

**NUMDAJI KWEI CHILDREN'S CENTRE
(CO-OPERATIVE LTD)**

(Pronounced Num-a-jee Kwy)

FAMILY HANDBOOK



Located at
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1 Welcome

The Board of Management, staff and families of the Centre extend a warm welcome to you and your family to Numdaji Kwei Children's Centre. We hope you will have an enjoyable association with the Centre. Please feel free to contact the Centre at any time of the day to talk to management or educators if you have any questions or would like to know how your child is through the day.

This family handbook is provided to support your knowledge and understanding of the operation of Numdaji Kwei. We encourage you to read this booklet in full prior to commencing with us. If you require more information or clarification about any of the policies and procedures please contact the centre Co-ordinator who will be happy to answer any questions.

We are committed to providing quality care and education, where children feel a sense of belonging and are able to learn in a supportive environment.

1.1 History

Numdaji Kwei Children's Centre is a community-based, parent-run Co-operative. It was established in 1975 by parents and other interested people, for children of RMIT students and staff and the local community. Known initially as Phillip Institute Community Childcare Co-operative, and later RMIT Community Child Care Co-operative until February 1999, the Centre has always been located on the Bundoora campus of RMIT University. The Centre is 'not for profit'.

In 1997 two non-parent positions were created on the Board of Management for representatives of RMIT University. The Board, which is responsible for the management of the Centre, now comprises 6 parent representatives. In March 1999 work was completed on a new 44 place, purpose-built Centre which was funded by the Commonwealth Department of Health and Family Services with additional funding from RMIT University.

In February 1999, the Department of Justice approved the new name of Numdaji Kwei for the new Centre. The name, meaning 'white mate', was given to the Centre by the Wurrundjeri Land Council. The Wurrundjeri people were the original inhabitants of the land on which the Centre is located. Evidence of their life-style may be noted in the heritage-listed scar trees around the fence-line of the new Centre.

1.2 Philosophy

- Provide a warm and welcoming environment that is nurturing, secure and free from bias.
- Each child is respected as a unique competent and capable individual with his/her own needs experiences, abilities and interests.
- Each child's gender equality & social justice is respected.
- We foster a mutually respectful partnership with all families; collaborating with all families, acknowledging diversity, religious beliefs and cultural identities.
- We encourage all families & community contribution to the program and within the centre.
- We provide a holistic program that promotes and extends on all that is advocated within The Early Year Learning Framework for Australia.

- We enhance children’s understandings of diverse cultures within our society, country and world around us.
- Educators are positive role models and respect & embrace others knowledge and beliefs.
- A team approach is fostered where all team members are provided with encouragement, support & respected as individuals, as well as valuable members of the team.
- The committee will endeavour to support the ongoing development and growth of the centre.
- Numdaji Kwei (meaning ‘white mate’) acknowledges the Wurundjeri people of the Kulin Nations as the tradition owners of the land on which it stands. We respectfully recognise Elders both past and present.

1.3 Governance & Management

Numdaji Kwei Children's Centre is a registered Co-operative. The Centre is governed by a Board of Management which comprises of 6 parent representatives who meet monthly to discuss the running of the centre. A current membership list is displayed in the foyer.

The Director of the Centre reports to the Board of Management and is responsible for the day to day management and leadership of the centre with direction set by the Board of Management.

Each month a staff member attends the Board meeting as a staff representative. All co-operative members are welcomed to attend Board of Management meetings. All minutes are displayed for co-operative members to view. Elections for Board members occur at the Annual General Meeting.

The centre adheres to rules and regulations from the following organisations:

- Education and Care Services National Regulations
- Education and Care Services National Law Act 2012
- Australian Children’s Education and Care Quality Authority
- Consumer Affairs
- DEEWR
- Modern Award 2010

1.4 Rules (Constitution) of the Co-Operative

A copy of the Rules of the Co-operative is available from the office. The Rules set out the regulations which govern the operations of the organisation as a registered co-operative. They provide important information on the procedures for elections to the Board of Management, General Meetings and other procedures for major decision-making within the Cooperative.

1.5 Relationship with RMIT University

Our location on the campus of the University facilitates a mutually beneficial partnership between the Centre and the University. The University benefits from the training opportunities available through the Centre for their students. The University funded the construction of a viewing room within the new Centre, which will provide an important resource for researchers and early childhood students.

1.6 Determining the responsible person present

The centre Director holds the title of Nominated Supervisor and is the responsible person in charge when at the service.

The Second-in-Charge is a certified supervisor and in the event of the Director being absent the 2IC becomes the responsible person in charge.

The Nominated Supervisor will appoint certified supervisors as the responsible person in charge in their absence and the absence of the 2IC. This is determined by experience and qualification.

During opening and closing and the director is not at the centre the most experienced and qualified educator will be in charge.

A notice in the foyer will have the name of the current person in charge of the centre.

Please contact the co-ordinator or a member of the board (via the office) with any queries regarding employment and training of staff.

1.7 Staff List

Please visit our website at www.nkcc.org for an updated list of staff

2 Administration

Numdaji Kwei Children's Centre welcomes the children of students and staff of RMIT University and members of the general community.

2.1 Age of Children

- The Centre provides care for children aged from 3 months to commencement of school. Exceptions may be made for babies younger than 3 months for short-term care, at the discretion of the Director.
- The Centre has been designed to provide three rooms to enable the grouping of children who are of similar age and developmental levels:
 - 8 place Babies room (3 months to 2 years old)
 - 12 place Toddler room (2 - 3 years old)
 - 20 place Kindergarten room (3 - 5 years old)

2.2 Full Time and Part Time Care

The Centre recognises that individual families have individual needs for child care. Accordingly, the following options are offered:

- Full time care – up to 10 hours per day, 5 days per week
- Part time care – up to 10 hours per day, 1 to 4 days per week

Set fees apply for the various care options. Details are provided under Section 4.

2.3 Days and Hours of Operation

The Centre opens at 7.45 a.m. and closes at 6.00 p.m. each day, Monday to Friday.

If you require an additional day on a casual basis please inquire as there may be a vacancy.

2.4 Parking and Entry to the Centre

- Drivers are obliged to observe the road rules and signs within the Campus. The Centre has no jurisdiction regarding car parks or signage. Any breaches may incur a fine from RMIT Security.
- Drivers must enter the Centre car park following the one-way system. The safety of all children and pedestrians is dependent on parent co-operation. Please also inform any other person who may collect your child of this important requirement.
- The Centre has 5 designated car spaces closest to the building. Please ensure you park carefully to allow others to utilise the spaces next to you.
- For the safety of all children and staff the front door is fitted with a security lock. Parents receive a copy of the code upon enrolment. Please ensure that this code is kept confidential. Other visitors to the Centre are met at the door and their purpose established prior to entry. Please ensure the front door is **always closed** properly each time you arrive and leave the Centre.

2.5 Code of Conduct for Families

The Numdaji Kwei Children’s Centre Code of Conduct establishes the acceptable behaviours and responsibilities expected of all families.

- All families of Numdaji Kwei Children’s Centre are to respect the privacy of all educators.
- Families are to speak appropriately at all times when in the presence of children, educators and other families.
- All families of Numdaji Kwei must respect and treat all children, educators and families equally and not discriminate in any way.
- No bullying or aggressive behaviour will be tolerated at the Centre in any way.
- All families must follow the Conflict and Grievance policy when addressing any issues or concerns at the Centre.

All Centre policies must be followed by families.

3 Enrolment

Before children are placed on the Centre’s waiting list, parents must come and visit the Centre to ensure it’s the right setting for their child.

Once a child has received a position at the centre parents will meet with the Director to receive all the relevant documentation through an enrolment pack, as well as discussing any special requirement their child may require. All forms must be completed and returned before their child can start at the centre.

3.1 Orientation

The centre requires the family to attend 3 orientation visits prior to the child starting, this involves a parent and child spending time in the room for 1 hour to 1½ hours. However families are welcome to visit more often prior to commencement if this helps them to feel more comfortable with the room, the staff, and the routines.

During these visits educators and parents will discuss the child’s interest, needs and room routines. Orientation visits are arranged with room Educators and made at times suitable to the family and the centre. There is no fee for orientation visits.

Two weeks notice is required when a child finishes at the centre or wishes to make changes to their permanent days. This must be provided to the centre in writing.

3.2 Settling a Child at the Centre

- Educators recognise that children are individuals and each child will have different needs when commencing at the Centre.
- Upon enrolment, parents are asked to provide information which will assist the educators to settle the child. Such information will relate to the child's home routines, food preferences and restrictions, comfort toys, books, etc.
- Mothers who wish to continue breast-feeding after their child commences care will be supported and encouraged.
- Parents are actively encouraged to telephone the Centre as often as they wish to inquire about their child: phone 9467 1489 or 9925 7276.

Daily verbal communication between parents and Educators is important. Please let the room educators know of any concerns or queries you may have.

3.3 What to bring

Babies Room

Please provide a bag containing:

- A cloth or disposable nappy for your child to be changed into at the end of the day. Please note the Centre supplies disposable nappies for the children during the day.
- Spare change of clothing.
- A supply of underpants if your child has just begun toilet training.
- A coat or jacket in cold weather & beanie.
- A sun hat in warmer weather. (The Centre will provide sunscreen unless you require a special formula).
- Bottles (plastic)/dummy/milk formula. The Centre will supply cow's milk or soy as required.
- Security items such as soft toy/teddy/special blanket for rest time or as needed.
- Please label all items of clothing, toys and bottles clearly to avoid confusion about ownership.

To maintain a high standard of hygiene an individual (named) plastic container is provided in the babies room fridge for each child's dummy.

Toddlers Room and Kindergarten Room

Please provide a bag containing:

- A change of clothing.
- Extra pairs of underpants & clothing – especially if your child is toilet training.
- A coat or jacket in cold weather & a warm hat.
- A sun hat in warm weather. (The Centre will provide sunscreen unless you require a special formula).
- A security item e.g. a teddy or soft toy, if this would be helpful for your child – especially at rest time.
- It is recommended that children attend the Centre in clothing suitable for a wide range of activities. The Centre provides protective clothing such as smocks for children when participating in messy play activities, but at times these may not adequately protect your child's clothing. Any items of dirty clothing are sent home in a plastic bag

- Please label all items of clothing, toys and bottles clearly to avoid confusion about ownership.
- Please note, the Centre supplies disposable nappies for the children during the day.

3.4 Toys/Special Items

Children enjoy bringing special items/toys from home to show and share. This helps establish an important link between home and the Centre, and a familiar item provides a feeling of security for children. We recommend only 1 item is brought in if needed and clearly named where possible. Educators encourage the children to care appropriately for all toys and equipment, including items from home. We discourage the wearing of jewellery by the children as it is too easily lost (especially in our large playground!) We do not allow weapons or war toys to be brought to the Centre. Please note that for all items brought from home, staff will take every care, but cannot accept responsibility for loss or damage.

3.5 Communication with educators about your child

- Parents are encouraged to communicate with educators to ensure the best possible care is provided. In addition to verbal communication, a communication box is available in each room next to the attendance register. Parents are encouraged to use the communication box to record comments about their child which could be of particular benefit to the educators caring for the child on that day. Examples may include the child's lack of sleep the previous night, a comment about a special event at home, etc.
- Parents are expected to advise educators of changes to family circumstances or health issues, which may affect the child's behaviour or well-being.
- It is the responsibility of parents to keep contact numbers and addresses up to date. Enrolment forms must record any custody/parent plan arrangements. Parents must advise the Centre if any custody/parenting plans arrangements arise after the child has commenced at the Centre.
- Information about the children's program is displayed at each room. Parents are encouraged to discuss the program with educators and offer suggestions.
- Educators will frequently provide positive suggestions about approaches to early childhood development, usually displayed in written form in the room. Parents are encouraged to discuss these ideas with educators.
- Parents are welcome to telephone the centre at any time during the day. Each room is equipped with a telephone for that purpose.
- Families are assured that matters of a private nature will be treated as confidential.

3.6 Children's Transitions to rooms

Each child develops at an individual rate. Moving a child on to the next room is dependent on a number of factors, Child's development, time of year and room availability. The Centre makes sure that every child is catered for and their best interest is always met. Sometimes this means children staying with the same group of children instead of moving a child half way through the year, even if the child has turned the age of the following room. Every educator makes sure that children's stage of development is catered for in the room settling.

Parents are urged to consult with the co-ordinator and staff regarding any aspect of their child's development. If further assistance is required, support services are available to families through local council and other networks. Please call into the office for contact details.

3.7 General Communication

The Centre promotes open communication and consultation between families and educators in all aspects of its operations. Informing parents about the general operations of the Centre, events of interest and policy changes is a priority. In addition to Board meetings and direct verbal communication, the following avenues facilitate communication with families:

- Notices are regularly placed in the entrance foyer informing families about particular issues or events.
 - Parents are surveyed regularly about Centre practices and outcomes/decisions are shared.
 - Parent notices and other written information will be placed in family pockets in the foyer.
 - Magazines, articles & pamphlets on a range of topics are placed in the foyer for parent interest.
 - A parent library containing a range of early childhood and parenting topics is available at the wall rack in the foyer. Parents may borrow books at any time. New titles are purchased regularly.
- The Centre as well as each room, prepare a term newsletter notifying parents of all events and programs that have occurred or will be happening in the room.

4 Fees

4.1 Fee Payment Policy

All new families are to provide the Centre with a parent and child customer reference number and date of birth. This will be added to the computer system and assist the Centre with receiving the families CCB and CCR.

Each week families will receive an invoice from the Centre. The parents must pay this invoice within the fortnight. If parents wish to pay monthly they may do so but must be paid a month in advance not a month behind.

Parents can pay their fees through direct deposit.

Direct Deposit Details

Centre Account Name: Numdaji Kwei Children's Centre
Centre BSB Number: 083 – 307
Centre Account Number: 015717805
Bank Address: National Australia Bank
Westfield Plenty Valley, South Morang

Parents will be charge a late fee if they are later than 6.00pm to collect their child. Please refer to Numdaji Kwei Children's Centre Policy Handbook for late fee policy for further information.

IMPORTANT

It is important that your fee payments are up to date. If fees remain unpaid after 2 weeks a reminder notice will be issued to parents. Parents then have 5 business days to make payments or negotiate a payment agreement with the Director. If neither option is acted upon, the child's place will be cancelled. A debt collection agency will be employed to recover outstanding fees.

Absences & Holidays

- Fees are charged for any holidays or sick days that your child is absent.
- Child Care Benefit applies for up to 42 allowable absent days.
- Fees are charged for all public holidays.
- Fees will not be charged when the Centre closes for approximately 3-4 weeks over the Christmas holiday period. Families are notified in November of the exact dates of closure.
- Parents who wish to give two weeks-notice to the centre, must be advised that if their child does not attend during this time, they will be charged full fee and placed as cessation. The centre cannot claim CCB or CCR after your child's last physical day in care

The FAO can provide further details for families regarding absences and fee assistance.

4.2 Maintenance Levy

Each family will be charged a maintenance levy fee of \$50.00 at the start of re enrolment/new enrolment per family. Once a parent/guardian attends one working bee throughout the year they will receive the \$50.00 back in their child's fee account. If the family does not attend a working bee then the Centre keeps the \$50.00 that year for maintenance around the Centre.

5 Arrival & Departure times for Children

5.1 Arrival (Drop off time)

- The centre opens at 7.45am, all children must be signed in by a parent or authorised nominee and left in the care of an educator. An attendance register is provided for each room.
- Please notify the Centre as soon as possible if your child will not be attending.
- An answering machine will take your message after hours and is checked by educators each morning. Please phone 9467 1489 at any time.
- It is also advisable to inform educators if your child will be arriving later than usual, especially after 10.00 a.m. This enables us to make appropriate arrangements regarding the program, meals & sleep times.
- Indicate in the attendance book the approximate time that you intend to collect your child. If a change of circumstances causes a delay of more than half an hour, staff would appreciate a phone call to keep them informed.

5.2 Departure (Pick up time)

Educators will ensure that children only leave the centre with:

- A parent,
- An authorised nominee named on the enrolment form,
- A person authorised by the parent or authorised nominee named on the enrolment form,
- Or a person with written authorisation by a parent or authorised nominee, named on the enrolment form

- Parents must ensure the Centre is notified if someone new is collecting your child.
- No child will be permitted to leave the Centre with anyone other than those persons listed on the child's enrolment form, or unless the educators have been advised by a parent of the new arrangements.
- Please give educators the full name of the new person collecting your child and their relation (if any) to your child. Educators will request identification from them.
- The Director must be informed if there is Custody order/parent plan for your child. Relevant documentation will need to be kept in your child's file which may assist staff in the event of a family dispute or if the non-custodial parent arrives at the Centre.
- Any circumstances which may lead to an unauthorised person arriving to collect your child should be made known to the Director.
- In an emergency/ emergency evacuation, children may be removed from the centre by educators or emergency services.
- The child may be removed from the centre for an excursion only with written permission from parents.
- Any parent prohibited by a court order from having contact with the child, will not be allowed in the centre

5.3 Policy and Procedure for Children at the Centre after 6.00 p.m.

The Centre closes each night at 6.00 p.m. If a child is still at the Centre at closing time, the two late-shift staff are to remain.

A fee of \$1.00 per minute is charged to families for a child being collected after 6.00 p.m.

- At **6.10 p.m.** educators are to phone parents.
- If no response try again at **6.15 p.m.**

If educators are unable to contact parents then:

- At **6.20 p.m.** staff are to phone the emergency contacts as per the child's enrolment form.

If there is no response:

- Educators are to continue phoning parents and emergency contacts at five minute intervals.
- Educators are to record and initial the times of each call and the number called.
- At **6.45 p.m.** educators are to contact the director and a board member.
- At **7.00 p.m.** if parents or emergency contacts have not responded, educators are to contact Mill Park Police on 9407 3333.
- The police officer must present I.D. and complete their name and signature in the attendance book.

Educators must attach a notice to the outside of the door (if requested by the police officer) in the event that parents arrive after the police have collected the child. The note should inform parents that their child is now with the police and a contact phone number of the police station.

5.4 Refusal and Acceptance of Authorisation

There will be circumstances at the centre where written or verbal authorisation will be required by educators from the children's parents/ authorised nominee stated on child's enrolment form.

Medications – All prescription medication (excluding Action Plan Medicines) must be written on the medication form by a parent or medical authorised nominee as stated on enrolment form.

If a child becomes unwell while in care a parent or medical authorised nominee may give verbal authorisation over the phone for panadol to be administered. Two staff must witness the verbal authorisation.

Collection- Parent or authorised nominee must give written authorisation on the sign in and out sheet as to who will be collecting the child from the centre.

A parent may give verbal authorisation in regards to collection of the child.

Excursions – Written authorisation must be obtained on an excursion permission form from the child's parent or person authorised to give permission on the child's enrolment form. Verbal authorisations will not be allowed under any circumstances.

In the event of an emergency the centre will be guided in their actions by emergency services.

6 Children's Care & Education

6.1 Interactions with Children

At Numdaji Kwei we respect the importance of a child's sense of belonging, being and becoming. The educators build and maintain relationships with children through responsive and respectful interactions.

Educators create an inclusive environment in a way that

- Encourages the children to express themselves and their opinions
- Allows the children to undertake experiences that develop self-reliance and self-esteem,
- Maintains at all times the dignity and rights of each child
- Gives each child positive guidance and encouragement towards acceptable behavior
- Has regard to the family and cultural values, age and physical and intellectual development and abilities of each child being educated and cared for by the service.
- No bias behavior to any culture

Relationships in groups

- Educators will assist children's social development and peer relationships by
- Role modeling positive interactions between themselves, and the children
- Making children feel warm and secure in their environment.
- allowing children share ideas and make decision in group settings
- providing a program that prompts social interactions
- the children are given guidance towards positive behaviour,

- Providing opportunities for group interactions that promote respectful and positive interactions between children and also children and educators.

Promoting a program that allows for large and small group experiences.

6.2 Inclusion

Supporting children and their families in long day care programs provides many opportunities and challenges – for the child, the parents, other children in the group and staff. An inclusive philosophy welcomes any child – regardless of their family structure or circumstances, their ethnicity, gender, ability, health or religion – into the Centre and the planning and programs reflect and stimulate a child’s abilities in all areas.

Inclusion is about creating a sense of belonging for all children, families and staff where diverse identities, experiences, skills and interests can be expressed and offered an opportunity to develop.

An ‘abc’ approach is a useful starting point when adopting an inclusive approach.

Access for all children

Benefits to the child, the family and the service

Collaboration – open communication between parents, staff, Inclusion Support Facilitator’s (ISF), specialists and other support services.

Access for all children is an integral component to ensure inclusion in early childhood programs. The program will support children’s identification with the cultural and linguistic heritage of their families. The program will support all children with additional needs, and cater to all individual children.

Benefits of an inclusive centre are:

- To the child and their family– the Centre provides additional resources and learning opportunities and can serve as a link between parents and other support services. All children will be encouraged to maintain and develop their first language.
- To the other children in the group – they begin to extend their awareness and understanding of other children.
- To the program and educators – additional resources and ideas can be accessed and implemented in the program; extend educators knowledge through further development of their skills to plan effective programs for children with varying abilities, cultures, skills and interests; staff enhance their communication strategies with children and parents.

Collaboration with parents is vital in meeting the needs of each child and their family. An inclusive approach encourages and supports parent involvement in identifying and setting goals, program development and evaluation. Parents are the central component in the communication network between the Centre educators, ISF’s, specialists and other support services.

educators and families need to work together to fully understand the Centre’s procedures, program expectations and child rearing practices in order to support each other in fostering the optimal development of each child.

6.3 Supervision

Staff at Numdaji Kwei Children's Centre maintain a high level of supervision both indoors and outdoors

When supervising the children at the centre, educators:

- Maintain educator/ child ratios indoors and outdoors;
- Position themselves to ensure they can effectively supervise the children;
- Interact with the children – enhance their play, be involved in their ideas;
- Work together to set up outside activities that are safe, inviting and stimulating and ensure there is enough equipment to engage all children;
- Position themselves around the room evenly, at different points around the playground, remembering that outside play is not a social time for staff and that staff standing together cannot effectively supervise such a large area;
- Reinforce and encourage appropriate behaviour;
- Use an appropriate tone of voice and positive language with the children. Meet individual needs as required, provide special activities, let a child help, remember that a hug is worth a lot to a distressed child;
- Make the routines part of the children's learning.
- Maintain good communication between educators.

6.4 Program & Planning

4. Staff Planning and Preparation Time Policy

Numdaji Kwei educators focus on gathering, analysing and interpreting information that is:

- Meaningful
- Relevant to individual children- capturing their identity, culture and what they are investigating/exploring
- Focused on achievements and children's strengths- what children know, can do and understand.

Educators at Numdaji Kwei Children's Centre follow a cycle whereby they:

- Observe Children
- Gather meaningful information about children's current knowledge, identity and culture to assess their learning and progress
- Interpret learning and set goals for individual and group learning
- Plan for further learning that supports children as capable, competent people with agency and the ability to make choices and decisions
- Implement the planned activities
- Critically reflect on children's learning and development in collaborative ways with colleagues to affirm and challenge practices.

As well as seeing the above in action, documented records include:

- Children's Individual portfolios- that include a variety of documentation methods

- Monthly Indoor Program Plans & Bi Monthly Outdoor Program Plans
- Emergent Interests
- Daily Reflections
- Program Evaluations & Critical Reflections Diary

6.5 Kindergarten

- Numdaji Kwei receives State Government funding to operate our kindergarten program.
- Children who turn 4 years of age by April 30 are eligible for one year of preschool.
- Our kindergarten teacher plans, implements and evaluates the kindergarten program for all children in the 3-5 room.
- The kindergarten hours are 9.30 a.m. to 3.30 p.m. Monday to Friday. For the children to fully benefit from the program we recommend they arrive punctually each morning.
- Kindergarten fees are incorporated into the daily child care fees. The program is displayed and the kindergarten teacher is available to clarify any aspects of the program and routines to parents on request.
- Parent input and assistance is always appreciated, as are suggestions for activities & children's interests. A parent satisfaction survey is conducted annually.
- Parents considering kindergarten for their child next year will need to see the Director regarding enrolment and availability of places.
- Kindergarten places are made available to families already attending the Centre.

6.6 Safe Child Environment

Numdaji Kwei Children's Centre promotes the following principles:

- **Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds by:**
 - ✓ A zero tolerance to discrimination
 - ✓ Respect, include and welcome families from a range of backgrounds
 - ✓ Recognising times of importance to different cultures (Calendar of Events)
 - ✓ Physical environment has positive images of a range of cultures (decoration/art work)
 - ✓ Employing staff that represent our local community
 - ✓ Actively talking to families about how they would like to be involved
 - ✓ Asking about the best way to provide information to children and families
- **Promoting the cultural safety of Aboriginal Children by:**
 - ✓ Creating a physical environment that is respectful of Aboriginal culture through symbols and images that surround the centre this includes Acknowledgement of country, posters, children's resource- including books, programs and through the centre philosophy.
- **Promoting the safety of children with disability by:**
 - ✓ Acknowledging that children with disability are particularly vulnerable and ensure your risk assessment process considers their needs
 - ✓ A zero tolerance to discrimination actively welcomes all children
 - ✓ Making sure the environment does not pose access difficulties
 - ✓ Being responsive to families regarding specific measure that may be required to ensure the safe participation of a child with disability

- ✓ Supporting our staff, other children and their families to understand and be inclusive of people with disability
- ✓ Encourage participation and feedback from children with a disability and their families

Procedures for Reporting Abuse

All staff must ensure that child/family respect and confidentiality is maintained at all times.

Childcare co-worker and any other personnel

If you are presented with any of the above mentioned indicators it is to be referred directly to your room leader or person in charge.

If you have any concerns or issues relating to individual children and this subject, discuss them with your room leader or the person in charge.

Childcare team leaders

If presented with, or attention has been drawn to a child with any of the above mentioned indicators:

- The date, time and description of the indicator are to be placed on the child's records and the record is to be checked for any other reports of indicators;
- The director is to be informed, at which time she/he will request the child's records.

The director

- Will check the child's records for any other reports or indicators;
- Will discuss the written observations maintained on the child with the childcare team leader;
- Will determine from the above two procedures whether to continue to observe for a further period or report the matter to the Child Protection or Child First.

When reporting an incident of child abuse based on **reasonable grounds**, the director must make contact with the Department of Education and Training and speak with a child protection service worker.

The following details must be provided at the time of making a report:

- The child's name, age, address and present location;
- The reasons for the report (as factual and specific as possible);
- The names of professionals or agencies known to be involved with the family;
- The best time to find the family at home;
- Whether the family knows a report is being made.

Seek assistance/advice from the Child Protection Unit on family support/management

The board of management must be informed of the report.

Assessing Potential staff

When recruiting potential staff, Numdaji Kwei Children's Centre interview potential staff with a panel of people that include the centre director, second in charge and a board representative. Throughout the interview process panels members ask a series of questions that will gauge their motivation, experience/qualifications, communication skills and values.

Reference checks are undertaken by a panel member as well as a working with children check obtained from the successful candidate prior to commencing their work at the centre.

6.7 Behaviour Guidance

Respect for children and families is a high priority at Numdaji Kwei Children's Centre and the Centre acknowledges and supports the diverse child rearing practices of families.

At Numdaji Kwei, educators guide children's behavior to ensure that they do not harm themselves, other children or adults, or damage the environment.

Children are seen as individuals and educators guide the children's behavior accordingly.

They do this with positive encouragement, directing the child toward acceptable behaviours, for example:

- Suggest and remind them of alternative acceptable behavior;
- Communicate with the child and allow them to express what the acceptable behavior is.
- Re-direct children to other activities;
- Talk with the children about feelings and consequences;
- Reinforce limits and praise co-operative behaviour;
- Focus on the inappropriate behaviour and not on the individual
- Use positive responses.

Behaviour guidance and management strategies are framed in positive language to enhance the child's self esteem, encouraging children to believe that acceptance does not depend upon their behaviour.

The environment is arranged to minimise challenging behaviours, for example;

- Providing adequate toys/equipment and stimulating experiences;
- Supervising activities adequately;
- Providing developmentally appropriate activities;
- Providing a balance of quiet and active spaces for both indoor and outdoor play.

The older children are involved in the development of guidelines within their group, as children who are actively involved in rule setting are more likely to understand what acceptable behaviour is.

Parents are encouraged to provide suggestions for guidance strategies for their child and to discuss their child's behaviour with staff at any time.

The Centre utilises the skills of community childcare ISP to support staff, children and their families and provide suggestions for strategies and program modification.

Educators attend regular training to reinforce effective and respectful behaviour guidance techniques.

Parenting sessions are also made available to parents via support groups in the Northern Region. Notices of these sessions are posted on the parent notice board and in the training calendar provided by the City of Whittlesea, which is also displayed.

6.8 Sleep & Rest Time

It is important to discuss your child's particular sleep/rest routine with the educators.

The Centre incorporates a quiet time into the daily program after lunch when children are able to sleep or rest if they require.

Numdaji Kwei Children's Centre is dedicated to providing a safe and secure environment for all children during sleep/rest routines.

The staff respect the individual needs and routines of all children, and attempt to adhere to such routines as closely as possible.

When children are placed to sleep they should be made to feel comfortable. Clothing which may be too hot for the child during sleep should be removed. If the child is stressed and determined not to remove warmer clothing for sleep then they may not need to be covered with a blanket.

The centre follows the recommendation from the SIDS foundation.

To provide children with a safe and comfortable sleep environment:

- Children’s individual routines and needs are followed;
- Cots that meet Australian Safety Standards are used;
- Mattresses used are the correct size for the cot and not lifted or elevated;
- Individual linen is provided for the children and washed at the centre;
- Children are dressed in appropriate clothing for sleep time including times when they are being wrapped;
- A lightweight wrap either muslin or a light cotton sheet is used and children are wrapped from below the neck to avoid covering their faces;
- Children’s faces remains uncovered at all times;
- Children are loosely wrapped to allow for hip flexion and chest wall expansion;
- Children are not overdressed when wrapped;
- Children who sleep in cots will be checked in 5 minute intervals;
- Wrapping is discontinued when children can roll from the back to their tummy, as wrapping can prevent the child from turning back again.
- All bedclothes are securely tucked in and not loose;
- Children are placed on their back in the cot with their feet at the bottom of the cot;
- No pillows, doonas, cot bumpers or soft toys are placed in the cot with sleeping children.
- Comfort items maybe offered and removed once the child is asleep once the child is over 7 months old.
- No soft toys are placed in the cot for children under 7 months.
- Children with comfort items are supervised until they fall asleep;
- Sleeping children are never left unsupervised;
- Quiet sleep music is provided to create a calm relaxed environment;
- Staff adapt to children’s needs by providing opportunities for rest or sleep at different times of the day;
- Providing a safe and comfortable environment also applies to children who do not sleep, with a selection of quiet activities available for non-sleeping children;
- Staff and parents regularly discuss children’s sleep routines and share any new information;
- Management ensures that current information on safe sleeping is available for parents;
- Management provides the opportunity for further professional development on issues relating to safe sleeping

If a child does not need a sleep, quieter activities will be provided. Children are able to sleep or rest as long as necessary. Sleep times in all rooms, and particularly the babies room are dependent on each child’s individual routine and needs.

6.9 Excursions

Numdaji Kwei children Centre will hold excursions on RMIT grounds allowing the children to benefit and learn from the community that surrounds them. The educators will do a site visit at the excursion destination before any excursion and make sure that a risk assessment is carried out before the implementation of any excursion takes place.

The Centre will make sure that the following information is covered in the risk assessment

- Identify any risk that excursions may pose to the safety and health or wellbeing of any child being taking on the excursion
- Risk assessment will identify how the risks will be managed and minimized
- What is the proposed route and destination to the excursion
- Any water hazards
- Any risks associated with water based activities
- Transport required to and from the proposed destination for the excursion
- Number of adults and children involved in the excursion
- Given the risk posed by the excursion, the number of educators or other responsible adults that is appropriate to provide supervision and whether any adult with specialized skills are required including lifesaving skills
- The proposed activities
- The proposed duration of the excursion
- Any items that need to be taken on the excursion, phone, emergency contact numbers, first aid kit, children's medication.

AUTHORISATION FOR THE EXCURSION

The Centre's Nominated supervisor will ensure that written consent is given by the parents or authorised nominee as stated on the child's enrolment form prior to the excursion day.

Permission forms must have the following information

- Child's name
- The reason the child is to be taken outside the premises
- The date the child is to be taken on the excursion (unless the authorisation is for a regular outing)
- A description of the proposed destination for the excursion
- The method of transport to be used for the excursion
- The proposed activities to be undertaken by the child during the excursion
- The period the child will be away from the premises
- The anticipated number of children likely to be attending the excursion
- The anticipated ratio of educators attending the excursion to the anticipated number of children attending the excursion
- The anticipated number of staff members and any other adults who will accompany and supervise the children on the excursion
- That a risk assessment has been prepared and available at the service

If the excursion is a regular outing the authorization is only required to be obtained once in a 12 month period.

6.10 Water Safety

Numdaji Kwei Children's Centre recognises the benefits gained by children engaged in safe water play activities. The centre believes that water play can be used to create a calm and relaxing experience, whilst fostering all areas of learning.

The safety and supervision of children when participating in water play is essential.

Centre Procedures:

- The outdoor areas are checked each morning to ensure that no pools of water have formed on sandpit covers or equipment.
- Educators ensure water troughs or containers for water play are supervised by educators and are emptied onto garden areas after use.
- Encourage children to safely explore the properties of water while discussing water safety with children.
- Buckets used for general cleaning in the centre are emptied immediately after use. No buckets are left in play areas.
- Water containers and troughs are stored in a manner to prevent the inadvertent collection of water through natural causes such as rain.
- No boiling or hot drinks will be taken into the rooms.

At all times staff will be aware of the children's safety and health when playing with water.

6.11 Photographs

Once per year the Centre arranges for a professional photographer to visit the service. Families will be notified in advance. Children not usually attending on the specified dates are welcome to attend with a parent. Parents will be given a choice of photos to purchase but are under no obligation to buy.

7 Children's Health & Safety

7.1 Nutrition / children's health

Numdaji Kwei Children's Centre recognises the role that good nutrition plays in promoting health and wellbeing in all children.

This policy confirms our commitment to:

encourage children to make healthy food and drink choices

promote the importance of a healthy lifestyle, which includes being physically active.

As a health promoting service we will promote healthy eating and active play to children, educators, staff and families through learning, policies, creating a safe and healthy physical and social environment and developing community links and partnerships.

HEALTHY EATING

The Centre employs a full time cook who also assists as needed in the children's rooms and prepares 3 meals daily:

Morning snack: 9.30 – 10.00 a.m.

Lunch: 11.30 – 12.00 a.m.

Afternoon tea: 3.30 - 3.45p.m.

Parents are not required to provide any meals for their child/ren as all meals are cooked and prepared by the centre. Educators, staff, families and children are active participants in the development and implementation of the whole service Health and Wellbeing policy and are provided with information about policy requirements.

The Centre is registered with the City of Whittlesea as a food premises. A certificate is displayed. The centre adheres to a comprehensive Food Safety Program (available from the office) which is independently audited each year and submitted to the council.

We value the opportunities that mealtimes provide for children's learning, socialising and experimenting.

Healthy physical environment

- Children are offered a variety of new foods regularly including different colours, textures, flavours and aromas.
- Children are encouraged to taste all foods offered to them, however never forced to finish their meals. Seconds is offered to all children.
- An alternative option can be provided for a child that has refused both courses offered.
- The weekly menu is displayed on a board near the kitchen. Please speak to our cook or to educators with any suggestions. We would welcome your favourite recipes and any culturally diverse family favourite menu ideas.
- Water is made available for the children at all meal times and during the day.
- A water jug and cups are provided for children both indoors and outdoors in the 2-3 room and 3-5 room. The 0-2 room provides drink bottles/sipper cups for the children to access during the day.
- Milk is also available at morning tea.
- Sweetened drinks including fruit juices are not offered to children.
- Fruit and vegetables are served daily.
- Fruit is provided with afternoon tea daily.
- Menus do not promote foods that are high in fat, salt or sugar. 'Sometimes' foods such as chips, chocolates, lollies, muesli and fruit bars are not provided in any meals or snacks at the centre.
- Cooking and food experiences provided in the service focus on healthy food options and promote fruit and vegetables.
- Foods are provided which are culturally appropriate, varied and meet the children's developmental needs.
- Staff and educators are supported by having healthy food options in the staff room, for staff meetings and for professional learning.
- The service seeks to ensure any sponsorship, advertisements or marketing of food and drinks are consistent with the service's healthy eating policy. Fundraising activities reflect the healthy eating policy and promote healthy lifestyle messages.

Healthy social environment

- Breastfeeding at the service is welcomed and an appropriate comfortable space is provided for mothers to breastfeed or express milk.
- Educators and families recognise they are role models and are encouraged to bring foods and drinks in line with the service's healthy eating policy.
- Healthy body image and an enjoyment of eating are encouraged by the service.

- Food practices from diverse cultural backgrounds and traditional beliefs are respected and valued within this service.
- Children are encouraged to approach mealtimes as relaxed and enjoyable occasions.
- Educators sit with the children during mealtimes and encourage discussion about food and health. Children are encouraged to feed themselves as appropriate and assistance is given when required. Children are able to eat at their own pace.

Learning and skills

- Educators and staff involve children in healthy food experiences through growing, cooking and shopping.
- Opportunities to learn about food and healthy eating are embedded in the educational program.
- Educators are supported to access a range of resources to increase their capacity to promote healthy eating initiatives for children.

Engaging children, educators, staff and families

- Educators, staff, children and families are seen as key partners in promoting and supporting healthy eating initiatives in the service
- Please feel free to introduce yourself to the cook and discuss any special dietary requirements that your child may have. The director should be advised of any food allergies or specific dietary requirements that need to be catered for.
- Parents will be informed of their child's meals and quantities via discussion with staff and daily communication. Parents are encouraged to read the information attached to the menu notice board relating to healthy eating habits for young children.

Community partnerships

- The service works with local health professionals, services and other organisations to support educators and staff to deliver and promote healthy eating initiatives.

Celebrations

Sharing our birthdays is just one of our many ways we promote a sense of community and identity within our childhood setting.

One way that you can choose to celebrate your child's birthday is with a birthday cake. Have your choice of a carrot cake, Banana Cake or Healthy Coco Cake. Simply complete a '[Request for Birthday Cake Form](#)' and then pay \$5.00 to the Office that will go towards the cake. A birthday cake request form is located near the kitchen. Please hand the form and money to the office.

Families are welcome to join and contribute to the festivities, if children have siblings in another room we would love for them to join in too.

Be sure to check your child's portfolio to see and read about the festivities. We would also love to hear about any cultural festivities you may celebrate at home. Why not share it by completing a '[Partnership with families](#)' form.

We do ask that you not provide lollies/sweets as these may not be appropriate for other children in the group.

- The Centre minimises the risk of anaphylaxis by not allowing any food brought into the centre from home. If you require any further information please refer to our Anaphylaxis policy.

Nutrition and physical activity go hand in hand, in the health and welfare of all children.

PHYSICAL ACTIVITY

The centre will ensure to promote physical activity in a number of ways:

Healthy physical environment

- Children and families are encouraged to walk or ride to the centre
- The centre provides space for children to leave bikes if they ride/active travel equipment

Healthy social environment

As role models, educators, staff and families are encouraged to actively engage with children in active play and physical activity.

Learning and skills

- Educators and staff involve children in planning for active play and physical activity experiences both indoors and outdoors.
- Child-initiated and adult-guided active play and physical activity experiences, which challenge and encourage children to explore, extend and test limits, are planned and provided on a daily basis as part of the educational plan.
- Staff routinely identify opportunities to engage children, educate and promote appropriate physical activity skills and active play.
- Educators are supported to access resources, tools and professional learning to enhance their knowledge and capacity to engage in adult-guided active play and physical activity with children.
- Educators will promote the importance of physical movement during discussion with the children.
- Music and movement is incorporated as part of the daily programs in the room through age appropriate experiences.
- Road safety information is discussed with children in formal and informal discussions with the children.

Engaging children, educators, staff and families

- Educators, staff, children and families are key partners in developing a healthy and active physical environment.
- Educators and staff engage children in developing active play initiatives through discussions and idea sharing.
- Posters and books around the centre will promote physical activity for all the children.
- Information on physical movement will be provided to the families that utilise the service.
- Parents are provided with the opportunity to provide feedback about the program including physical activity experiences/physical environment

Community partnerships

The service works with local health professionals, services and other organisations to increase educator and staff capacity to support children's physical development and active play initiatives.

Information about community physical activity opportunities is made available to families through discussions, newsletters and visual displays, for example; promote information about local community clubs and walking groups.

7.2 Food safety and Hygiene

In order to ensure that food safety and hygiene practices are met throughout the centre:

- A cook holding a Food Handling Certificate and a minimum of two staff with a Food Safety Supervisor Certificate are employed;
- Staff will be given opportunities to undergo regular training on food safety and hygiene practices.

All staff will adhere to the following procedures:

Personal Hygiene

Personal hygiene is vital. Healthy people carry germs, therefore a care provider can spread germs from their body to the food they are preparing. It is therefore important to **WASH YOUR HANDS** after:

- Using a handkerchief or touching your nose, mouth, ears, hair etc;
- Handling garbage;
- Touching nappies (despite wearing disposable gloves for nappies, washing hands is still necessary);
- Going to the toilet;
- Before and after preparing food.

You should not prepare any food if you are ill, and cuts should be covered with a blue coloured waterproof dressings as well as a glove.

When serving or preparing food

- Ensure hair is tied back and hair clips and pins are minimal and secure;
- Jewellery is kept to a minimum as it can act as a reservoir for food borne pathogens or it may fall in the food;
- If Acrylic, gel, nail polish or any other type of artificial fingernails are worn then gloves must be worn at all times when serving food.
- Food handlers do not eat over unprotected food or while serving the food;
- Food is not blown on to cool it down for the children.

Hand washing is the easiest and most effective way to reduce the incidence of cross contamination and the transmission of infectious disease.

How to wash hands

- Use warm running water and liquid soap;
- Wash palms and backs of hands;
- Wash between fingers;
- Wash under nails;
- Rinse hands well under running water;
- Dry hands with paper towel.

Most experts recommend each step of hand washing should take 10 seconds to be effective. Help children with their counting while washing their hands, as the more fun you make it, the longer they will stay interested and more effective the process. Washing children's hands is as important as washing your own. Children must wash their hands:

- After using the bathroom;
- Before meals and snacks;
- After wiping their nose;
- After playing outside.

The staff will follow the following food safety procedures:

Before starting any food preparation **WASH YOUR HANDS**

Surfaces

- Wipe trolleys down before any food preparation begins;
- Use detergent and hot water to remove dirt from the surface;
- Rinse trolleys with hot water;
- Sanitise
- Allow to dry.

Handling food

- Wash fresh fruits and vegetables thoroughly, more than once before consumption;
- Use tongs or disposable gloves when handling food, and remember that using gloves is not a substitute for washing your hands;
- Inspect all utensils before use. Ensure they are visually clean and make sure children do not touch or play with them;
- DO NOT use utensils that fall on the floor; replace them with clean ones.

Cooked food

- Never leave cooked food out for more than two hours;
- Cover cooked food with lids, foil or plastic to prevent contamination;
- Serve cooked food as soon as possible to retain core temperature;
- Ensure children use individual plates, cups and cutlery;
- Encourage children not to share;
- Use separate utensils for serving each dish of the meal;
- Any leftover food is to be disposed of.

Cleaning cloths

- Wash dishcloths thoroughly every day and allow to dry;
- Use separate cloths for cleaning tables, trolleys, and the floor.

When cooking with children:

Children love to cook. Cooking is a safe and enjoyable activity for children in childcare provided a few simple precautions are taken:

- Tie up long hair and encourage children not to play with hair, noses, ears etc;
- Wash all hands before starting;

Bottle safety for children under 12 months

- Bottles throw out any leftover milk and rinse the bottle in hot soapy water.
- Parents are advised to bring in a bottle with the correct measured water and formula in a separate container for staff to prepare.
- Cows milk and soy milk is provided by the centre.
- Do not heat bottles of milk/ formula in the microwave as it creates hot spots in the milk;
- Always check the temperature of the milk before giving to the child.

Expressed Breast Milk (EBM)

Only frozen EBM is allowed and defrosted in the fridge each day.

7.3 Dealing with Infectious Disease

Numdaji Kwei Children's Centre is committed to the health, safety and welfare of all families, children and staff.

The centre requires all parents to inform the service if their child has an infectious disease. The centre will then advise parents of the exclusion period listed in Staying Healthy in Childcare, 5th Edition.

If a child displays any signs or symptoms of an infectious disease while in care, the Centre will requested the child be collected and cleared by a medical practitioner.

All parents/authorised nominees will be notified of any communal diseases going around at the Centre through a fact sheet being displayed about the infectious disease on the foyer door and room doors.

The centre will take appropriate steps to make sure the centre is cleaned as required by Staying Healthy in Childcare, 5th Edition

Any child that is not immunised will be required to follow the exclusion period as stated in Staying Healthy in Childcare, 5th Edition.

Any staff member that may be affected by the infectious disease due to immunisation and pregnancy will be required to follow the exclusion periods as stated in Staying Healthy in Childcare, 5th Edition.

In the event of an outbreak the centre will notify the Health Department from the City of Whittlesea, and will seek their advise on the steps to take to help control the outbreak.

All families are required to give the Centre updated immunisation status.

7.4 Clothing

Numdaji Kwei Children's Centre is committed to ensuring all children have a day filled with learning and enjoyment. To do this, children need to feel physically comfortable.

Building healthy self-esteem is created partly through children being given the opportunities to dress and undress themselves with educators on hand to provide assistance when needed.

The following actions are taken to ensure that children are appropriately dressed indoors and outdoors and that opportunities for the children to work on building their self-esteem.

- Educators follow the sun protection policy when preparing children for outside play;
- Educators are patient with children while dressing and undressing and provide assistance and encouragement;
- Educators are respectful of cultural differences and preferences by all families;
- The Centre has a variety of clothing available for the children in the event of a weather change, toileting accident or messy play activities;
- Appropriate protection is provided for messy play experiences and long sleeve and sleeveless art smocks are provided;
- Educators follow the SIDS and Kids information (National SIDS Council of Australia) in relation to dressing for sleep;
- Educators discuss with families weather appropriate clothing to be provided for their child and information in term newsletters will be provided.
- Educators discuss the weather and appropriate clothing required in different weather situations with the children;
- All children are to wear sturdy enclosed toe shoes.

7.5 Immunisation Records

The Centre is required to keep up to date immunisation records of each child's immunisation status. You will be asked for evidence of this on enrolment. Please notify the Director when further immunisation is given so that Centre records can be updated.

7.6 Dealing with Medical Conditions

Some children attending the service may have a medical condition including allergies, asthma, anaphylaxis, diabetes.

Before a child with a medical condition can start at the Centre certain steps must take place to ensure the safety of the child while in the care of the Centre.

Parents must provide an up to date action plan or management plan depending on the child's medical condition. Parents must also provide all medication written on these plans. Educators will follow the plan in the event an incident occurs.

A child without an action plan or management plan and the required medication will be unable to attend the centre until this is provided.

Parents and the Director will sit down and write a risk minimisation plan for the child that all staff will follow to help limit the risk and triggers to the child while in care.

The Centre will follow its anaphylaxis and asthma policy at all times.

The Centre will not allow families to bring any food into the Centre to reduce the risk to any child who is allergic or is anaphylaxis to foods.

All staff members, students and volunteers will be informed by the Director of the child's medical condition and the child's action plan.

All rooms will have the child's action plan displayed with up to date photo so the child is easily recognised. All staff will be notified of where the child's medication is stored.

If a child develops a medical condition while in care then the emergency services will be called immediately and first aid will be administered. Parents must provide an action plan or management plan and medication before returning to the Centre. The parent/s and director will meet and develop a risk minimisation plan.

If a child develops a medical condition outside the Centre then the parents must provide an action plan and medication before returning to the Centre. The parent/s and Director will meet and develop a risk minimisation plan.

Communication between families and the centre are open and ongoing in relation to the child's medical conditions and will be reviewed annually.

Families are to communicate any changes that arise to these plans to the Director as they occur.

7.7 Medication

For educators to administer medication certain procedures must be followed.

Educators must ensure:

- That a written request for medication to be administered has come from the parent or authorised medical nominee. The exemption to this is during a medical emergency affecting the child, when a parent or medical nominee may give verbal permission by phone for the centre to administer medication to the child. (Regulation 93). This request must be

witnessed by two staff members. This must then be followed up with written authorisation from the legal guardian.

- The equipment or medication required to carry out the procedures of a management / action plan are at the centre.
- The medication is administered from its original container bearing the original label and instructions including dosage and before the expiry or use by date.
- All medication details are to be checked by two staff before any medication is administered to a child.

Despite receiving a guardians request to administer medication the centre must always exercise a duty of care to the child. The administration of medication is done at the centre discretion.

Each child's room has a medication book, certain detail must be recorded in this book before medication can be administered.

Before administering medication educators must ensure that the following details are recorded into the medication book by the child's guardians:

- The name of the child;
- The request or permission to administer- this is done by signing the medication book;
- The name of the medication;
- The date the medication was last administered;
- The time the medication was last administered;
- The date and time or the circumstances under which the medication should be next administered- guardians must be aware that writing "if necessary" is not acceptable, a clear circumstance must be noted i.e. "if temperature exceeds 38.6 degrees";
- If the same medication is required to be administered more than once during the day, a new medication record must be completed, writing 9 a.m. & 3 p.m. in the same section of medication book is not acceptable, also writing " " is not acceptable, the full name of medication must be written again.
- The dosage of the medication to be administered- this must be the same or less then the instructions on the medication;
- The method of administration
- Once the medication book has been completed parents must advise educators to check the information;
- Medication is to be placed in the fridge if required, or the medication baskets. Do not leave medication in your child's bag, this includes nappy rash creams;
- Please ensure you notify educators of your request for medication for your child.

Educators must then ensure to fill out the following details when medication has been administered to the child:

- The dosage that was administered to the child;
- The date the medication was administered;
- The time the medication was administered;
- The method of administration
- The full name and signature of the person who administered the medication i.e. Joan Jones, J Jones is not acceptable;
- The full name and signature of the person who checked all details of the medication administered i.e. Joan Jones, J Jones is not acceptable.

Educators must follow these procedures at all times.

In the event that an emergency occurs all decisions will be at the call of Emergency Services eg: 000, Ambulance, Hospital.

7.8 Asthma

Asthma is a chronic health condition affecting approximately 1 in 9 children. It is one of the most common reasons for childhood admissions to hospital. Community education and correct asthma management will assist to minimise the impact of asthma.

This Asthma Policy aims to:

- Provide the necessary strategies to ensure the health and safety of all persons with asthma involved with the Children's Service
- Provide an environment in which children with asthma can participate in all activities to the full extent of their capabilities
- Provide a clear set of guidelines and expectations to be followed with regard to the management of asthma..

The centre will:

- Provide all staff with a copy of the Asthma Policy and brief them on asthma procedures upon their appointment to the Children's Service.
- Provide parents with a copy of the Asthma Policy upon enrolment.
- Provide all staff with Emergency Asthma Training (valid for three years)
- Ensure that at least one staff member who has completed accredited asthma training is on duty whenever children are being cared for or educated.
- Identify children with asthma during enrolment process.
- Ensure an Asthma Action Plan and risk minimisation is received from parents/ guardians before the child commences
- The Asthma Action plan is displayed in the room the child is in.
- Ensure that all staff are informed of the children with asthma in their care.
- Ensure that the First Aid Kit contains a blue reliever puffer (e.g. Airomir, Asmol, Epaq or Ventolin), a spacer device, concise written instructions on Asthma First Aid procedure and 70% alcohol swabs.
- Encourage open communication between parents/ guardians and staff regarding the status and impact of a child's asthma.
- Promptly communicate any concerns to parents should it be considered that a child's asthma is limiting his/her ability to participate fully in all activities.
- Where necessary, modify activities in Accordance with a child's needs and abilities.
- Administer emergency asthma medication if required according to the child's written Asthma Action Plan.
- If a child suffers an asthma attack for the first time the asthma emergency procedure should be followed immediately and call 000
- Ensure that children with asthma are treated the same as all other children.

Parents

- Notify the Director, in writing of any changes to the Asthma Action Plan during the year.
- Ensure that their child has the appropriate asthma medication including reliever and spacer at all time

Communicate all relevant information and concerns to staff as the need arises e.g. if asthma symptoms were present last night.

7.9 Anaphylaxis

Anaphylaxis is a severe and life threatening allergic reaction. Up to two per cent of the general population and up to five per cent of children are at risk, the most common cause in children are eggs, peanuts, tree nuts, cows milk, bee or other insect stings and some medications.

This reaction can happen within minutes from when the child is exposed to these allergens, but this can be treated quickly and effectively by using an adrenaline auto injector called an EpiPen/ Anapen.

We at Numdaji Kwei feel that all children should have the right to play in a safe and caring environment catering for all children needs including children at risk of anaphylaxis.

Centre goal

- To make sure the community and educators have a strong awareness about allergies and anaphylaxis within the service.
- To minimise the risk of an anaphylactic reaction occurring while the child is in care.
- To ensure that educators are able to respond appropriately to an anaphylaxis reaction by providing the right treatment and correctly administering an EpiPen/Anapen.

Centre procedure:

- Centre to ensure that every child starting at the centre with allergies and anaphylaxis has an action plan and risk minimisation plan done on them, so the educators are clear on the action needed if the child was to have a reaction while in care.
- Ensure that the children only eat the food that is supplied by the centre.
- Ensure that all educators and relief staff are aware of the symptoms of an anaphylaxis reaction, the child at risk of anaphylaxis, the child's allergy, and the action plan and where the EpiPen/Anapen is on the premises.
- If the relief staff do not have anaphylaxis training then the centre will ensure that a permanent staff member will be placed in that room.
- The centre will ensure that no child who has been prescribed an EpiPen/Anapen is allowed to attend the service without the EpiPen/Anapen on site.
- The centre will ensure that no food will be brought into the centre that can cause a anaphylaxis reaction to that child.
- Ensure that the EpiPen/Anapen is stored in a location that is known to all educators and relievers and that is easily accessible to staff (not locked away) inaccessible to children, and away from direct heat.
- Make sure that all children entering the centre are asked about allergies, and if they do have an allergy that an action plan is provided with (doctors signature) before the child starts at the centre

Staff responsibility for child at risk of anaphylaxis while in care.

- Educators are to make sure that the anaphylaxis plan is placed in a spot where all educators can see.
- Educators are to follow the action plan straight away in the event of an allergic reaction which may progress to anaphylaxis.

- In the event that a child who has not been diagnosed as allergic but who appears to be having an anaphylactic reaction the follow must happen.
- Call an ambulance immediately by dialing 000
- Commence first aid measures
- Contact the parent/guardian
- Contact the emergency contact if the parents can not be reached
- The educators are to regularly check the expiry date on the EpiPen/Anapen's for each child.

Educators will practice with the training EpiPen/Anapen every four months.

7.10 Incident, Injury, Trauma and Illness Policy

At Numdaji Kwei Children's Centre the below mentioned procedures are to be followed by all educators in the event of a child becoming:

- (a) injured; or
- (b) ill; or
- (c) suffers a trauma.

7.10.1 Injury, Incident or Trauma

If a child becomes injured while in care appropriate First Aid will be applied by a first aider. An incident report will be written up for parents to sign. Any facial/ head injuries that occur educators will notify parents via phone. All notification will be made to parents as soon as practicable as and not later than 24 hours. In some cases parents will be request to collect and monitor their child as a safety precaution.

7.10.2 Serious Injury, Incident or Trauma

In the event of a serious injury, incident or trauma to a child while being educated or cared for at a service the centre will seek appropriate medical treatment. This may involve parent taking the child to a medical practitioner or the centre requesting support from emergency services (parents will be contacted as soon as practicable). The centre will notify DET within 24 hours of any serious injury, incident or trauma taking place. All appropriate documentation will be completed as soon as practicable.

7.10.3 Illness and your child

The health of the children is a major concern of educators and families who use the Centre. Children who are display the following symptoms- fever, vomiting, diarrhea, headache or appear lethargic before attending the care, the centre would advise parents to keep their child home, as children do not benefit from a busy day interacting with other children and educators if they are unwell and require rest.

7.10.4 If a child becomes ill while in care

Educators will promptly contact parents to collect their child if they become unwell during the day, so please remember to inform the director or educators should any of your contact telephone numbers change.

The service will also complete an Illness Record for parents to sign when they collect their child.

7.11 Administration of First Aid

The centre will ensure that all first aid is administered is by a qualified first aider by ensuring all educators have the following qualifications:

- Approved level 2 first aid
- Approved anaphylaxis management training
- Approved emergency asthma management training.

In the event of an injury, incident or trauma the child's wellbeing is to be attended to immediately through the appropriate first aid.

The nominated supervisor or certified supervisor in charge will oversee all serious incidents, illness or trauma.

First aid kits will be suitably equipped and easily recognised where children are present at the centre.

The parent of a child who as obtain an injury, incident or trauma is notified as soon as practicably and no later than 24 hours. The service will also ensure that an Incident, Injury, Trauma and Illness Record is completed.

7.12 Sun smart

Educators and parents will work co-operatively to ensure the children, educators and visitors at the Centre receive a healthy balance of ultraviolet (UV) radiation. Little exposure to UV can lead to low Vitamin D levels, Vitamin D is essential for healthy bones, muscles and general health. Exposure to high UV levels can potentially cause skin damage.

The policy will apply throughout the year, however particular emphasis will be placed on Sun Smart strategies from the beginning of September to the end of April. It will also be implemented outside these dates when UV levels reach 3 and above.

Environment

The centre provides large shaded areas through trees, shade sails and undercover areas.

Educators will reinforce the Sun Smart strategies daily by:

- Checking the SunSmart UV Alert Indicator before going outdoors. Particular care should be taken between September and end of April (10am-3pm) as UV levels reach their peak.
- Applying 30+ or higher, broad spectrum, water resistant sunscreen to children and recording each application when UV is 3 or above.
- Applying sunscreen to children 20 minutes before going outside and reapplied every two hours if outdoors.
- Encouraging children from the age of 3 to apply their own sunscreen.
- Ensuring long sleeves and pants are worn if a child is not able to wear sunscreen if UV levels are 3 or above
- Ensuring children wear hats when UV levels are 3 or above
- Setting up activities in the shade when UV levels are 3 or above
- Collaborating with parents with regards to SunSmart clothing for their children.
- Discussing sun smart practices with children, including encouraging self application of sunscreen under supervision with the children (age appropriate).
- Encourage children to wear sunglasses while outside. (Optional)
- Parents may supply their own brand of 30+sunscreen or higher as desired

- Baby Room educators have an individually tailored checklist that includes Checking the temperature of the ground/fence/equipment prior to taking babies out to ensure it is safe to crawl on and use.

Personal protection

The following rules apply to all educators attending the Centre:

- Staff will act as role models by wearing protective hats and clothing, using 30+ or higher sunscreen when UV levels are 3 or above. Educators may supply their own brand of sunscreen as desired;

7.13 Dental Care

The Centre is committed to good oral health and promotes healthy eating.

The dental care policy aims to:

- Raise awareness of the importance of dental care;
- Provide an environment for children to learn about dental care; and
- Provide a set of guidelines and expectations to be followed by staff and management.

Application

Educators and management are expected to:

- Encourage and support the principles of healthy eating;
- Provide a weekly menu appropriate to children's growth and developmental needs;
- Provide a varied menu that considers cultural needs;
- Meet special dietary requirements with appropriate consultation with parents;
- Ensure water is readily available at all times;
- A dental and hygiene program is conducted at centre;
- Ensure families have the opportunity to contribute ideas to the weekly menu;
- Ensure that baby bottles only contain expressed milk, infant formula, milk or water;
- Ensure that babies are supervised during feeding times;
- Serve fresh fruit everyday with afternoon tea;
- If lollies or chocolates are provided by families for children as part of birthday celebrations, send them home for parents to offer them at their own discretion;
- Provide information to parents regarding the importance of good dental care; and
- Initiate discussions with children about food, health and nutrition

7.14 Occupational Health and Safety

Numdaji Kwei takes occupational health and safety (OH&S) of employees, volunteers, visitors, members of the public very seriously, therefore is committed to providing and maintaining, so far as is reasonably practicable, a working environment that is safe and without risk to health. The Centre will invoke the following step to help

- reduce and prevent: hazards in our service environment;
- accidents, injuries and reportable incidents;
- To maintain a safe environment for children, staff and visitors;
- To inform staff and other adults of the Centre's OH&S procedures;
- To meet the requirements of federal, state and local government authorities and follow the Occupational Health and Safety Act, 2004.

7.15 Emergency Evacuation

This document is to be read in conjunction with RMIT University's Emergency Response Manual available from the director's office.

The centre has identified the following emergencies to be relevant to this service through a risk assessment that will require evacuation or lockdown-

Fire

Chemical Leak

Gas Leak

Bomb Threat inside and outside

Human Threat

Storm

Earthquake

Evacuation and Lockdown drills are practiced and documented every three months to ensure children and educators are well prepared in the event of an emergency evacuation or lockdown.

Full evacuation and lockdown procedures are displayed at each exit of the building . Exits are clearly signed with exit lights, maps of the building indicating the nearest exit point are displayed in each room and in the main foyer.

Rooms are equipped with the following evacuation/lockdown equipment:

- An emergency exit map mounted on the wall
- Emergency evacuation procedure at each exit
- Whistle
- Emergency Bag
- Emergency Cot in babies room only
- Emergency ropes

In the event of an emergency the following procedures must take place:

EVACUATION

In the event of either fire, chemical leak inside, bomb threat inside educators must adhere to the following directions.

Any member of staff is responsible to notify all staff if they identify a fire, chemical leak inside or bomb threat inside. The following evacuation procedures will be immediately implemented.

Nominated supervisor/ certified supervisor in charge

Take mobile phone and staff sign in and out sheet

Ensure the building is evacuated in a safe manner and ensure all staff are accounted for.

Call 000 and wait for further instruction from emergency services.

Notify parents

Babies room

1. Place children in evacuation cot
2. Collect evacuation bag, sign in book and anaphylaxis medication
3. Exit children, staff, parents, students and visitors to assemble area

4. Ensure all children are accounted for by marking them off the sign in sheet.
5. Wait at assemble area for instructions from emergency services.

Toddlers Room

1. Collect evacuation bag, sign in book and anaphylaxis medication
2. Exit children, staff, parents, students and visitors to assemble area
3. Ensure all children are accounted for by marking them off the sign in sheet.
4. Wait at assemble area for instructions from emergency services.

Kinder Room

1. Collect evacuation bag, sign in book and anaphylaxis medication
2. Exit children, staff, parents, students and visitors to assemble area
3. Ensure all children are accounted for by marking them off the sign in sheet.
4. Wait at assemble area for instructions from emergency services.

LOCK DOWN PROCEDURE

In the event the centre needs to go into lock down due to fire, chemical leak outside, bomb threat outside, human threat, gas leak, storm and earthquake, the following procedures will take place:

- The nominated supervisor or certified supervisor in charge will call “lock down”
- All children, staff, parents, students and visitors will gather into the hallway between the toddlers and kinder room.
- All doors and windows will be locked by staff
- Call 000 and wait for further instructions from emergency services
- Security at RMIT will be notified
- Supplies will be used from the laundry
- Staff toilet will be used for the children.
- Parents notified.

7.17 Grievances

Concerns and complaints

It is important to have an effective line of communication between families and staff, the following procedures for handling concerns, grievances or issues aim to promote a positive and systematic approach to resolving family grievances.

- If a parent has a concern they are encouraged to make a suitable time to discuss it with the staff member/s concerned;
- Staff are to notify the Director of the parent request to discuss concerns;
- The Director will make arrangements for the parties concerned to discuss the issues with a view to reaching a mutually acceptable resolution. A time line for the issue to be resolved will be discussed;
- If the issue requires the Director to become involved a meeting can be scheduled for further discussion;
- If a resolution is not reached, parents can also contact the approved provider . Details are displayed in the centre foyer.
- The grievance will be discussed by the Board of Management;
- The board of management will discuss the outcomes with the staff and parents involved.

- Any parent complaint alleging that the safety, health and wellbeing of a child was or is being compromised, will be notified to the DET by the Director.

All family concerns are to be documented.

Minutes are to be taken at all meetings with all outcomes or further discussion topics noted.

8 Students & Volunteers

8.1 Participation

All volunteers and students that attend the centre require a current Volunteer Working with Children Check.

At no stage will educators leave students or volunteers alone with the children.

All students and volunteers are to act in a responsible manner following the centres Staff Code of Conduct.

Students will be supported and mentored by the director and educator to gain knowledge and experience while on placement.

Students and volunteers are not to speak to children's parents in regards to their child's welfare.

The centre will notify parents of any students or volunteers at the centre. Students will display an information sheet outlining their name with a photo, course details and placements dates.

Volunteers and students will sign the staff sign in sheet on arrival and departure.

All students and volunteers will provide their full name, address, date of birth and an emergency contact while on placement.

All students will participate in an induction process before commencing placement. During this time students will receive a student handbook.

8.2 Viewing Room

Numdaji Kwei Children's Centre is an important resource for early childhood students from RMIT and other universities and TAFE colleges. In return, the Centre benefits from the wealth of ideas and knowledge students, lecturers and researchers in early childhood education bring to the Centre. The viewing room at the Centre allows students to observe the children at play without disrupting the children and educators in the rooms. The Centre will ensure strict guidelines for users of the viewing room are adhered to, including:

- The rights of the children, parents and staff of the Centre to privacy, and respect for confidentiality, must be observed as a first principle by students and other visitors to the Centre.
- Publication of actual names of any children or staff will only occur with the written permission of the family or staff member concerned.
- Photographing or videotaping of children will not be permitted without the written consent of the families concerned.