency services immediately and **PIC**
2. Sit children down calming, and sing a song to keep children calm.
3. Identify any children who are hurt or in need of first aid, and notify emergency services or first aid person.
4. Educators and children can return to the building, when deemed safe by emergency services.
5. In the event that we are unable to return to the building, the mobile phone will be used to contact parents for all children to be collected.
6. No child is to leave the emergency evacuation point, without being signed out on the roll.

****There are also procedures if the service needs to go into lock down for a Bush Fire, Bomb Threat or Dangerous person around the building, these are able to be viewed by families, please request from educators.**