A.B. PATERNSON COLLEGE
OUTSIDE SCHOOL HOURS CARE

ACN 080 066 824

ABN 68 067 085 388

PH (07) 5571 5333
FAX (07) 5574 5422

1 – 5 A.B. PATERNSON DRIVE
ARUNDEL
QLD. 4214

PARENT POLICIES

(Reviewed March 2014)
CONTENTS

1 Overview
1.1 Welcome
1.2 Mission Statement
1.3 Philosophy and Values Statement

2 Programming
2.1 The Early Years Learning Framework
2.2 Programme Policy
2.3 Multicultural Policy
2.4 Inclusion of Children with Additional Needs
2.5 Inclusion and Reducing Bias in Centre Programmes
2.6 Student Records
2.7 Language in Learning
2.8 Excursions and College Walks
2.9 Active After School Communities Activities
2.10 Additional Activities at the Early Childhood Centre

3 Management
3.1 Management of the Centres
3.2 Operational Hours of the Centres
3.3 Age Groupings and Staff Ratios
3.4 Arrival and Departure Policy
3.5 Alternative Arrangements for Pick Up
3.6 Absence of a Child
3.7 Priority of Access
3.8 Fees, Bookings and Accounts
3.9 School Children at the Early Childhood Centre

4 Staffing
4.1 Staff Qualifications
4.2 Staff Roster to Facilitate Continuity of Care
4.3 Staff Roles and Responsibilities
4.4 Staff Programming Time
4.5 Staff Professional Development
4.6 Students/Visitors
4.7 Privacy and Securing of Documentation of Individual Children

5 Parent Involvement
5.1 Parent Involvement
5.2 What does the Early Childhood Centre supply?
5.3 What do I need to supply?
5.4 First Day at the E.C.C. – What do I need to know?
5.5 Initial Separation Guidelines
5.6 Difficulty with Leaving Guidelines  
5.7 Parent Meetings  
5.8 Communicating with Staff  
5.9 Information Pockets  
5.10 Newsletters/Information updates  
5.11 Notice Boards and White Board  
5.12 Birthdays/Celebration Days  
5.13 Concerns and Complaints  
5.14 Accreditation  
5.15 Parent Responsibilities  

6 Routines and Child Behaviour  
6.1 Centre Routine  
6.2 Positive guidance of child behaviour  
6.3 Clothing  
6.4 Shoes  
6.5 Children’s belongings and Toys  
6.6 Safe Comfortable Sleep and Rest  
6.7 Biting Policy  
6.8 Toilet training  

7 Health, Medication and Nutrition  
7.1 Health  
7.2 Sick children and Medication  
7.3 Exclusion and Doctor’s Clearances  
7.4 Medication  
7.5 Over the counter creams, lotions and sprays  
7.6 Storage of Medication  
7.7 Asthma  
7.8 Allergies  
7.9 Anaphylaxis  
7.10 Food and Nutrition  
7.11 Food Safety and Hygiene  
7.12 Dental Care  
7.13 Hygiene  
7.14 Hand washing Policy & Procedure  
7.15 Tobacco, Drug and Alcohol – Free Environment  
7.16 Sun Protection  
7.17 Immunisation  
7.18 Head Lice  
7.19 Nappy Change  
7.20 Toileting
8 Safety
8.1 Safety
8.2 Child Protection
8.3 Incident, Injury, Trauma and Illness record
8.4 Emergency, Evacuation and Lockdown Procedures
8.5 Emergency Numbers
8.6 Safety Checks and Maintenance of Buildings and Equipment
8.7 Minimising the Use of Toxic Products
8.8 Occupational Health and Safety
8.9 Manual Handling of Children
8.10 Use and Storage of Dangerous Products
8.11 Use of Taxis

Conclusion Updated March 2013
WELCOME

1.1 Welcome to the A.B. Paterson College Early Childhood Centre and Outside School Hours Care Services

The staff of the A.B. Paterson College Early Childhood Centre & OSHC welcome you and your child to our Centres and are confident that your association with the Centres will be positive in all regards.

Our centres are a part of the A.B. Paterson College which is an independent, inter-denominational co-educational school which is concerned with the care and education of children from Prep to Year 12. The College strives to create a climate for the achievement of individual excellence. Likewise the Early Childhood Centre strives to provide programmes that are of a high standard and which meets the individual developmental needs of each child. We sincerely trust that your child/ren will benefit greatly from the developmental, educational and recreational programmes provided by our caring and highly qualified staff. It is our intention to establish within the community the reputation of a warm, caring place where children can feel happy and secure and parents feel welcomed and can become involved in ‘their centre’.

Our centres are private non-profit centres, and are licensed by the Australian Children’s Education & Care Quality Authority. The Early Childhood Centre and Outside School Hours Care is managed by the A.B. Paterson College, with the Director and OSHC Co-ordinator responsible for the day to day running of the Centres and are accountable the College Principal being the Nominated Provider. The Centre’s programmes operate Monday to Friday from 7.00 a.m. to 6.00 p.m. The Centres are operational for 50 weeks of the year. Children may attend full-time, part-time or casual for the Before and After School Care. We are closed on public holidays.

The information in this Handbook is to acquaint parents with our centres and the A.B. Paterson College.

We have tried to include everything that may be of interest to you, however, if you have any further queries the Director or staff would be pleased to assist you. We also welcome the opportunity to talk to parents concerning programmes, progress of your child and any other issues which you would like to talk through.

May your families stay with us be a happy one.

The Staff

A.B. PATERSON COLLEGE EARLY CHILDHOOD CENTRE AND OUTSIDE SCHOOL HOURS CARE SERVICE
A. B. Paterson College Early Childhood Centre and Outside School Hours Care Service

1.2 MISSION STATEMENT

The A.B. Paterson College Early Childhood Centre and Outside School Hours Care service are committed to the provision of high quality programmes which encompass the care, education and health of the child. We strive to form working partnerships between parents, staff and children to encourage relationships based on trust, co-operation, mutual respect, equality, responsibility and choices.

1.3 PHILOSOPHY AND VALUES STATEMENT

In relation to Children:
- All children feel happy, safe and secure in their learning and play environment.
- Children are encouraged to experience success and challenges throughout the day.
- Children are encouraged to initiate their own learning.
- Spontaneous learning opportunities are extended on to promote a passion for learning.
- Each child’s knowledge, ideas, culture, abilities and interests are the foundation of the programme.
- Children are encouraged to express themselves and their opinions.
- Children are encouraged to undertake experiences that develop self-reliance and self-esteem.

In relation to Staff:
- All staff support each other’s learning and challenges.
- Staff use a variety of methods to affectively communicate with each other.
- Staff will respect and value each member’s contributions.
- Staff will actively participate in professional development activities.
- Staff work in collaboration together to further each other’s knowledge and experiences.
- Staff maintain at all times the rights and dignity of each child.

In relation to the Programme:
- The programme is based on the Early Years Learning Framework, Queensland Kindergarten Guidelines and the National Curriculum Foundation Level.
- All aspects of inclusion are reflected throughout the centre.
- The programme accommodates a variety of experiences and choices.
- The programme develops the independence and self-esteem of all children.
- A balanced approach is used to extend children’s learning opportunities.
- The programme is structured in a way that promotes interest, curiosity and challenge.
- Each child’s learning and development will be assessed as part of an ongoing cycle of planning, documenting and evaluation.
- The programme includes knowledge and attitudes which promote a healthy lifestyle and care for the environment and community.
- Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the programme.
In relation to Families and Community:
- Families are used as the main source of information regarding their child.
- The expertise of families is recognised and they share in the decision making about their child’s learning and wellbeing.
- Families are encouraged to share their daily experiences, as these will be incorporated into the programme.
- All families are encouraged to participate in every aspect of the centre.
- Events and occasions are regularly planned to encourage families to network with each other.
- The service procedures and staff have 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.

In relation to Management:
- Management will provide staff with a variety of professional development opportunities to enable staff to remain passionate and inspired.
- The centre is dedicated to assisting both children and their families with all challenges associated with raising young children.
- There is a commitment to continuous improvement.
- Administrative systems and College support enable the effective management of a quality service.

In relation to the Environment:
- Staff and management will ensure the indoor and outdoor environment is inclusive, promotes competence, independent exploration and learning through play.
- That resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the programme and allow for multiple uses.
- The centre will continually review ways to include elements of the natural environment both in the programme and in the environment.
- Staff and management will ensure that the indoor and outdoor environment is safe, hygienic and appropriate for the operation of the service.

Resource:
- NQS 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.
- NQS 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
- NQS 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- National Law: Regulation 73 Educational program.
- National Law: Regulation 74 Documenting of child assessments or evaluations for delivery of educational program.
- National Law: Regulation 75 Information about educational program to be kept available.
- National Law: 76 Information about educational program to be given to parents.
A.B. Paterson College Early Childhood Centre follows the Early Years Learning Framework for Australia as developed and endorsed in July 2009 as well as the My Time, Our Place for our Before School Care, After School Care and Vacation Care. Fundamental to the Framework is a view of children’s lives as characterised by belonging, being and becoming. The Framework conveys the highest expectations for all children’s learning from birth to eight years including the transitions to school. It communicates these expectations through the following Learning Outcomes:

**Learning Outcomes**

**Outcome 1: Children have a strong sense of identity**
- Children feel safe, secure, and supported.
- Children develop their emerging autonomy, inter-dependence, resilience and sense of agency.
- Children develop knowledgeable and confident self identities.
- Children learn to interact in relation to others with care, empathy and respect.

**Outcome 2: Children are connected with and contribute to their world**
- Children develop a sense of belonging to groups and communities and an understanding of the reciprocal rights and responsibilities necessary for active community participation.
- Children respond to diversity with respect.
- Children become aware of fairness.
- Children become socially responsible and show respect for the environment.

**Outcome 3: Children have a strong sense of wellbeing**
- Children become strong in their social and emotional wellbeing.
- Children take increasing responsibility for their own health and emotional wellbeing.

**Outcome 4: Children are confident and involved learners**
- Children develop dispositions for learning such as curiosity, cooperation, confidence, creativity, commitment, enthusiasm, persistence, imagination and flexibility.
- 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.
Outcome 5: Children are effective communicators

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

*In the My Time, Our Place these outcomes are combined into one statement:  
Children collaborate with others, express ideas and make meaning using a range of media and communication technologies.

2.2 PROGRAMME POLICY

Aim: The A.B. Paterson College Early Childhood Centre and Outside School Hours Care Services are committed to providing high quality programmes that encompass the care, education and health of young children.

Our children learn in an environment of warmth, encouragement, respect for, and consideration of others. Children are viewed as capable learners and are encouraged to guide their own learning with the support of staff.

We believe that children learn through play, we believe it is the experience the child has whilst engaging in play that is the important factor in promoting development. The product of these learning experiences is of secondary importance, it is the process not the product that provides the learning. In our programmes the equipment is a tool to enable the child to explore the process. Staff support children’s learning by helping children gain life and learning skills. The Kindergarten programmes are developed in conjunction with the A.B. Paterson College Junior School Curriculum Co-ordinator (Educational Leader) as well as the Director and Senior Staff. Certain activities will be planned to guide each child’s learning.

In each programme you will find that there is a predictable routine to the day that provides the children with a sense of security. You will also find that certain materials are often available for children to choose, ie. paints, blocks, books and equipment for imaginative play. In addition to these there are new experiences planned to challenge and stimulate your child in becoming an effective learner. Although what is offered in equipment is the same or very similar across groups, what the children do with it is changing as they develop and acquire new knowledge and skills. Children are encouraged, and role modelling is provided, to develop the life and learning skills required to be an effective learner.

As early childhood professionals, the staff implement programmes that provide a rich and integrated range of experiences to enhance the children’s learning and development. The Early Years Learning Framework is a core document that guides our programmes. In the Pre Prep or Kindergarten rooms we also use the Queensland Kindergarten Guidelines and the National Curriculum Foundation Level to influence our programmes. In the Outside School Hours Care service the curriculum is based on the My Time, Our Place framework.
Guided learning experiences in the programmes may include:

**Social & personal learning**
Social learning
Personal learning

**Health & physical learning**
Making healthy choices
Gross-motor
Fine-motor

**Language learning & communication**
Oral language
Early Literacy

**Early mathematical understandings**
Early numeracy Mathematics

**Active learning processes**
Thinking
Investigating
Imagining and responding
Links to Science, SOSE, Technology, The Arts

The teacher’s role is to observe what happens and to guide the children’s learning through their play. By demonstrating appropriate ways of doing things and by offering suggestions to extend their ideas. To provide time and opportunities for the children to process information, and to practise newly acquired skills. The teachers encourage the children to see themselves as successful learners; and to empower them through positive guidance techniques to accept responsibility for their own actions.

The growth and development of each child is watched with care in our centre. Guidance and support provided through our programming fosters the total development of the child. Regular staff meetings are held to discuss the programme and / or the observations of your children carried out by the staff. The reason for the regular formal observations is to ensure that what the staff are providing is appropriate to the developmental level of your child. Our main aim is to guide your child in becoming an effective learner and to assist your child in developing all the skills necessary for success now and in the future.

In addition to this policy book, parents will be able to discuss with the class teacher the programme in which your child will be participating. The staff will be happy to discuss this in detail with you and answer any questions that may arise. Additional programme information is posted in each room for your perusal.

**Resource:**
- NQS 1.1 An approved learning framework informs the development of a curriculum that enhances each child’s learning and development.
- NQS 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
- NQS 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- National Law: Regulation 73 Educational program.
- National Law: Regulation 74 Documenting of child assessments or evaluations for delivery of educational program.
2.3 MULTICULTURAL POLICY

Aim: The A.B. Paterson College Early Childhood Centre is committed to recognising and respecting the wide variety of cultures that make up our society.

Cultural awareness and respect is an important part of the centre programme. We strive to create a programme that truly reflects the lives of our children, families, staff and community.

The Director and staff actively work towards increasing awareness of the cultures and beliefs of children in the centre and people in the local community through discussions with families, internet resources and reference materials. When appropriate the Director will access additional resource organisations to support children’s needs including: language assistance, cultural or religious understanding, food considerations etc.

Programmes, resources and all areas of the centre, (inc. meals and staffing) are evaluated for cultural inclusion. Stereotypes are actively overcome and staff discuss with parents specific cultural needs.

Resource:
- NQS 5.1 Respectful and equitable relationships are developed and maintained with each child.
- NQS 5.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.
- NQS 1.1.2 Each child’s current knowledge, ideas, culture, abilities and interests are the foundation of the program.
- Cross Cultural Childcare Unit.
- Gold Coast Inclusion Support Agency.
- Early Childhood Australia Inc – www.childhoodaustralia.org.au
- Belonging, Being and Becoming, DEEWR, 2009.
- My Time, Our Place.
2.4  INCLUSION OF CHILDREN WITH ADDITIONAL NEEDS

Aim: To provide high quality care to all children.

A.B. Paterson College Early Childhood Centre and Outside School Hours Care strive to provide high quality care for all children enrolled. Children who have additional needs have an equal access to the Early Childhood Centre via the waiting list.

Following an interview with the parents and the child, the Director together with the parents will assess the needs of the child, the appropriateness of the centre setting and the programme. Once enrolled in the service, ongoing feedback and communication will be maintained with parents or guardians to ensure the best possible outcomes are obtained for the child. The best interests of the child and children will be constantly reflected upon and in some cases it may be deemed that the service cannot provide the level of care to ensure best outcomes and/or safety for all children. Children who pose a risk to the health and/or safety of other children, or who cause educational disruption to the learning of other members of the class may have their position at the Centre revoked. Families may be referred to other services, supported by the College Learning Enhancement Team, be required to have additional external support or advised to place their child in alternative care/education.

The centre will support the staff who are catering for an additional needs child in their group by linking with appropriate services and being responsive to staff needs. When possible the centre will apply for additional funding, provide staff with resources, and support additional staff. The centre will ensure that resources and materials used throughout the centre promote the inclusion of children with additional needs.

The Director may suggest applying for funding to support an additional worker to assist with children who have a higher level of care/support required. Parent approval is required before additional support funding can be gained.

Resource:

- NQS 5.1 Respectful and equitable relationships are developed and maintained with each child.
- NQS 5.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.
- NQS 6.1 Respectful supportive relationships with families are developed and maintained.
- NQS 6.2 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.
- Centre Philosophy.
- Musgrave Hill SEDU.
- Gold Coast Inclusion Support Agency.
- Early Childhood Australia Inc – www.childhoodaustralia.org.au
- Anti-Bias in Action & Fair Play Training Manual for Staff
  Lady Gowrie 1997.
- Belonging, Being and Becoming, DEEWR, 2009.
- My Time, Our Place.
2.5 INCLUSION AND REDUCING BIAS IN CENTRE PROGRAMMES

Aim: A.B. Paterson College Early Childhood Centre and Outside School Hours Care Service recognises the individuality of each child and family and observes a policy of acceptance and access regardless of cultural background, creed, gender, developmental or physical ability if within the capabilities of the room staff.

The staff at A.B. Paterson College Early Childhood Centre and OSHC are committed to fostering high self esteem and a positive self concept thereby assisting each child to develop to their full potential.

Staff will at all times support and encourage children without bias and parents requests will be carried out whenever possible. The centre accesses resource agencies to assist in this area. The centre ensures that materials provided and experiences reflect equity issues.

Resource:
- NQS 5.1 Respectful and equitable relationships are developed and maintained with each child.
- NQS 5.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected.
- NQS 6.1 Respectful supportive relationships with families are developed and maintained.
- NQS 6.2 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing.
- Centre Philosophy.
- Cross Cultural Childcare Unit.
- ECA Code of Ethics.
- Early Childhood Australia Inc – www.childhoodaustralia.org.au
- Reflections Magazine – Gowrie Australia Publication (Spring, 2006).
- Early Childhood Magazine – Early Childhood Australia Inc.
- Inclusion Support Services.
- Belonging, Being and Becoming, DEEWR, 2009
- My Time, Our Place
2.6 STUDENT RECORDS

Aim: To develop relevant and appropriate child profiles.

All children at the Early Childhood Centre are observed on a regular basis to assess their individual needs and interests. Each child’s profile may include samples of the child’s artwork, observations of the child at play, checklists, photos, information supplied by parents as well as other records collected. This information collected is used as the basis of setting activities for individual and groups of children and providing a record of each child’s participation in the programme.

Student data and records are always kept in staff only areas of the centre and kept in a locked filing cabinet as necessary.

These profiles are only available to parents and to other professionals as authorised by the parent. Please feel free to discuss your child with the staff or make an appointment to discuss your child in detail.

At the end of each year the record of your child’s year at the Centre will be given to you, including artwork, photos and learning statements.

Resources:
- NQS 1.1.4 The documentation about each child’s program and progress is available to families
- NQS 1.2.3 Critical reflection on children’s learning and development, both as individuals and in groups, is regularly used to implement the program
- NQS 6.3.2 Continuity of learning and transition for each child are supported by sharing relevant information and clarifying responsibilities
- National Law: Regulation 74 Documenting of child assessments or evaluations for delivery of educational program
- National Law: Regulation 75 Information about education program to be kept available
- National Law: Regulation 76 Information about education program to be given to parents

2.7 LANGUAGE IN LEARNING PROGRAMME AT THE EARLY CHILDHOOD CENTRE

What is Language in Learning (LIL)?

Language in Learning (LIL) is a practical oral language programme that was introduced at the A.B. Paterson College Early Childhood Centre in 2004. Its purpose is for children, teachers and parents to work together to enrich children’s oral communication through the use of relevant strategies e.g. the type of questions asked; the modelling of appropriate answers. This programme has proven to improve language outcomes of all children and supports all learning outcomes.

Why has this programme been developed?

Scientist have identified developmental prime times or windows of opportunity for brain development. It must be remembered that the brain still continues to develop all our lives. This occurs because of humans’ life long capacity to change and reorganize themselves which is referred to the plasticity of the brain.
The first 24 months of life is critical for the areas of emotional, motor and vision and auditory development with early sounds being between 4 – 8 months; music up to 38 months and thinking up to 48 months. This window of opportunity becomes sensitive up to 5 years with music and thinking extending to 10 years of age. Research indicates that these are prime times for parents, caregivers, educators and health agencies to enrich development.

As mentioned above, the brain can change due to plasticity but it is easier to do something right the first time rather than relearn it later on. During the early years, children are creating blueprints against which new things are matched. Research has indicated that there is difficulty in recapturing these things in later life.

**L.I.L.** provides opportunities for children to develop the appropriate blueprints for communication and thinking during their prime developmental times.

**What does it mean for your child?**

Children from two years of age up to Preschool at the E.C.C. may undertake a language screener with a Speech Language Pathologist. All children prior to entering school will have a language screener conducted at the centre. The profile from the screener will be used by the Speech Language Pathologist to inform teachers and parents of what each child needs to enrich his/her oral communication development.

The staff will work directly with the Speech Language Pathologist who will give explicit demonstrations of suitable strategies to suit the children in each room. The teachers will then implement these strategies to support oral communication. Parents will also be encouraged to use similar strategies at home.

**How can you support your child with this programme?**

The parents will be given a summary report on their child’s language development, which will give guidance for future directions and strategies. The parents will also have the opportunity to attend a workshop that addresses different levels of questioning and the development of language for the thinking child. Regular information sheets will have updates on how you can continue to support children’s oral communication.

**Resources:**

- NQS 6.3 The service collaborates with other organisations and service providers to enhance children’s learning and wellbeing
- B.B.B. Outcome 5: Children are effective communicators

**2.8 Excursions, Shows and College Walks**

**Aim:** To extend the learning opportunities of the children.

Excursions may be planned through the year for the older children. We consider first hand experiences are a very important part of the programme. Trips will be taken only once children are settled and children have learned to remain with the group. The centre will provide the
same adequate responsible adult supervision for these excursions as is provided for children while in attendance at the centre. We may require additional adult helpers when on an excursion with children from the Early Childhood Centre. We strictly adhere to the adult/child ratios as determined by a Risk Management Assessment. Risk Management Assessments are conducted at least annually and a copy can be viewed at the service office for any planned excursions.

For external excursions we hire buses from companies, which comply with all motor vehicle safety standards and are fitted with seat belts and have the appropriate insurances.

If you do not want your child to leave the centre under any circumstances, please note this on your enrolment record form when you sign it. If you have any concerns please discuss these with the Director/Co-ordinator and/or the staff in your child’s room.

During Vacation Care all children must attend the excursion as there are no additional staff to supervise children. At the Early Childhood Centre children who do not go on the excursion will be supervised by staff who remain at the centre.

In addition to outside excursions we will be organising shows and displays within the centre, to extend children’s interests in certain areas, eg. puppet show, farm animals. All excursions/shows are paid for separate from fees.

Children may go on walks to the A.B. Paterson College on occasions and visit differing areas of the school including the library, prep areas, ovals etc. Whenever possible you will be notified of the nature and timing of the walk. When a service is located at a school site, it is not considered an excursion if the child or children leave the centre accompanied by an educator but do not leave the school site under the National Law effective January 1, 2012.

**NO CHILD WITHOUT SECURE SHOES AND SUNHAT WILL BE PERMITTED TO PARTICIPATE ON EXCURSIONS**

Resources:
- NQS 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
- NQS 2.3.1 Children are adequately supervised at all times.
- National Law: Regulation 99 Children leaving the education and care service premises.
- National Law: Regulation 100 Risk assessment must be conducted before excursion.
- National Law: Regulation 168(2)(g) Policies and procedures are required in relation to excursions.
2.9  ACTIVE AFTER SCHOOL COMMUNITIES ACTIVITIES FOR SCHOOL CHILDREN.

**Aim:** To provide healthy and challenging activities for our School Age Children after school.

Each year A.B. Paterson College Outside School Hours Care applies for AASC funding. This funding allows for one or two afternoons a week, for seven consecutive weeks, the Outside School Hours Care Service to be involved in the Active After School Communities funded by the Australian Sports Commission.

The objectives of this programme are to:
- Enhance the physical activity levels of Australian primary children through a nationally coordinated programme
- Provide increased opportunities for inclusive participation in quality, safe and fun sport and other structured physical activities
- Stimulate local community involvement in sport and other structured physical activity

The Active After School Communities programme is an Australian Government initiative that provides primary school children with free sport and other structured physical activity programmes after school. The programme is run in 3250 schools and After School Care Services across Australia. The activities run at A.B. Paterson College Outside School Hours Care Service have included: multi-sport games, karate, soccer, dancing, cricket etc. Each term the activities booked provide a variety of experiences for the children. All providers hold a current blue card and are registered through the Australian Sports Commission.

**Resources:**
- NQS 2.2 Healthy eating and physical activity are embedded in the program for children.
- NQS 2.2.2 Physical activity is promoted through planned and spontaneous activities and is appropriate for each child.
- NQS 1.1.3 The program, including routines, is organised in ways that maximise opportunities for each child’s learning.
- NQS 2.3.1 Children are adequately supervised at all times.
- NQS 2.3 Each child is protected.
- National Law: 76 Information about educational program to be given to parents.
- My Time, Our Place.
- Active After School Communities.
2.10 ADDITIONAL ACTIVITIES AT THE EARLY CHILDHOOD CENTRE

Aim: To provide additional activities to children at the Early Childhood Centre who are over three.

Children at the Early Childhood Centre are able to participate in additional classes. On certain days additional activities may include tennis lessons, swimming lessons, soccer or computer classes. These activities come at an additional expense and are not billed through the centre accounts. Should families wish to take up the opportunity to do additional activities, parents need to sign the relevant forms for the respective classes and note that it is a personal contract between yourself and the company conducting the classes. Children who attend swimming will be assisted by the centre staff to dress prior to swimming and upon return. Please ensure appropriate and easy to manage clothing is made available to children for these activities.

Please feel free to talk to any of the staff regarding the suitability of the differing classes for your child.

All providers hold a current blue card and hold appropriate public liability insurance.

Resources:

- NQS 2.2 Healthy eating and physical activity are embedded in the program for children.
- NQS 2.2.2 Physical activity is promoted through planned and spontaneous activities and is appropriate for each child.
- NQS 2.3.1 Children are adequately supervised at all times.
- NQS 2.3 Each child is protected.
- National Law: 76 Information about educational program to be given to parents.
- Discussions with parents.
- Discussions with management.
3 MANAGEMENT

3.1 MANAGEMENT OF THE CENTRES

Aim: To provide parents with information regarding management of the Early Childhood Centre and the Outside School Hours Care Service.

The A.B. Paterson College Early Childhood Centre is a private, not for profit centre that is owned and managed by A.B. Paterson Childcare Centre Pty Ltd as trustee for the A.B. Paterson Childcare Centre Trust. The Director of the Early Childhood Centre also oversees the Outside School Hours Care Service located in the College Music Rooms and is the designated Nominated Supervisor of both services.

A.B. Paterson Childcare Centre Pty Ltd is governed by a Board of Directors. All shares in A.B. Paterson Childcare Centre Pty Ltd are owned by A.B. Paterson College Limited, with the day to day management of the College vested in the Principal/CEO.

The College Principal is the registered Approved Provider with the Australian Children's Education & Care Quality Authority.

The responsibility of the day to day running of the Early Childhood Centre is vested in the Director with the Co-ordinator overseeing the Outside School Hours Care Service. The Director is the Nominated Supervisor for both services.

Parent input is sought via parent meetings on specific topics, general parent social meetings, policy reviews and discussions at all levels of the college and centre.

Please feel free to pass issues, queries or compliments onto the Director who will then forward these on to Management as appropriate.

Resources:
- NQS 7 Leadership and service management.
- NQS 7.1.1 Appropriate governance arrangements are in place to manage the service.
- NQS 7.3.2 Administrative systems are established and maintained to ensure the effective management of a quality service.
- A.B. Paterson College.
- Director Job description.
Students / Volunteers

Students / Volunteers / Trainees
3.2 OPERATIONAL HOURS OF THE CENTRES

Aim: To provide parents with information on the hours of operation of the centre.

The centre opens from 7.00 a.m. to 6.00 p.m. Monday to Friday and is in operation 50 weeks of the year.

The centre is closed on all public holidays (fees still apply).

The centre is closed for two weeks between Christmas and the New Year. Over the closure period no fees are charged.

Before School Care operates from 7.00 am to 8.15 am at the Early Childhood Centre.

After School Care operates from 3.15 pm to 6.00 pm on all College days in the College music rooms to the left of the College Administration Building.

Vacation Care operates from 7.00 am to 6.00 pm for all College holidays and pupil free days. This service also closes for two weeks over the Christmas/New Year period and all public holidays.

Information on staffing, rosters, hours of operation and information about groupings is located in the front foyer.

Resources:
- NQS 6.1.3 Current information about the service is available to families
- National Law: Regulation 173 Prescribed information to be displayed

3.3 AGE GROUPINGS AND STAFF RATIOS (2014)

Aim: We aim to provide appropriate and adequate staff to meet the care and education requirements of each group of children.

We cater for children from 2 years to school age. Please note that these are the age groups at the start of each year, age groups may vary over the course of the year as children have birthdays.
There are four rooms at the Early Childhood Centre as at January 1st, 2014

<table>
<thead>
<tr>
<th>Room 1</th>
<th>2 years to 2.5 years</th>
<th>Max children</th>
<th>2 staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Junior Kindy</td>
<td></td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room 2</th>
<th>2.5 years to 3.5 years</th>
<th>Max children</th>
<th>2 staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Kindy</td>
<td></td>
<td>18</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room 3</th>
<th>Year before Prep</th>
<th>Max children</th>
<th>2 staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Room 4</th>
<th>Year before Prep</th>
<th>Max children</th>
<th>2 staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>25</td>
<td></td>
</tr>
</tbody>
</table>

Additional regular staff cover lunch breaks, programming time, professional development time, annual and sick leave. Staff are also employed to manage the kitchen, administration tasks and assist with management of the services.

The centres maintain an appropriate number of staff at all times.

A.B. Paterson College staff assist with gardening, maintenance, accounting, business operations, wages, accounts and policy development. Cleaners are also contracted each evening to clean as per the current contract.

The Outside School Hours Care unit at the College caters for children from school age to approximately 16 years. For each 15 children in attendance, there is a staff member.

The maximum number of children able to be cared for is at the Outside School Hours Care Service is 70.

This School Age Care service operates After School, Pupil Free days and School Holidays

Resources:
- NQS 2.3.1 Children are adequately supervised at all times.
- NQS 4.1.1 Educator to child ratios and qualification requirements are maintained.
- NQS 7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service.
- National Law: Regulation 120 Educators who are under 18 to be supervised.
- National Law: Regulation 122 Educators must be working directly with children to be included in the ratios.
- National Law: Regulation 123 Educator to child ratios-centre-based services.
3.4 ARRIVAL AND DEPARTURE POLICY

Aim: To ensure the safety of children during the transition to and from the centre.

Arrivals:
On arrival at the Centre, please:

- Sign in (time and parent/carer’s signature) each child on the appropriate form set out on a table in the reception area for the Early Childhood Centre and Before School Care.
- Sign in sheet for the Vacation Care Programme is located on the counter inside the main door.
  After School Hours Care staff sign in School Age children at the College collection point, or once in the room.
- Take each child to the playroom or playground and transfer to the care of any staff member. This is an important time to communicate any information that might be of relevance to your child’s wellbeing through the day.
- Medications etc need to be written in the rooms medication book, the medication must be handed to a staff member – whenever possible discuss with the Group Leader/Senior staff member of your child’s group.
- If you are going to be away from your place of work for the day, be sure to leave a phone number where you can be reached in case we need to contact you.

Departures
At departure time:

- When collecting your child please ensure once again, that you contact the staff member caring for your child so you can receive any messages, discuss your child’s day and let them know that your child is going home.
- Check with staff if there are any incident reports or other messages regarding your child.
- Each room has information on your child’s day, please see room noticeboards and/or communication books.
- Sign out (time and signature) each child on the appropriate form.

Note: Children can only be signed out by:
- A parent or authorised nominee (over 18 years) and listed on the Enrolment Record or the current Enrolment Record Update.
- A parent or authorised nominee (over 18 years) and provides written authorisation to leave the premises or to go on an excursion.
- Senior staff, if the child requires urgent medical, hospital or ambulance treatment or other emergency eg evacuation.

Resources:
- National Law: Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency
- National Law: Regulation 99 Children leaving the education and care service premises
- National Law: Regulation 158 Children’s attendance record to be kept by approved provider
- Discussions with management and families
3.5 ALTERNATIVE ARRANGEMENTS FOR PICK UP AND REFUSAL OF AUTHORISATION

Aim: To ensure the safety of children during the transition to and from the centre.

If alternative arrangements for collecting children are made, please ensure that staff (teaching and office) are notified about them, and, in particular, a written authorisation eg a person listed on the Enrolment Record, an email, note or fax with the name of the person who will be taking the children from the premises.

Persons other than the parent/carer may be asked for proof of identification (Drivers licence) and age if required to prove the person is over 18 years.

If we cannot confirm the person’s right to take the child from the centre, authorisation to take the child will be denied and parents and emergency contact persons will be contacted.

Procedures for emergency contacts and alternative arrangements are to be completed on Enrolment Record including Enrolment Record Update Forms, and kept up to date.

Resources:
- National Law: Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency.
- National Law: Regulation 99 Children leaving the education and care service premises.
- National Law: Regulation 158 Children’s attendance record to be kept by approved provider.
- National Law: Regulation 161 Authorisations to be kept in Enrolment Record
- Discussions with management and families.

3.6 ABSENCE OF A CHILD

Aim: To ensure accurate child records

Parents must notify the Centre if their child is absent through illness or any other reasons. Full fees are payable for any child absence at the Early Childhood Centre. Parents are not charged for After School Care if care is cancelled prior to 3.00 pm on the day. For Vacation Care, three days notice of cancellation is required in writing.

Child Care Benefit currently covers 42 days absence per child, per financial year. After this full fees apply for all absences.

It is the responsibility of the parents to monitor the amount of absences used in conjunction with Child Care Benefit. These details will be printed on your weekly statement. See Director for further details or the Family Assistance Office website.

Resources:
- NQS 7.3 Administrative systems enable the effective management of a quality service.
3.7 PRIORITY OF ACCESS

Aim: To provide families with legislative guidelines for children on the waiting list or when a number of parents are applying for a limited number of vacant places.

A.B. Paterson College Early Childhood Centre allows priority to the siblings of any existing families at the Centre. This priority does not extend to previous siblings and only applies when vacancies are available and according to registration on the Waiting List.

Current Early Childhood Centre staff are provided with priority access to vacancies and not according to the Waiting List.

As an approved child care centre, A.B. Paterson College Early Childhood Centre must abide by Priority of Access Guidelines. Every approved child care service has to abide by the guidelines and tell families about them when they enrol their child into care.

Priorities:
Priority 1 a child at risk of serious abuse or neglect
Priority 2 a child of a parent (or both parents if you have a partner) who satisfies the Government’s: work, training, study test
Priority 3 any other child.

A.B. Paterson College Early Childhood Centre and A.B. Paterson College Outside School Hours Care Service may require a Priority 3 child to vacate a place to make room for a child with a higher priority.

Resources:
- NQS 7.7.1 Appropriate governance arrangements are in place to manage the service.
- National Law: Regulation 170 Policies and procedures to be followed.
- Department of Education, Employment and Workplace Relations
3.8 FEES, BOOKINGS AND ACCOUNTS 2013

FEE ADVICE FOR THE EARLY CHILDHOOD CENTRE:
This information sheet aims to explain our fee structure, and the procedures and responsibilities associated with fee payments.
For further clarification of any financial matters please see the Director.

OUTLINE OF FEES AND CHARGES:

FULL FEES FOR 2014 ARE:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>$85.00</td>
</tr>
<tr>
<td>Weekly</td>
<td>$410.00</td>
</tr>
</tbody>
</table>

Fees include the provision of food, linen and consumables, eg. sunscreen, tissues etc.

Commonwealth Government Child Care Benefit is available to all eligible parents.
Eligible parents will also be able to receive the 50% Child Care Rebate.
Application for these can be made through the Family Assistance Office 13 61 50.

When communicating with the Family Assistance Office they may require the Customer Reference Number (CRN) – of the parent registered with the F.A.O. as well as each child who will be attending the centre.

Parents will pay only a percentage of full fees as determined by the department based on a confidential assessment of parent’s income.

ENROLMENT BOND:

There is no fee associated with the lodgement of your waiting list form.
An enrolment bond of **$200 per family** is required at the time of enrolment. This enrolment bond will be refunded to families who have given written notice to leave the centre. Failure to give two weeks written notice, or leaving within three months of commencing, will result in loss of the enrolment bond.

Security fobs are able to be purchased from reception at a cost of $15 per fob.
The $15 is refunded upon return of the fob (maximum of 2 fobs per family).

**Fees are payable two weeks in advance from the first day of attendance.** Children will not be permitted to attend the centre until the bond and first two weeks fees have been paid.
Failure to have your account up to date may affect your child’s booking at the centre. If you are experiencing financial difficulties please talk with the Director and be assured that such discussions will remain confidential.

Full fees are payable on all public holidays (other than the two week centre closure over the Christmas / New Year period) sick days and holidays.

Statements are given out to each family with details of fees due.
For safety we would prefer payment by cheque, EFTPOS, BPay or credit card, and should you pay by cash please ensure you receive a receipt immediately.

Fee and information pockets, with your child’s name on it, are located in the hall outside each room. Please check these pockets regularly.

**LATE FEE AFTER 6.00pm.**

Please ensure that you arrive to pick up your child/ren by 6.00pm.
A late fee of $15 per 15 minutes or part thereof applies for the first time late per year.
Additional fees are charged for subsequent late pick ups.

**GIVING NOTICE:**

It is a requirement that parents give two weeks notice in writing if it is their intention to leave the centre, otherwise two weeks fees will be charged in lieu of notice – these days are not eligible for Child Care Benefit. Please speak to the Director about any changes to bookings or attendance.

**HOLIDAYS:**

When going on holidays, please notify us in writing stating the dates of non attendance, signed and dated.

Please note: Parents are required to pay full fees for the period their child is absent for any reason (eg. Holidays, Sick etc). Make up days for non attendance is not available.
Please be aware that CCB is currently payable for the first 42 absences in each financial year. Full fees will be charged for any further absences.

---

**FEE ADVICE FOR THE OUTSIDE SCHOOL HOURS CARE SERVICE:**

This information sheet aims to explain our fee structure, and the procedures and responsibilities associated with fee payments.

For children with a permanent booking, you are required to cancel the place for the day, otherwise you will be charged for the default booking.

Should your child arrive at the service without a booking, or be taken to the service by College Staff (ie after 3.45 pm) a flat fee of $25.00 is charged.

For further clarification of any financial matters please see the Director or Administrator of the Early Childhood Centre.

**OUTLINE OF FEES AND CHARGES:**

**FULL FEES FOR 2014 ARE:**

- Before School Care: $11.00 per session
- Booked After School Care: $16.50 for care up until 4.30pm
  $21.50 for care up until 6.00pm
No Booking or sent by College Staff  $26.00 per afternoon
Vacation Care: $50.00 per day, excluding surcharges
Vacation Care No booking $52.00 per day, excluding surcharges

Fees include the provision of afternoon tea and consumables, eg. sunscreen, tissues etc. Commonwealth Government Childcare Benefit and the 50% Rebate are available to all eligible parents.

Application for this can be made through the Family Assistance Office 13 61 50. When communicating with the Family Assistance Office they may require the Customer Reference Number (CRN) – of the parent registered with the FAO as well as each child who will be attending the centre.

Parents will pay only a percentage of full fees as determined by the F.A.O. based on a confidential assessment of parent’s income.

Parents are asked to provide three days notice for any changes or cancellations to bookings.

**Fees are required to be up to date on a weekly basis.** Failure to have your account up to date may affect your child’s booking at the Service. If you are experiencing financial difficulties please talk with the Director and be assured that such discussions will remain confidential.

Fees are not charged for public holidays or the two week Centre closure over the Christmas / New Year period. If no notice is provided sick days and holidays incur your usual fees.

Fee statements are given out to each family with details of fees due.

For safety we would prefer payment by cheque, EFTPOS, credit card or BPay and should you pay by cash please ensure you receive a receipt immediately.

All EFTPOS and credit card payments must be made at the Early Childhood Centre.

Parents are able to pay via their credit card over the phone between 8.00am and 5.00 pm.

**LATE FEE AFTER 6.00pm.**

Please ensure that you arrive to pick up your child/ren by 6.00pm.

A late fee of $15 per 15 minutes or part thereof applies for the first time late per year. Additional fees are charged for subsequent late pick ups.

**HOLIDAYS:**

When going on holidays, please notify us in writing stating the dates of non attendance, signed and dated.

Please be aware that CCB is payable for the first 42 absences in each financial year. After this full fees will be charged for any further absences.

All casual bookings must be made prior to care being required, please provide as much notice as possible to ensure we can provide appropriate staffing levels.
3.9 SCHOOL CHILDREN AT THE EARLY CHILDHOOD CENTRE

Aim: To ensure the safety of all children at the Early Childhood Centre and College.

The A.B. Paterson College Early Childhood Centre is licenced and insured to care for up to 74 school and non-school age children each day. Unfortunately we are unable to care for older siblings or other children at the centre except for those who are enrolled in the Before School Care Service. School Age Care is available for children in our Outside School Hours Care Service or at the College C.L.C. (Collaborative Learning Centre) for older children.

When siblings or other children are present at the centre at drop off or pick up times please ensure they are fully supervised and behaving in a manner which will not cause risk to our enrolled children. Only adults should open doors and adults must ensure doors are closed correctly.

Please ensure that appropriate arrangements are made for the care of school age children and that they are cared for in an authorised part of the College. Children are not permitted to walk from the College down to the area around the Early Childhood Centre. Please contact the College for authorised collection points.

Before School Care is available for school aged children at the Early Childhood Centre, these children must be signed in and will be charged for the time at the centre. Children are walked up to the school by 8.15am by a designated staff member.

Resources:
- NQS 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.
- National Law: Regulation 158 Children’s attendance record to be kept by approved provider.
- Discussions with College Management.
- Department of Education, Employment and Workplace Relations.
4. **STAFFING**  

4.1 **STAFF QUALIFICATIONS**

**Aim:** To support the implementation of quality programmes and child safety

Staffing levels and qualifications comply with the current National Regulations. All staff have qualifications accepted by the Australian Children’s Education & Care Quality Authority. All staff have undertaken a suitability and criminal check by the Commission for Children & Young People and Child Guardian.

All Child Care and Outside School Hours Care staff must have completed or be completing such courses of study as:

- Bachelor of Teaching (Early Childhood) or equivalent
- Bachelor of Education or Educational Studies
- Advanced Diploma of Children’s services
- Diploma of Children’s services
- Certificate 111 in Children’s Services

All staff are required to maintain a current First Aid and C.P.R. certificates and regularly undertake in-service in Workplace Health & Safety, Fire Safety, Nutrition and Hygiene practices, Child Protection and Chemical Safety.

**Resources:**

- NQS 4.1.1 Educator-child ratios and qualification requirements are maintained at all times.
- National Law: Regulation 126 Centre-based services – general educator qualifications.
- National Law: Regulation 137 Approval of qualifications.
- Commission for Children and Young People and Child Guardian.
- Queensland Fire and Rescue Authority.
4.2 STAFF ROSTER TO FACILITATE CONTINUITY OF CARE

**Aim:** To provide a stable and caring staff team and Centre rosters.

At all times at the A.B. Paterson College Early Childhood Centre and Outside School Hours Care Centre staff are rostered to ensure appropriate ratios are kept at all times. For each group of children we maintain as regular and consistent a staffing team as possible. At the Early Childhood Centre we endeavour to have a staff member on in each room by 8.15 in the morning until at least 4.00pm each afternoon. By keeping a roster over a full term (12 weeks) children and families can develop consistent routines with known staff. Each staff member, other than teachers, at the Early Childhood Centre works an opening shift and a closing shift each week so families have better access to all staff.

Our extensive list of Relief Staff have often been with us for many years and whenever possible the same staff are used in the same rooms enabling us to have an “extended family” of staff known by the children.

A copy of the current staff roster is always posted on the foyer notice board. Should replacement staff be present, their names will be on the door to each room.

**Resources:**
- NQS 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing.
- NQS 4.1.1 Educator-to-child ratios and qualification requirements are maintained at all times.
- National Law: Regulation 123 Educator to child ratios- centre based services.
- Parent staff discussions.
- Belonging, Being and Becoming, DEEWR, 2009.
- My Time, Our Place.

4.3 STAFF ROLES AND RESPONSIBILITIES

**Aim:** To provide qualified and experienced staff.

At A.B. Paterson College Early Childhood Centre and Outside School Hours Care staff are carefully selected to fulfil the requirements of their position. Staff are selected because of their educational qualifications, experience in child care, their commitment to providing quality educational programmes, their caring attitude, their confidence and their enthusiasm.

The staff on duty each day, and their qualifications, are displayed on the parent notice board. The Director, Co-ordinator and staff work as part of a team.

**Director (Nominated Supervisor)**

The Director is responsible for the smooth running of the day-to-day operation of the centre in accordance with the stated philosophy, goals and legislative requirements. The Director oversees all aspects of the administration and also the programme, including development and
the care, safety and well being of all children. She acts as a liaison between staff and management and aims to foster and promote a sense of community.

In the Director’s absence, the most senior staff members, who are also registered Certified Supervisors, will be able to help you with any queries you may have at the Early Childhood Centre and are in charge of the service in the absence of the Director. At all times the Nominated Supervisor is absent, a Responsible Person, or Certified Supervisor is on duty.

Outside School Hours Care Co-ordinator:
The Co-ordinator is responsible for the day to day operations of the Outside School Hours Care Service and answers to the Director of the Early Childhood Centre who is the Nominated Supervisor for the Outside School Hours Care Service. The Co-ordinator is supported by assistants.

Early Childhood Teacher/Group Leaders (Certified Supervisors)
In each room in the Early Childhood Centre there is either an Early Childhood Teacher or a qualified Group Leader. This person is responsible for the well being of the children in their care and for providing a developmentally appropriate programme based on individual children’s needs and interests. Early Childhood Teachers in the Pre-Prep rooms work with the children for 40 weeks a year. During Vacation periods, known staff will continue to provide a developmental programme for all children in the Pre-Prep rooms.

Assistants
Assistants support the Early Childhood Teacher, Group Leader or Co-ordinator in every aspect of the programme and have an important role in supporting and liaising with all aspects of the care and education of each child. In many cases the Assistants are Diploma qualified or studying the Diploma and are Certified Supervisors.

Kitchen Administrator
The kitchen staff, in conjunction with the Nominated Supervisor, provides a menu based on good nutrition principles that are appropriate for the needs of growing children and ensures all aspects of hygiene, food preparation and kitchen management are maintained at a high standard. The Centre has a nominated and qualified Food Safety Supervisor to ensure appropriate food standards and practices are applied.

Office Administrator
The Office Administrator maintains the parent accounts and looks after account queries.

Educational Leaders
Certain staff of the College and Early Childhood Centre as nominated to be the Educational Leaders of the services. Educational Leaders have been identified due the advanced skills in programming and practice and qualifications they hold. The currently nominated Educational Leaders are identified on the noticeboard in the foyer.

Relief Staff
From time to time, the use of relief staff is required to cover staff illness, holidays or inservice. We always endeavour to have familiar faces.

Additional regular staff are used to cover lunch breaks, programme time etc.
These staff are employed on an ongoing basis and are known to the children.

**Resources:**
- NQS 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child.
- NQS 4.1.1 Educator-child ratios and qualification requirements are maintained at all times.
- National Law: Regulation 118 Educational Leader
- National Law: Regulation 133 Requirement for early childhood teacher – centre-based services- 60 to 80 children
- National Law: Regulation 137 Approval of qualifications
- National Law: Regulation 146 Nominated Supervisor
- National Law: Regulation 150 Responsible person

### 4.4 STAFF PROGRAMMING TIME

**Aim:** To provide time for senior staff to programme for high quality care.

Senior staff at A.B. Paterson College Early Childhood Centre and the Co-ordinator of the Outside School Hours Care are given programming time away from the children each week. Programming time is valuable and is used as quality time by all staff to write their observations and programmes and to reflect on the children’s learning and development. The Director regularly discusses with the individual room staff any programme issues, children concerns and any other teaching issues or requests. During this time additional staff are employed to work with the children, so that staff/child ratios remain in accordance with the National Law. A College based Educational Leader supports and guides the Curriculum in the Pre-Prep rooms, while a Centre based Educational Leader oversees the two younger groups programming.

Parent feedback and discussions form an important part of the centres programme and information shared with families is included in the programme during this non contact time.

**Resources:**
- NQS 1.2 Educators and co-ordinators are focused, active and reflective in designing and delivering the program for each child.
- NQS 7.1.4 Provision is made to ensure a suitably qualified and experienced educator or co-ordinator leads the development of the curriculum and ensures the establishment of clear goals and expectations for teaching and learning
- National Law: Regulation 74 Documenting of child assessments or evaluations for delivery of educational program
- National Law: Regulation 118 Educational Leader
- Management discussions
4.5 STAFF PROFESSIONAL DEVELOPMENT

**Aim:** To support staff as professionals in the early childhood field.

Our centres actively support the ongoing professional development of all the staff members through their attendance at courses, seminars, workshops, readings, resource books, internet access and further training.

Each staff member is encouraged to develop an ongoing approach to planning their professional development. The centre subscribes to numerous professional bodies to help broaden staff understanding and awareness of legislative changes and industry expectations. Staff meet on a regular basis to plan and discuss their training needs and new information.

Our centre encourages all staff to continue with formal and informal learning opportunities. All staff support each other with their ongoing professional learning, they share information and resources and share skills learnt.

Compulsory staff training includes: First Aid, CPR, Food Safety, use of a fire extinguisher, epipen, Child Protection and use of chemicals.

A.B. Paterson Early Childhood Centre also has a focus on developing children’s expressive the receptive language and works closely with a Qualified Speech Pathologist each year to ensure the language needs of each child is taken into account. The Speech Pathologist works with the staff in each room by modelling and explaining appropriate practice.

Teachers also attend selected in-service days at the College as well as Queensland Studies Authority approved training in order to maintain their teacher registration.

**Resources:**
- NQS 4.2.1 Professional standards guide practice, interactions and relationships.
- NQS 4.2.2 Educators, co-ordinators and staff members work collaboratively and affirm, challenge, support and learn from each other to further develop their skills, to improve practice and relationships.
- NQS 4.2.3 Interactions convey mutual respect, equity and recognition of each other’s strengths and skills.
- NQS 6.3.1 Links with relevant community and support agencies are established and maintained.
- NQS 7.2 There is a commitment to continuous improvement.
- College Staff Policies 2012.
4.6 STUDENTS / VISITORS

Aim: To support and act as a mentor organisation to student teachers and other early childhood professionals.

Throughout the year you will meet additional people in the centre. These may be students from local college/university, work experience students, or volunteers/parents helping out in the centre. All students, volunteers, and parents are welcome and are fully supervised by the centre staff. Students, volunteers etc. are never counted as staff member when calculating the adult/child ratios, but are additional to staff requirements. Students are NEVER left in charge of children. All students will be issued with a copy of the staff handbook for reading throughout their practicum visit and allocated to a particular senior staff member for ongoing mentoring.

TAFE College / University Students
The A.B. Paterson College recognises the importance of student placement in the training of staff to support the provision of high quality education and care for children. During student placement, all students are expected to meet the high standards of the service. Students are supervised both by centre staff and by University/TAFE staff.

Visitors/Volunteers
All regular visitors and volunteers provide children with opportunities for different social contact which can be valuable learning experience. Volunteers are required to apply for and hold a “Blue Card” with the Commission for Children and Young People and Child Guardian.

Work Experience Students
Our centres support the inclusion of work experience school students to work alongside staff in the rooms. These students are fully supervised and given responsibilities appropriate to their maturity and experience. Work experience students are not included as part of the staffing ratios and provide additional administrative support as well as individual support to our children.

Visiting/Consulting Professionals
On occasions Early Childhood Professionals will visit the centre and may look over children who may require additional support. These professionals may include Speech Pathologists, Educational Psychologists, Inclusion Support Staff or others as required. Permission from relevant parents is sought prior to the specialist visit. At times other Early Childhood Staff and Professionals may visit the centre and observe the general operations of the service. No information on individual children will be provided unless permission from families has been gained.

Resources:
- NQS 4.2 Educators, co-ordinators and staff members are respectful and ethical.
- National Law: Regulation 120 Educators who are under 18 to be supervised.
- National Law: Regulation 149 Volunteers and students.
- Commission for Children, Young People & Guardians.
4.7 PRIVACY AND SECURING OF DOCUMENTATION OF INDIVIDUAL CHILDREN

Aim: To ensure information is only shared with persons authorised to receive the information.

Many details are collected by the staff in order to provide the appropriate care of your child. The information collected includes: observations, discussions, enrolment and medical details, language reports and other documents are kept confidential and only shared with persons authorised to receive the information. Authorised persons include: staff dealing directly with your child, family authorised nominees as listed on of your child, resource persons you authorise to receive information or student teachers who you have authorised to receive limited information under the supervision of the Group Leader (eg. DOB, family details, days attending). Records kept at the Early Childhood Centre may be passed onto the A.B. Paterson College as part of the College enrolment process.

Our Centre follows the A.B. Paterson College Privacy Act which can be located through the A.B. Paterson website or can be passed on by the Director.

Resources:
- NQS 7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
- National Law: Regulations 181 Confidentiality of records kept by approved provider
- A.B. Paterson College Policy 8
- A.B. Paterson College Privacy Act
- Commonwealth Privacy Act
- Belonging, Being and Becoming, DEEWR, 2009
- My time, Our Place
5. PARENT INVOLVEMENT

5.1 PARENT INVOLVEMENT

Aim: To encourage parents to participate in all aspects of our centres.

Parents are invited to participate in the life of our centres at a level appropriate to their personal circumstances and needs. We appreciate that time is precious to working parents, but our centres recognises the important role parents play in the education of their children. As such we value parents participation and involvement on a variety of levels.

Here are some ways you can offer support and also be involved in your child’s centre:

• spending time with your child at the centre – when you have a day/morning/afternoon free, join us for some time
• helping staff in developing interests for children by sharing ideas and/or resources
• participate in discussions with staff on skills, knowledge and attitudes you would like to have included in the programme
• acting as a volunteer
• being part of a parent group/committee
• attending parent information meetings
• attending social and fundraising events – fundraising is a vital element of our centre – it aids to supplement our income and keep fees as low as possible. Parents are asked to support and assist in these matters as these much needed funds allow us to purchase extra equipment for the children to use.
• becoming collectors of scrap materials which children can use in creative pursuits.
• assisting with excursions and special events.

Resources:

○ NQS 1.1.4 The documentation about each child’s program and progress is available to families
○ NQS 6.1 Respectful and supportive relationships with families are developed and maintained.
○ National Law: Regulation157 Access for parents
○ Early Childhood Inc
○ Lady Gowrie Brisbane.
○ Belonging, Being and Becoming, DEEWR, 2009
○ My Time, Our Place
○ Parent/Staff discussions
5.2 WHAT DOES THE EARLY CHILDHOOD CENTRE SUPPLY?

Aim: To advise parents of the services and consumables supplied by the centre.

At the Early Childhood Centre we endeavour to provide you with a comprehensive and family friendly service. As part of this we supply:

- Morning Tea
- Lunch
- Afternoon Tea
- 5pm biscuit for those to stay back late
- Tissues
- Sunscreen
- Sheets for rest time
- Incidental paper towel and wipes
- Speech pathology screener for children over three years
- Arts, craft, fun and games!

5.3 WHAT DO I NEED TO SUPPLY AT THE E.C.C.?

As a parent at A.B. Paterson College Early Childhood Centre we ask you to supply:

- A pillow case that we can store the sheets supplied that will stay at the centre
- A cot blanket in Winter
- At least one full set of sun safe clothes to change into, more if still toilet training
- Warm clothes in cooler weather
- A sun safe broad rimmed hat
- Sun safe clothing that covers the shoulders
- A water bottle
- Nappies/undies for those toilet training
- All medications/creams/lotions need a pharmacist label (check with the Director)
- A comforter/dummy etc (only in the junior room)
- Substitute special meals if child has allergies (eg dairy free cupcakes, gluten free bread)
- Copies of health and medical letters as appropriate
- Any medications listed on Medical Management Plans eg. epipens
- A named and pharmacy labeled bottle of Panadol (or equivalent) if required for teething etc
- Custody papers as appropriate

Please talk to your child’s teacher or the Director for any clarification.

Resources:

- NQS 6.1.1 There is an effective enrolment and orientation process for families.
- NQS 6.1.3 Current information about the service is available to families
- National Law: 90 Medical conditions policy
- National Law: 93 Administration of medication
5.4 FIRST DAY AT THE E.C.C. – WHAT DO I NEED TO KNOW?

Aim: To support parents when they first attend the centre.

Lots children start with us every year and although we work with many children, each child has their own special ways of doing things or expectations. Please ensure you let staff know if your child has any special word for items – especially food, drink, family names and toileting. Some “cute” names are hard for us to work out and can cause undue communication stress for children. In the junior rooms a security item may assist the child to settle when getting tired.

Please avoid leaving any “nappy bags” or similar items in your child’s bag. Before bring any bag to the Early Childhood Centre, please check the bag for any unnecessary items such as: creams, nappy pins, plastic bags, money, medications, etc.

Please try to visit the centre as many times as your child is interested and let them know that when you visit you will be staying. On your visits, show them the toilets, the lockers, the yard and spend some time talking to the staff so your child knows you can trust and talk to staff at the centre.

Each room documents information about the children such as; how much they have eaten and slept, what they did during the day and for the younger children, how their toileting went. Make sure you know where this information is kept in the rooms so you can follow up with your child when you pick them up.

Before starting care, talk to your child about:
- Where they will be going
- What they will be doing
- Who they will meet
- Why they are going

If your child does get upset when at the centre, staff will distract and work with your child to help them settle. Please ring the centre as many times as you need to, if you appear confident when you drop your child off it will generally help them to settle more quickly. But ring and check on them whenever you wish. If we are unable to settle your child or we feel that their first day has been long enough we will give you a call and let you know how they are going.

Resources:
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
- NQS 5.1.3 Each child is supported to feel secure, confident and included.
- NQS 6.1.1 There is an effective enrolment and orientation process for families.
- Parent/Staff discussions.
- Settling into early childhood education and care services.
5.5 INITIAL SEPARATION GUIDELINES

Aim: To ease the transition between the home and centre environment.

Initial separation is never easy for parent or child and you may find that you have a mixture of feelings when placing your child into care. Anxiety, confusion and/or optimism may be some of the emotions you experience as you begin settling your child and yourself into the centre. The professional training of child care staff enables them to understand that this may not be an easy time for you and they will seek ways to support you and your child in the initial settling in stages.

Some of the ways which may help you are:

- If possible try to find time to spend at the centre – this helps your child to adjust to meeting new people and routines with you there to gently support the change. It also gives you, the parent/carer a chance to have an understanding of your child’s day and the people he/she will be encountering.

- Some children settle better if they have a comforter from home such as blanket or soft toy.

- Talk to staff to determine with them the best way to begin leaving your child in their care. Establishing a good relationship with the centre staff – especially your child’s teacher is essential to ‘settling in’. Discuss everyday things that your child likes to do and the normal routine for your child – this background information is extremely helpful to assisting your child to ‘settle in’ quickly.

- Always say “Goodbye” to your child before you go and make certain that the staff person who is responsible for your child knows that you are leaving.

- Children’s ways of protesting may be very dramatic, leaving parents feeling emotionally drained when they leave the centre. In most instances, the protests are short lived and have often ceased by the time the parents are out of sight. Always feel free to telephone the centre or call in at any time.

As your child becomes more secure, safe in the knowledge that you will return, the moment of separation becomes less stressful. Children are very adaptable, and though it may take from one to several days for them to settle in, it is very rare to find a child who does not settle in.

Some children who have confidently come to the centre for a period of time can suddenly have separation issues. This may be caused by a change at home or at the centre or maybe they now have a different view of the world and wish to spend more time with family or other. Staff will assist you and help keep a stable routine to support children during this time.

Resource:

- NQS 6.1 Respectful supportive relationships with families are developed and maintained
- NQS 6.1.1 There is an effective enrolment and orientation process for families.
- Centre Philosophy
- Parent/Staff discussions
5.6 DIFFICULTY WITH LEAVING GUIDELINES

**Aim:** To ease the transition between the centre and home environment.

At times children may say that they are not ready to go home. This may be for a range of reasons – they are involved in something that is important to them, their best friend may not have gone home, or you may have come earlier than they expected. We realise that this can be very disconcerting, especially when you have been looking forward to your usually enthusiastic welcome and cuddle.

If your child is in the process of working on something special, arrange for a staff member to put their special item aside to be completed on another day. You may give your child “5 minutes” notice of packing up, or sit and help them with what they are doing.

Empathising with their reasons for wanting to stay often helps in these circumstances. Remember staff will be on hand to help in this regard.

**Resource:**
- NQS 6.1 Respectful supportive relationships with families are developed and maintained
- NQS 6.1.1 There is an effective enrolment and orientation process for families.
- Parent/staff discussions
- NCAC – Supporting children to settle into care. Putting children First 2006

5.7 PARENT MEETINGS

**Aim:** To provide opportunities for parents to be involved in the Early Childhood Centre

The centre has a parent consultative committee set up if there is enough interest from parents which liaises with staff on matters pertaining to the centre, and assists with fundraising ventures. The strength of our centre depends on your friendship and active participation, so please involve yourself if you can. Notices will be posted throughout the centre to inform parents of any upcoming meetings. The parent group also organises a range of parent functions and educational evenings in conjunction with the Director. Our parent committee is a subgroup of the A.B. Paterson College Parents and Friends Association. Even if you are not able to participate in formal meetings, your feedback and support with day to day issues such as bookclub is invaluable.

**Resources:**
- NQS 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.
- National Law: Regulation 157 Access for parents
- A.B. Paterson College Parents and Friends Association
- A.B. Paterson College E.C.C. Parents and Friends Association
5.8 COMMUNICATING WITH STAFF

Aim: To encourage regular and ongoing two way communication between parents and staff.

Parents are encouraged to speak with their child’s teachers about their child’s progress, or any concerns they may have. Open communication between parents and staff facilitates positive home/child care relationships based on trust and positive co-operation.

Much of the communication between staff and parents is often made quickly on the run at an informal level as parents drop off and pick up children. Both parents and staff need to be aware of the importance of passing on information which helps both parties better anticipate children’s behaviour. From the parents perspective it is sensible to inform staff eg. if your child has had a bad night, if there are any changes occurring in the pattern of family life etc.

If parents need to have longer talks with staff it is important to make an appointment with the teacher outside of session times rather than take the teacher’s attention away from the children. This also gives the teacher the opportunity to refer to developmental records and observations. The Pre-Prep teachers are usually available each afternoon between 3.30 pm and 4.00 pm and other times by appointment.

Other ways in which we will be communicating to you are through our daily programme notice boards, newsletters and at the parent meetings. Junior Kindy, Senior Kindy and Pre-Prep rooms provide a daily information sheet on the notice board alongside their programme.

The Director’s role is to spend time working with children, parents, staff and on administration matters. Some times at the service is busier than others, please arrange a time to speak to the Director if you require a long or confidential conversation if possible.

Resources:
- NQS 1.1.4 The documentation about each child’s program and progress is available to families
- NQS 6.1.2 Families have opportunities to be involved in the service and contribute to service decisions.
- National Law: Regulation 157 Access for parents
- Communication skills workshops
- Staff meetings
5.9 INFORMATION POCKETS

Aim: To provide a point of written communication with all parents.

Every child attending the centre is allocated a parent information pocket. These pockets are located outside each child’s room.

Newsletters, invitations, notes and news sheets often carry important messages so please read these carefully. Each individual letter pocket will be used for weekly account statements, newsletters, parent functions, birthday party invitations, fund raising information and any other information we feel is important for you to receive.

Please check and clear this out at least once a week. Thank you.

Resources:

- NQS 6.1.3 Current information about the service is available to families

5.10 NEWSLETTERS/INFORMATION UPDATES

Aim: To keep parents informed about the centre and centre activities.

Regular newsletters / notes and other information will be sent out to each family. These contain reminders of up and coming events, issues in child care, favourite recipes and any other information we think will be of interest to you. The staff from each room also write a newsletter outlining what has been happening in their room so you can gain a better picture of how we are working with your child.

Please also check the weekly menu and other information in the front foyer.

Important notices will be placed near the sign in sheets, on the room doors and on the front counter. Please feel free to talk to staff regarding anything the staff feel you need to know.

Resources:

- NQS 6.1.3 Current information about the service is available to families
- National Law: Regulation 173 Prescribed information to be displayed
5.11 NOTICE BOARD, WHITE BOARD AND DISPLAY WALL

Aim: To keep parents up to date with information.

Information about Early Childhood or Outside School Hours Care service issues, the weeks menu, current staffing, theatre productions, parent information nights and many other information items that may be of interest to you are displayed on our noticeboards in the foyer. This is our means of conveying general information to you so please take the time to read the notices regularly.

Licences and other legal documents are also located on the walls of the foyer.

Additional resources, information brochures and local free magazines are also located on the wall and counter in the foyer area. The counter is available for any parents to place business cards, brochures etc to share with other families at the service.

Resources:
- NQS 6.1.3 Current information about the service is available to families.
- NQS 6.2.2 Current information is available to families about community services and resources to support parenting and family wellbeing.
- National Law: Regulation 173 Prescribed information to be displayed
- Belonging, Being and Becoming, DEEWR, 2009

5.12 BIRTHDAYS/CELEBRATION DAYS

Aim: To provide celebration days for the enjoyment of children and to promote self esteem

Birthdays and celebration days are very important to children and we always enjoy celebrating this in the centre. These occasions are considered an essential element of our programme and parents may like to help by providing a simple cake or other items to share with the children. If you choose to bring lollies etc, this will not be served but will be distributed as a take home treat where parents can monitor a child’s intake.

Celebrations may include: friends day, grandparent day, mothers day, Easter etc. Should your child’s group be having a centre arranged celebration you will be notified by the staff in the room.

We request all parents to consider other parents dietary considerations for their child and possible allergies of the other children in the group. If you are unsure of what is suitable, please check with the Group Leader or Teacher. We would love you to celebrate with your child and a time can be arranged to suit your availability to join us.

Should certain celebrations be contrary to your religious or other beliefs, notify staff and other arrangements will be put in place.
Resources:
- NQS 5.1.3 Each child is supported to feel secure, confident and included
- NQS 2.1.1 Each child’s health needs are supported
- NQS 6.1 Respectful supportive relationships with families are developed and maintained.
- Staff/Parent Discussions

5.13 CONCERNS AND COMPLAINTS

Aim: To provide a formal process for dealing with issues or concerns.

The Director/Co-ordinator is available to discuss with you any aspect of your child’s care and education. Please arrange a suitable time convenient to yourself and the Director/Co-ordinator. It is always best to raise any queries early so any small concerns can be dealt with as soon as possible.

Any dispute or grievance shall be dealt with in the following manner:

Stage One - As soon as a concern or grievance has arisen, the family member in the first instance, shall attempt to resolve the matter with the relevant staff member, who shall respond to such request as soon as reasonably practicable under the circumstances and endeavour to resolve the dispute or grievance.

Stage Two - If the grievance or dispute is not resolved, the family member shall refer the matter to the Director of the Early Childhood Centre. Such discussion should, if possible, take place within 24 hours of the initiation of this request in an endeavour to resolve this dispute or grievance. Together the family member and the Director will work out a plan of action to assist in rectifying the grievance. At this stage a timeframe will be discussed and a date and time will be set for a reassessment of the situation. When grievances involve the Outside School Hours Care Service, the Head of Junior School will be included in the plan of action.

Stage Three - If the grievance or dispute is still unresolved, the matter shall be referred to the A.B. Paterson College Principal or Business Manager of the A.B. Paterson College. The aggrieved family and the Director shall confer with the Principal in an endeavour to resolve the dispute or grievance.

Stage Four – Parents have the opportunity at any time to contact The Office of Early Childhood Education and Care representative or contact The Australian Children’s Education and Care Quality Authority (ACECQA) to seek further assistance.

Contact details for external sources:

Mr Brian Grimes
Principal/CEO
A.B. Paterson College
10 A.B. Paterson Drive
ARUNDEL
Phone: 5594 7947
The Australian Children’s Education and Care Quality Authority (ACECQA) can be contacted at:

Address: Level 15, 255 Elizabeth Street, Sydney, NSW, 2000
Postal Address: PO Box A292, Sydney, NSW 1235
Email: enquiries@acecqa.gov.au
Phone: 1300 4223 272

If you have any concerns of financial nature, which the Director cannot satisfy, please contact:

Michelle Gyde
College Accountant
A.B. Paterson College
10 A.B. Paterson Drive
ARUNDEL
Phone: 5594 7947

Resources:
- NQS 7.3.4 Processes are in place to ensure that all grievances and complaints are addressed, investigated fairly and documented in a timely manner
- NQS 7.3.3 The Regulatory Authority is notified of any relevant changes to the operation of the service, of serious incidents and any complaints which allege a breach of legislation
- A.B. Paterson College Principal/CEO

5.14 NATIONAL QUALITY STANDARDS

Aim: To set up policies and procedures to maintain a high standard of care and education.

Explanation: The National Quality Standard comprises guiding principles, quality areas, standards and elements. There are seven quality areas in the National Quality Standard, which capture aspects critical to the provision of quality early childhood education and care and outside school hours care services, including educational concept and practice, structural quality, interactions between educators and children and targeting services to meet the needs of families and local communities.

The quality areas are:
1. Educational program and practice
2. Children’s health and safety
3. Physical environment
4. Staffing arrangements, including staff-to-child ratios and qualifications
5. Relationships with children
6. Collaborative partnerships with families and communities
7. Leadership and service management

A.B. Paterson College Early Childhood Centre and A.B. Paterson College Outside School Hours Care services are committed to continuous improvement and regular reviews of all aspects of operation.

References:
- NQS 7.2 There is a commitment to continuous improvement
- NQS 7.3 Administrative systems enable the effective management of a quality service

5.15 PARENT RESPONSIBILITIES

Aim: To ensure child details are up to date at all times.

It is the parent/carers responsibility to notify the Director/Co-ordinator of any changes of details such as:

- current home address
- work address or phone number and hours of employment
- name changes
- doctor, phone number, address
- phone number, address of emergency contacts and authorised persons to pick up your child/children are up to date
- Medicare number
- Ensure any medications provided are within use by dates
- Ensure any medications listed on an Emergency Action Plan are at the service
- Advise of changes to work / study / seeking employment status
- child allergies, illnesses etc. information must always be current
- custody issues are updated
- any other major changes which affect your child are noted in writing
- Customer Reference Numbers
- if siblings are in other care each week

Resources:
- NQS 7.3.1 Records and information are stored appropriately to ensure confidentiality, are available from the service and are maintained in accordance with legislative requirements
- National Law: Regulation 162 Health information to be kept in enrolment record
- Department of Employment, Education and Workplace Relations
6. EARLY CHILDHOOD CENTRE ROUTINES

6.1 CENTRE ROUTINE

Aim: To provide an overview of a typical day at the Early Childhood Centre.

- 7.00 am  Centre opens for children including Before School Care
  The outdoor area is set up by staff
  Children play outdoors (weather permitting)
- 8.15 am  A staff member from each room is available
  Before School Care children are walked up to the College
- 8.30 am  Junior Kindy children go into their own yard
- 9.00 am  Pre-prep students go into their classrooms
- 9.30 am  Children have morning tea
- 9.45 am  Indoor activities for some rooms, outdoor play for others
- 11.30 am Lunch for younger children
- 12.30 pm Lunch for older children
  After lunch children rest on their beds for at least an hour
  Quiet activities for children who are awake
- 2.00 pm  Children who are awake move into afternoon activities
- 2.30 pm  Junior classroom lights are turned on
- 3.30 pm  Afternoon Tea
- 4.00 pm  Children play outdoors together.
- 5.00 pm  Children have 2 biscuits
- 6.00 pm  Centre Closes

Our routine is flexible to meet the needs associated with the weather and children’s interests at the time. Indoor and or outdoor times will vary accordingly.

Each room has their own usual routine displayed.

Resources:
- NQS 1.1.3 The program including routines, is organised in ways that maximise opportunities for each child’s learning
- NQS 2.1.2 Each Child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation
6.2 POSITIVE GUIDANCE OF CHILD BEHAVIOUR

Aim: To provide consistent and appropriate behaviour management

Our programme promotes a positive approach to managing the behaviour of all children. Behaviour Management at this Centre has two primary goals. First, we strive to find a solution to the current situation. Second, we attempt to help the child process feelings, recognise consequences, explore alternative solutions and outcomes, and develop self-control. To accomplish these goals we use the following techniques on a daily basis:

Prevention:
A well designed and well equipped room tailored to the developmental level of the children prevents frustration, interruption, and hazards. It offers privacy, independence, and easy adult supervision. In addition, the daily routine provides enough time for play, a sense of security, little waiting, and few transitions.

Positive Redirection:
The basic procedure used in all rooms is positive redirection, which is redirecting unacceptable behaviour to an alternative. This is enhanced by verbal praise. We praise children for their appropriate behaviour and successes by describing what we see and how we feel. “I see the books are all on the shelf. It’s nice to have such a clean room”.

Modelling:
All staff model appropriate behaviour and communication, as well as positive peer interactions to help children learn appropriate ways to deal with different situations.

Limit setting:
At the centre we have a few clear, simple rules that vary according to the developmental level of the children. In establishing rules, each staff member follows these guidelines:

- Tell children what they are to do in a positive tone.
- Post rules prominently throughout the classroom for parents and staff to read.
- Specify rewards for following rules.
- Explain rules to the children and apply rules consistently.

Problem Solving:
We appeal to the children’s growing intellectual and moral reasoning by using natural and logical consequences and asking questions to encourage problem solving. Staff help children identify their needs, feelings, causes, alternatives, and choices. Staff use verbal guides such as: Use your words, gentle hands, walking feet etc.

Managing Inappropriate Behaviour:

When a child has a physical or emotional outburst, we provide comfort and privacy. This allows the child to regain composure and insures the safety of other children and staff. “Thinking time” or “Quiet time”, will be used only as a last resort, when a child is unable to break a pattern of negative or attention seeking behaviour. This is not a punishment, but rather a
“quiet time”, a time of renewal for the child. When the child has regained control, he/she will be allowed to join the group. In any event the amount of “quiet time” will not exceed the number of minutes corresponding with the age of the child (for example three minutes for a three year old).

Resources:
- NQS 3.2.2 Resources, materials and equipment are sufficient in number, organised in ways that ensure appropriate and effective implementation of the program and allow for multiple uses.
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- NQS 5.2.1 Each child is supported to work with, learn from and help others through collaborative learning opportunities
- NQS 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
- National Law: Regulation 155 Interactions with children
- Staff/parent discussions
- A.B. Paterson College Policy 6
- A.B. Paterson College Policy 2

6.3 CLOTHING

Aim: To provide guidelines on appropriate ‘play clothes’.

Parents are asked to dress their children in clothing that is comfortable and appropriate for floor activities and messy experiences. Young children enjoy and need to play with paint, clay, sand, water and mud. Staff will take care to see that aprons are worn by children, however, they cannot guarantee clothes will remain unsoiled at all times. Please ensure clothing is easy to remove for toileting (eg avoid overalls etc).

Please consider the weather when packing children’s clothes as the temperature can vary greatly over the course of a day. All children should wear sun safe clothing all year eg covered shoulders and wide brimmed hat.

In the warmer months children may participate in more water play and as such will need an additional change of clothes.

Children who are toilet training also need a number of additional clothing items.

Should your child be in nappies – please supply an adequate number (eg. 5 for children not toilet training) additional undies will also be needed by those toilet training.

Resources:
- NQS 2.1 Each child’s health is promoted
6.4 SHOES

Aim: To minimise accidents/incidents.

Children are encouraged to remove their shoes when playing on climbing equipment – many shoes are unsafe for climbing. In winter, please send them along in non-slip shoes, eg. joggers – as it is too cold to remove shoes. Footwear such as thongs should be avoided as they often slip on uneven surfaces and can present as a tripping hazard.

Whenever possible send children in shoes that they can manage themselves. Please also name all items of clothing including footwear.

All children are required to have suitable footwear when going to and from activities on the oval, swimming pool, library etc. Children who do not have footwear will not be able to participate in all activities involving walking outside of the centre.

Resources:
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- Parent/Staff Discussion

6.5 CHILDREN’S BELONGINGS AND TOYS

Aim: To provide parents with guidelines regarding toys etc.

Toys and items of value should remain at home. Staff cannot assume responsibility for materials brought from home. It is difficult if children bring their own toys to the centre, as within the centre, all toys are shared with the group, and conflict situations can arise. We also understand it can be difficult at times to persuade your child to leave their special toy at home so leaving it in the car is often a more accepted place. Staff cannot accept responsibility for the loss or breakage of items brought from home.

Many of our children have the same toys as each other and are unable to identify that it is not their toy when they see it at Kindy.

**ALL ITEMS ARE TO BE CLEARLY MARKED WITH YOUR CHILD’S NAME**

*No responsibility is taken for items lost without names.*

Please ensure all items of clothing are named before coming to the centre, especially new or expensive items (‘kindy clothes’ are best!). Please remember that there is a good chance that
other parents have also shopped at the same place and that identifying unnamed articles is almost impossible

When items are brought in for “show and tell” or items of interest to share need to be handed to a staff member for safe storage or display. We welcome items to be brought that can be shared with the whole group. Items found in the garden, or from the beach etc can be put on display in the rooms for all the children to share.

Resources:
- NQS 1.2.1 Educators respond to children’s ideas and play and use intentional teaching to scaffold and extend each child’s learning
- NQS 5.2.3 The dignity and rights of every child are maintained at all times
- Parent / Staff discussions

6.6 SAFE COMFORTABLE SLEEP AND REST

Aim: To inform parents of the importance of a rest time.

All children who attend the A.B. Paterson College Early Childhood Centre for more than a couple of hours are required to have a daily rest. No child is forced to sleep, but they are encouraged to relax and rest quietly. Children who do not sleep will be encouraged to relax and rest quietly for 30 minutes after which they will be permitted to do quiet activities, such as books, puzzles or drawing. Relaxing music is played and there is plenty of visual stimulation around the rooms to look at.

Children are made comfortable on their beds and all children are supplied with their own sheet set. Beds are placed in the rooms to ensure safe exit paths, and the best combinations of children to allow a restful time.

This rest time not only allows children to rest their bodies and mind, but also limits the chances of fatigue related injuries in the afternoon.

All staff take reasonable steps to ensure that the needs for sleep and rest of children being educated and cared for by the service are being met, having regard to the ages, development stages and individual needs of the children.

Staff will make every effort to accommodate the rest time requests of parents and caregivers. By law we must meet the sleep needs of each child in our care and as such we are not able to keep a child awake against a child’s needs while at the centre. If you request that your child does not sleep, we will place your child in an area of the room which offers the most light and noise, your child will not be encouraged to sleep (not patted or similar) and will be spoken to regularly to encourage the child to remain awake. Parents can request that their child be woken after at least one hour. Even after waking a child after one hour, staff cannot guarantee that children will not fall asleep again if their rest needs are great on a particular day.
Please talk to the staff if you have concerns about the time your child sleeps. Each room provides information on who has slept and for how long.

Resources:
- NQS 2.1.2 Each child’s comfort is provided for and there are appropriate opportunities to meet each child’s need for sleep, rest and relaxation
- National Law, regulation 81, Sleep and Rest
- Staff/Parent Discussions
- Kidsafe House

### 6.7 BITING POLICY

**Aim:** To ensure that all children who attend the centre are in a safe and secure environment and that any child who is bitten or who bites is dealt with in an appropriate manner.

The Director, staff and parents will work collaboratively to find the most appropriate solutions to address the concern. Staff will provide written information for all families to increase understanding and awareness regarding the reasons for biting in young children. The centre will maintain regular contact with the family to evaluate the progress of the strategies being used.

Staff will use a combination of preventative strategies as well management strategies to minimise the chances of a child biting or being bitten. A large range of equipment, regular discussions on how we treat our friends as well as talking about healthy teeth and how we use teeth all assist us to encourage appropriate behaviour.

#### If the child is bitten:
1. Attend the child immediately
2. Immediately put ice on the bite area
3. Comfort child
4. Contact the parent if the bite is severe or skin broken
5. Inform parents upon collection if minor bite
6. Complete incident report

#### If a child bites:
1. Immediately remove the child from the situation
2. Remind the child that “teeth are for eating” and reprimand in a firm voice
3. Remove the child from the activity or redirect to another activity
4. If child bites for a second time, the parents may be asked to collect their child.
5. Staff will evaluate the possible reasons for the bites and work towards minimising potential triggers or situations which may increase the likelihood of the child biting again
6. In all situations the parents will be notified and an incident report will be filled in and filed.

If the situation persists after all methods of intervention have been attempted it is at the Directors discretion to take appropriate action to protect the well being of the other children in
care. This action may include reviewing the booking of children who cause a risk to the health, safety and learning opportunities of the children around them.

Resources:
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- NQS 5.2.2 Each child is supported to manage their own behaviour, respond appropriately to the behaviour of others and communicate effectively to resolve conflicts
- NQS 1.2.3 Critical reflection on children’s learning and development, both as individuals and in groups is regularly used to implement the program
- Parent Discussions
- Management Discussions

6.8 TOILET TRAINING

Aim: To support parents and children with toilet training

Toilet training is a very big and exciting step for you and your child. It is important to think of toilet training as a positive and rewarding time, not a disciplinary action or hurdle to overcome.

Before beginning toilet training you need to decide whether to use the potty or toilet (with additional inner seat as required) at home. At the Centre we have small toilets specially designed for young children.

The secret to toilet training is to wait until your child is ready. Some signs to look for are when your child:
- Takes an interest in others using the toilet
- Pulls at or off, their wet and dirty nappies
- Tells you that their nappy is wet
- Roll plays going to the toilet
- Tells you that they want a turn on the toilet

Starting toilet training too soon can cause problems. If a child feels pressured, their learning can be hampered. Praise for small steps can be an encouraging and positive way to assist children to gain toileting confidence.

Because accidents are inevitable during times of stress, fatigue or engrossed interest, please ensure enough items of clothing are provided to cater for these events. If possible also supply footwear that is washable so small “floods” are not an issue.

Resources:
- NQS 5.1.3 Each child is supported to feel secure, confident and included
- NQS 6.2 Families are supported in their parenting role and their values and beliefs about child rearing are respected
- NQS 2.1.3 Effective hygiene practices are promoted and implemented
7. HEALTH, MEDICATION AND NUTRITION

7.1 HEALTH

Aim: To support the health of all members of the centre community.

Maintaining a healthy community in child care is a joint responsibility between parents and staff. Staff are instructed to follow these guidelines/policies strictly and we would request that you do so also.

For the well-being of the children and staff, any child entering the centre must be well enough to participate in all aspects of the programme.

Infections move quickly through children in group situations, therefore infection control is of utmost importance.

When your child is sick please consider the other children in the centre, children cannot cope with being constantly exposed to illness. Also please consider your own child, when they are sick, they need quiet and rest and one to one attention. It is impossible for a child placed in a group situation such as child care to receive one on one care. Staff need to ensure all children receive meaningful interactions throughout their day. Staff are also at risk of catching the sickness/infection. A high staff absence rate can be very unsettling to children if they constantly have a different person caring for them.

If you are in doubt at all of your child’s health and unsure whether to allow your child to attend, it would be best if you rang the Director for advice.

Having to take time off from work is often difficult, especially if you have little or no back up support. The staff are aware of this and will not call you unless they believe it to be absolutely necessary. In order to minimise stress on busy families, it is important to always make sure that you have a back up person and keep your emergency contact person list up to date.

Certain illnesses may pose a risk to certain persons such as pregnant women, it is important that all diagnosed illnesses are notified to the Director to ensure the health of all who attend or visit the centre.

Should your family be exposed to illnesses including: Slap Cheek, Salmonella, Hepatitis A, B, C, HIV, Meningitis, Meningococcal, Tuberculosis, Scarlet Fever, Whooping Cough, Cryptosporidiosis, Giardiasis, Measles, please notify the Director immediately.

Periods of Exclusion for children are located at the Early Childhood Centre.

If there is an occurrence of an infectious disease at the centre, staff will take all reasonable steps to prevent the spread of the infectious disease. A notice will also be placed in the foyer.
and on the doors into each room that identifies the disease, notes the number of children diagnosed and the date the illness was reported.

If your child has asthma, diabetes, severe allergies, chronic eczema or other ongoing medical conditions – parents are required to provide a medical management plan from a medical practitioner which includes details of any dietary and / or other restrictions prior to the child’s attendance at the centre. Children cannot attend if medications listed on the medical management plan are not present at the centre and within expiry dates.

Resources:
- NQS 2.1 Each child’s health is promoted
- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
- NQS 7.1.3 Every effort is made to promote continuity of educators and co-ordinators at the service
- National Law: Regulation 88 Infectious diseases
- National Law: Regulation 90 Medical conditions policy
- Improving infection control in childcare services
- Medication Policy
- Accreditation and Beyond Highlighting Health, A Discussion of Health Practices and Accreditation, Bell C. 1995;
- Staying Healthy in Child Care 2012 5th Edition
- Queensland Government Health Dept. Exclusion Guidelines / Time Out Chart

7.2 SICK CHILDREN AND MEDICATION

Aim: To ensure a safe and healthy environment for all children

Children who have a contagious illness will not be admitted to the centre. (See Exclusion Table for Infectious Diseases).

Parents must contact the centre to report contagious illnesses.

Parents will be given notice of any infectious diseases in the centre by a room notice placed on each rooms door and a poster on the reception notice board.

In the event of a child becoming ill in the centre, the parent will be contacted; therefore it is imperative that the parent ensures the current phone numbers are with the Director/Administration Assistant at all times.

Informing Parents of Health Related Conditions
Staff will inform parents as soon as practical of any health concerns. The staff member will inform the parent of signs and symptoms as they are recorded on the incident, injury, trauma and illness Record. It is at this time that the Director will inform the parent if a clearance certificate will be required for the child to return to the centre.
Parents or guardians will be given the incident, injury, trauma and illness record to sight and sign on arrival at the centre.

In the event that the parent or contact persons are not available the Director or person-in-charge will use all contact numbers available in an effort to contact parents or nominated emergency contact persons.

If an outbreak of a disease for which an immunisation is available occurs at the centre, all parents of non-immunised children will be notified immediately, in addition to the general sickness newsletter and poster on the front board.

Please also see 7.1 Health

Resources:
- NQS 2.1 Each child’s health is promoted
- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
- National Law: Regulation 85 Incident, injury, trauma and illness policies and procedures
- National Law: Regulation 86 Notification to parents of incident, injury, trauma and illness
- National Law: Regulation 87 Incident, injury, trauma and illness record
- National Law: Regulation 88 Infectious Diseases
- Staying Healthy in Childcare 2012 5th edition
- Improving infection control in childcare services
- Department of Health – Time Out
- National Health and Medical Research Council [www.nhmrc.gov.au/publications]
7.3 EXCLUSION AND DOCTORS CLEARANCE

Aim: To prevent cross infection between children within the centre.

Children will be excluded from attending the centre if they are suffering from any of the following:

Vomiting / Diarrhoea
If your child is suffering from vomiting or diarrhoea regardless of the cause they must be excluded for **24 hours** from the cessation of the attack.

Conjunctivitis
Children must be away from the centre until treatment has commenced and discharge from the eyes has ceased.

Infectious Disease
Children must stay away for the designated period as advised in the current “time out” chart.

High Temperatures
Should your child’s temperature reach 38.0º C you will be contacted to collect your child immediately. Please note that Panadol or similar cannot be given by the centre unless supplied by the parent.

Other
If your child presents with signs and symptoms that are associated with any diseases listed on the ‘Time Out’ schedule you may be asked to provide a doctor’s clearance before your child can re-enter the centre, or wait for the designated days of exclusion. This ensures that we are not exposing other children to any contagious diseases.

Resources:
- NQS 2.1 Each child’s health is promoted
- National Law: Regulation 91 Medical conditions policy to be provided to parents
- Qld Health – Time Out
- Staying Healthy in Child Care 2012 5th Edition
- Queensland Government Health Dept. Exclusion Guidelines / Time Out Chart
- Exclusion Policy
- Infection Control Guidelines – Australian Government – Department of Health & Ageing
- Communicable Diseases Network Australia
- Population Health Unit
7.4 MEDICATION

Aim: To ensure safety in administering medication.

Only medication that has been prescribed by a doctor or pharmacist, is in its original container, and within the use by date will be administered. The container or letter from the doctor/label and a completed medication form or have an emergency action plan and it must clearly state:

- the child’s name
- parental authority to administer medication
- name of the medication
- time and date the medication was last administered
- dosage to be administered
- times/circumstance to be administered
- Method of administration
- date of issue by the doctor (must be current)
- be within the use by date on the medication

Parents must fill out the medication book daily. Staff will sign the book when they have given the medication and witnessed by another staff member as proof of medication having been given. Medications must be given to senior staff for safe storage.

Please note: No over the counter medication will be administered without a Medical Practitioner or Pharmacist label stating the Child’s Name on the original printed label

Panadol and Bonjella

Prior written consent is required for one dose of Panadol or Bonjella to be administered in the following circumstances and only if supplied by the parent:

- high fever (eg over 38°C)
- suspected teething pain (and child is under 2 years old)

Please note: the centre is not able to legally stock Panadol or equivalent drugs – each family must supply their own.

High Temperatures:

The following guidelines are used for the control of a high temperature:

- Staff will use methods to control the temperature, for example supply fluids (inc ice blocks) and removal of excessive clothing.
- Parents will be required to collect their child within 30 minutes, after this time emergency contacts will be contacted.
Each room has their own medication records and information. Medication will not be given unless it is presented in its original container with the original label. Staff are unable to administer any unlabelled medication.

- **Short-Term Medication**: These are medications that may be administered over short periods of time. Parents need to fill out the medication form completing all details daily. These details must be confirmed by a staff member. At this time parents will hand the medication to a staff member for safe storage.

- **Long-Term Medication**: These are medications that may be prescribed for long periods of time for example Asmol / Ventolin. Parents need to complete a medication form ensuring to attach a doctor’s letter confirming the length of time required for administration. This letter must be updated at least every 6 months or as symptoms change.

**Administration of Medication**

Two staff members will be responsible for the administration of all medication. Together staff will check the dosage, name on the medication and verify the recipient of the medication. Both staff will sign the medication form to confirm administration.

For children in the Outside School Hours Care Service it may be appropriate for children to self-administer eg Asmol / Ventolin. In these cases staff will still supervise children and complete the medication form.

**Resources:**

- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognized guidelines
- National Law: Regulation 85 Incident, injury, trauma and illness record
- National Law: Regulation 92 Medication record
- National Law: Regulation 93 Administration of medication
- National Law: Regulation 94 Exception to authorization requirement-anaphylaxis or asthma emergency
- National Law: Regulation 95 Procedure for administration of medication
- Qld Department of Health
- Staying Healthy in Childcare 2012 5th Edition
- Queensland Asthma Foundation
7.5 OVER THE COUNTER CREAMS, LOTIONS AND SPRAYS

**Aim:** To ensure safety in administering medication, lotions, sprays, nappy cream.

**Alternative Medication and Over the Counter Medication**

Staff are unable to administer alternative medication or over-the-counter medication without a letter from a medical practitioner or a detailed pharmacist label stating the child’s name on the original label. Medication must be stored in it’s original container and can only be administered for a maximum of 2 days or as per pharmacist label, after which a doctors label or letter is required. Parents are still required to complete the medication form daily.

All creams, lotions and sprays also need a pharmacist label if they need to be administered. If possible obtain a Doctors letter stating “apply as required” so dry skin, nappy rash and similar ailments can be effectively monitored and managed by staff.

**Resources:**
- National Law: Regulation 92 Medication record
- National Law: Regulation 93 Administration of medication
- National Law: Regulation 95 Procedure for administration of medication
- Qld Department of Health
- Staying Healthy in Childcare 2012 5th Edition

7.6 STORAGE OF MEDICATIONS

**Aim:** To ensure medications are safely stored out of children’s sight and reach.

Medication is stored in the refrigerator in the ECC kitchen, which is not accessible to children. In the OSHC, medications are either stored in the Co-ordinators office or in the service refrigerator. Medications that do not require refrigeration at the ECC are stored in containers in the staff preparation rooms or the OSHC office. Please ensure parents hand the medication so staff can be placed in the appropriate storage containers and that staff can confirm the details on the medication and ensure the medication form is filled in appropriately.

**MEDICATION MUST NOT BE LEFT IN A CHILD’S BAG OR LOCKER AS THERE IS A VERY HIGH RISK OF DANGER TO YOUR CHILD AND OTHER CHILDREN**

**Resources:**
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- National Law: Regulation 93 Administration of medication
- National Law: Regulation 95 Procedure for administration of medication
- Queensland Department of Health
- Staying Healthy in Childcare 2012 5th Edition
7.7 ASTHMA

Aim: To support the health of children who have asthma.

Parents will need to sign the “Asthma Form” if their child requires to use the nebuliser/puffer whilst in the centre’s care (please see the Director for appropriate forms).

School age children will need a “Self Administration of Medication Form” completed to enable each child to manage their own medication under the supervision of staff.

A Doctor’s letter must accompany the medication and must be kept current.

Parents must demonstrate to the staff members the procedure with the child, so the child feels secure in the situation.

All staff are trained in the management of asthma as part of their first aid training and annual refresher training.

In the case of a child having an acute asthma attack or showing no improvement after the use of the nebuliser, the parent will be contacted. If the parent cannot be contacted, the ambulance will be contacted.

Please note that the centre does not stock asthma relievers or spacers.

If your child has asthma, diabetes, severe allergies, chronic eczema or other ongoing medical conditions – parents are required to provide a medical management plan from a medical practitioner which includes details of any dietary and/or other restrictions prior to the child’s attendance at the centre. Children cannot attend if medications listed on the medical management plan are not present at the centre and within expiry dates.

Resources:
- NQS 2.1.1 Each child’s health needs are supported
- National Law: Regulation 90 Medical conditions policy
- National Law: Regulation 93 Administration of medication
- National Law: Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency
- National Law: Regulation 136 First aid qualifications
- Department of Health
- Asthma Foundation
- Discussions with Doctors
7.8 **ALLERGIES**

**Aim:** To ensure the safety of all children.

Please inform the centre immediately you become aware of any allergies or medical condition associated with your child. This information is initially to be included on your enrolment form. However, information must be kept up to date.

Should your child have a severe reaction or be at risk of a severe reaction, please notify the Director and arrange medication as required. It is the parent’s responsibility to ensure any emergency medications are kept up to date at all times and updated doctor’s letters are kept on file. A doctor’s letter or emergency action plan is also required and will be displayed in each room, the kitchen and staff room to ensure all staff are familiar with the current emergency plan.

If your child has asthma, diabetes, severe allergies, chronic eczema or other ongoing medical conditions – parents are required to provide a medical management plan from a medical practitioner which includes details of any dietary and / or other restrictions prior to the child’s attendance at the centre. Children cannot attend if medications listed on the medical management plan are not present at the centre and within expiry dates.

**Resources:**
- NQS 2.1.1 Each child’s health needs are supported
- National Law: Regulation 90 Medical conditions policy
- National Law: Regulation 93 Administration of medication
- National Law: Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency
- National Law: Regulation 136 First aid qualifications
- Staff/Parent discussions
- Anaphylaxis Australia [www.allergyfacts.org.au](http://www.allergyfacts.org.au)
- Starting Kinder or Preschool with Food Allergies brochure.

7.9 **ANAPHYLAXIS POLICY**

**AIM:** To ensure staff and parents maintain open and current communication to support children who may suffer from anaphylactic reactions.

- Parents are responsible for informing the Director of their child’s condition, including previous episodes of reactions.
- Parents need to provide the latest medical information regarding the severity of children’s allergies eg prick test results
- All staff hold a current first aid certificate, which covers the use of Epipens.
- All known children with allergies will have an allergy sheet displayed in the staff room and the kitchen. Each sheet will include child’s name, location, allergy, and a photograph.
- Food trolleys with have details of the needs of each child – red cards indicating a possible anaphylactic response to the foods listed on the bottom of each card.
• Each sheet will contain a review date.
• Epipens will be stored in each room (supplied by parents), along with a picture graph of how to use the pen.
• Parents are to review the information every six months upon request.
• An Anaphilaxis Risk Minimisation Plan will be completed for each child and this form is read by all staff members.

NB: The centre requires parents to supply an Epipen, or an adrenaline pen that operates in the same manner. A few seconds delay in reading the operating instructions on other types of pens could mean a difference in the outcome.

If your child has asthma, diabetes, severe allergies, chronic eczema or other ongoing medical conditions – parents are required to provide a medical management plan from a medical practitioner which includes details of any dietary and / or other restrictions prior to the child’s attendance at the centre. Children cannot attend if medications listed on the medical management plan are not present at the centre and within expiry dates.

Resources:
- NQS 2.1.1 Each child’s health needs are supported
- National Law: Regulation 90 Medical conditions policy
- National Law: Regulation 93 Administration of medication
- National Law: Regulation 94 Exception to authorisation requirement – anaphylaxis or asthma emergency
- National Law: Regulation 136 First aid qualifications
- Staff/Parent discussions
- Anaphylaxis Australia www.allergyfacts.org.au
- Starting Kinder or Preschool with Food Allergies brochure.

7.10 FOOD AND NUTRITION

Aim: To encourage healthy eating habits.

The nutrition guidelines of the A.B. Paterson College Early Childhood Centre are carefully designed to supply a major part of each child’s daily nutrition requirements and to offer a wide variety of flavours and textures. Meals are based on the Nutritional Guidelines as current including the Australian Government Dietary guidelines, as set out by Nutrition Australia or other appropriate government guidelines. These can be located on the kitchen notice board. The noticeboard will display up-to-date information regarding a variety of health and nutrition issues. Please feel free to help yourself to copies of this information.

The food and drink provided to children is nutritious and adequate in quantity having regard to the dietary requirements of individual children and takes into account each child’s growth and development needs as well as any specific cultural, religious or health requirements.

A weekly menu is displayed on the notice board located at the front entrance for parent’s perusal. Please inform the Director or staff if your child has any special dietary requirements, as
these can be catered for. **Water is available** for all the children to drink whenever they require it. On hot days the staff call for half hourly water breaks for all children as children, if engrossed in play, will forget to go for a drink.

Meals and snacks are served on a regular schedule but individual needs for quantity and timing are accommodated. Only the highest quality fruit, vegetables and other groceries are used. The staff will provide a warm and relaxing mealtime atmosphere and food is presented in a way that is attractive to the children. Consideration is given to limiting food additives, low levels of salt, saturated fat and sugar levels.

We do not encourage children to bring snacks to the centre, as this can cause quite a problem for staff if they are not aware that a child has a snack from home. Children sometimes like to share the snack with their friends but they may not be aware of another child’s food allergies. Please seek advice from staff on this issue, and always let them know if by chance your child has brought a snack.

We have children attending the service that are at risk of anaphylaxis.

Our Kitchen is a registered Café / Restaurant and as such has strict policies and processes as well as regular external audits to ensure appropriate practices and training is provided.

**Resources:**
- NQS 2.1.3 Effective hygiene practices are promoted and implemented
- NQS 2.2 Healthy eating and physical activity are embedded in the program
- NQS 2.2.1 Healthy eating is promoted and food and drinks provided by the service are nutritious and appropriate for each child
- National Law: Regulation 77 Health, hygiene and safe food practices
- National Law: Regulation 79 Service providing food and beverage
- National Law: Regulation 80 Weekly menu
- Food Safety Program for children’s services operations
- Australian Nutrition Foundation
- Get Up & Grow Dept Health and Ageing 2009
- Dietary Guidelines for Children and Adolescents in Australia Australian Government Healthy Eating and Physical Activity Guidelines for Early Childhood
- Queensland Health: Food Safety policy and programs branch

**7.11 FOOD SAFETY AND HYGIENE**

This centre participates in the food safety program as developed by the Department of Health and overseen by an onsite Qualified Food Safety Supervisor (Sandra Kirby – Centre Director).

The centre receives food supplies only from accredited services that offer quality products. All food items are recorded and checked on arrival at the centre.

Cooling facilities are temperature checked regularly. All foods are cooked on premises and consumed by children on that day.
Kitchen staff follow a set cleaning schedule and have undertaken training and further readings on nutritional guidelines and food handling and hygiene.

Children are encouraged and supported with gaining the skills and knowledge to handle foods in an appropriate manner.

A copy of the centres Food Safety Program is available for parents to view. The service is externally audited on an annual basis to ensure practices meet Queensland Health requirements. Our kitchen is registered as a Café / Restaurant according to the Gold Coast City Council and is accountable for all levels of audit according to Local, State and Federal Government requirements.

**Resources:**

- NQS 2.1.3 Effective hygiene practices are promoted and implemented
- NQS 7.2.3 An effective self-assessment and quality improvement process is in place
- NQS 3.1 The design and location of the premises is appropriate for the operation of a service
- NQS 3.1.2 Premises, furniture and equipment are safe, clean and well maintained
- National Law: Regulation 77 Health, hygiene and safe food practices
- Food Safety Program: A.B. Paterson College Early Childhood Centre Aug 2010
- Queensland Health: Food Safety policy and programs branch
- Australian Nutrition Foundation
- Nutrition Australia
- Food Standards Act
- Food Standards Code
- Healthy Bodies, Healthy Minds 2nd Edition 2008
- Food Safety Information Council  [www.foodsafety.asn.au](http://www.foodsafety.asn.au)
- Gold Coast City Council food safety standards
- Staying Healthy in Childcare 2012 5th Edition
- Get Up & Grow Dept Health and Ageing 2009

### 7.12 DENTAL CARE

**Aim:** To support children in gaining the life skills needed for ongoing dental care.

After eating each meal, children are asked to have a drink of water in order to rinse their teeth and mouth. Whenever cake or other sweet items are offered for afternoon tea it is followed by a selection of fruits to also help clean the child’s mouth.

As part of the programme children discuss dental hygiene including: limiting sweet foods, brushing our teeth daily, visiting the dentist regularly, eating a healthy diet. Visits from dental professionals to talk to the classes may also be arranged.

Parent information is available at the front counter.
Resources:
- NQS 1.1.1 Curriculum decision making contributes to each child’s learning and development outcomes in relation to their identity, connection with community, wellbeing, confidence as learners and effectiveness as communicators
- NQS 2.1 Each child’s health is promoted
- National Law: Regulation 77 Health, hygiene and safe food practices
- Parent/Staff Discussions
- National Dental Association
- Qld Dep Health – Happy Teeth, Happy Child
- Healthy Bodies & Healthy Minds Kit 2nd Edition 2008
- Australian Dental Association [www.ada.org.au](http://www.ada.org.au)

7.13 HYGIENE

Aim: To ensure a clean and healthy environment.

Child care settings bring children together for long periods of time, where they may be exposed to many different germs. Although the environment cannot be germ free, the goal of the A.B. Paterson College Early Childhood Centre and Outside School Hours Care are to maintain an environment that minimises the risk of contraction or spread of illness. Maintaining a clean, sanitary environment is the responsibility of all the child care staff and visitors.

Hygiene practices implemented in this centre include:
- toys in the younger groups washed or disinfected after use as required
- equipment/beds throughout the centre are washed or disinfected on a regular basis
- separate sheets, cups, plates, cutlery for each child
- staff wash hands and use tongs or gloves for serving food
- tables and food surfaces are washed before and after each meal with KSan (Food and hospital standard Sanitiser)
- staff wash hands and wear disposable gloves before treating cuts, abrasions etc. changing soiled nappies, pants and when administering medications.
- long hair is tied back when serving food
- all children are taught hygiene rules: toilet, flush, wash hands
- toddlers hands are washed after every nappy change
- surfaces contaminated with blood, urine and vomit are cleaned appropriately
- bathrooms are cleaned daily by the night cleaners. They are also checked regularly during the day by the staff to maintain a clean healthy environment.
- Kitchen staff implement a strict cleaning schedule according to the centre Food Safety Plan
- Commercial Dishwasher with a high temperature rinse is used for food items
- Soiled items are soaked appropriately and washed accordingly
- Cleaning and sanitising practices are reviewed regularly
• Cleaning contractors clean each evening according to the cleaning schedule
• Cleaning contractors clean the carpets every 3 months
• Pest control treats the building every 3 months or as required
• Soiled items are soaked in nappy san for an appropriate time before washing
• Loads of washing are separated to ensure minimal cross contamination

Resources:
○ NQS 2.1.3 Effective hygiene practices are promoted and implemented
○ NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
○ NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
○ NQS 3.1.2 Premises, furniture and equipment are safe, clean and well maintained
○ National Law: Regulation 77 Health, hygiene and safe food practices
○ National Law: Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
○ National Law: Regulation 106 Laundry and hygiene facilities
○ Food Safety Program: A.B. Paterson College Early Childhood Centre Aug 2010
○ Staying Healthy in Child Care 5th Edition 2012
○ Improving Infection control in early childhood services training pack Royal Children’s Hospital 2000

7.14 HANDWASHING POLICY

AIM: To ensure that the spread of infectious diseases are minimised.
To ensure and maintain a clean and healthy environment.

Handwashing by staff, children and parents is practised during various times of the day.

Staff and Parent/Carers are required to wash their hands following the correct “handwashing procedure” sign posted in each room and bathroom facility at the following times
• Upon arrival at the centre
• Before handling/serving food
• After going to the toilet
• Before and after break/mealtimes
• After treating cuts, abrasions, nappies, wet &/or soiled clothing, wiping children’s noses and before and after administering children’s medications.
• After assisting children with their toileting needs.
• After completing any cleaning duties.
• Before going home.
• After sneezing, coughing
• After touching contaminated surfaces
• As required
**Staff** also educate children about the importance of handwashing through continued group discussions, modelling and visual charts.

**Children** are requested to wash their hands under the guidance of their teachers/parents

- Before mealtimes
- After toileting or nappy changes.
- After blowing noses, sneezing etc.
- After playing outside.
- As needed

**HANDWASHING PROCEDURE**

The following encouraged procedure is emphasised by visual aids (posters & photo charts) in all toileting and handwashing stations and modelling behaviours from staff and parents.

1. Using spray soap and running water, rub hands vigorously together, to the count of 10.
2. Wash all areas of hands – this includes palms, back of hands, wrists, between fingers, under fingernails.
3. Rinse hands well (free of soap) to the count of 10.
4. Dry hands under the hand dryer or use paper towel.

**Resources:**

- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
- NQS 2.1.3 Effective hygiene practices are promoted and implemented
- National Law: Regulation 109 Toilet and hygiene facilities
- National Law: Regulation 77 Health, hygiene and safe food practices
- Food Safety Program: A.B. Paterson College Early Childhood Centre Aug 2010
- Staying Healthy in Childcare 5th Edition 2012
- Germ Busters Early Childhood Program
- Improving Infection Control in Child Care Services, Royal Children’s Hospital 2000

**7.15 TOBACCO, DRUG AND ALCOHOL – FREE ENVIRONMENT**

**Aim:** To provide appropriate role models and maintain quality of environment.

Smoking of any substances is prohibited on the Early Childhood premises, in the College grounds and buildings, and at Early Childhood Centre and College related functions. Cigarettes or similar must not be seen, be accessible to, or smelt by the children. Please keep cigarettes out of the Centre eg. Leave them in your car if possible. Please also be considerate of the residue on your breath or clothing.

All services under National Law: Regulation 82 must ensure that children being educated and cared for by the service are provided with an environment that is free from the use of tobacco, illicit drugs and alcohol.
Parents and staff are required to be off the College grounds ie across the road, to be considered off site.

**Resources:**
- NQS 2.3 Each child is protected
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- National Law: Regulation 82 Tobacco, drug and alcohol free environment
- National Law: Regulation 168 Policies and procedures are required in relation to providing a child safe environment
- A.B. Paterson College Policy 1

### 7.16 SUN PROTECTION

**Aim:** To limit amount of sun damage to children.

As you are probably aware, Queensland has the highest incidence of skin cancer. Staff will apply sunscreen during the day and before children go outdoors. Parents are asked to apply sunscreen on their child prior to coming to the centre. Sunscreen needs to be applied at least 15 minutes before venturing outdoors to be really effective. SPF50+, sunscreen is provided by the centre.

Should your child require sunscreen other than that supplied, please provide a named bottle of your chosen sunscreen to your child’s teacher.

Children are asked to wear sun safe clothing all year, this includes covered shoulders and a wide brimmed hat.

Staff apply sunscreen to children prior to going outside in the afternoon.

Children are encouraged to develop skills in applying their own sunscreen.

Outdoor play time between 10 am and 3 pm is restricted.

Activities are placed in shaded areas whenever possible and moved as required to minimise time spent by children in sunny play spaces

The centre continually increases the shade areas by building additional shade sails and encouraging plant growth.

Children are required to wear hats at all times when playing outdoors, staff also wear hats outdoors and act as role models for the children.

Children regularly discuss sun protection in age appropriate ways as part of the programme.
Resources:
- NQS 2.1 Each child’s health is promoted
- NQS 2.3 Each child is protected
- NQS 3.1 The design and location of the premises is appropriate for the operation of a service
- National Law: Regulation 114 Outdoor space-shade
- Staff Discussions
- National Skin Cancer Council
- Department of Health – Sun Safety
- National Cancer Association
- The Cancer Council Helpline. Qld – Education section.
- Cancer Prevention and detection – Cancer Council Qld
- www.cancerqld.org.au
- Keeping Children Safe – Qld Government- Department of Emergency Services
- Healthy Bodies, Healthy Minds 2nd Edition 2008

7.17 IMMUNISATION

**AIM:** To inform parents of the need to have children immunised.

Immunisation is one of the most effective methods of protecting children against a number of potentially harmful diseases. Upon enrolment each parent is to provide a copy of each child’s immunisation record. Annual Enrolment Record Updates also require you to update your child’s immunisation status.

Current immunisation schedules are displayed near the front counter. It is important to note that children who are not immunised will be excluded from attending the centre if a particular disease is present or suspected at the centre.

Staff are also aware and are encouraged to undertake appropriate immunisation schedules.

Resources:
- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- National Law: Regulation 162 Health information to be kept in enrolment record
- Improving infection control in child care services training Royal Children’s Hospital 2000

7.18 HEAD LICE POLICY

Head Lice is a common occurrence amongst children, especially those who attend venues with other children. This head lice policy is intended to outline the roles, responsibilities and expectations of the staff and families at A.B Paterson College Early Childhood Centre and
O.S.H.C. It aims to assist in the detection and control of head lice in a collaborative and coordinated manner.

**It is the expectation of parents/caregivers and families attending the Centre that they:**

Regularly check their child/children’s hair for head lice and eggs.

Notify the appropriate Centre staff of the detection of head lice and inform them of the treatment date.

Parents are requested to keep children at home until the head lice have been treated. Children may only return to the Centre once they have been treated. Children with long hair should endeavour to keep it tied back.

Parents or authorised persons are expected to pick up and treat children in a timely manner if their child is found to have head lice.

**It is the responsibility of Centre staff to:**

- Support parents/caregivers in the treatment and control of head lice by providing up to date and accurate information regarding head lice.
- Maintain a sympathetic and understanding attitude towards parents/caregivers and children, in order to avoid stigmatisation.
- Minimise the chance of spreading the lice eg child is to have their hair tied up and a hat worn if appropriate.
- Access educational resources on the detection, treatment and control of head lice for both parents/caregivers and staff.
- Inform the parents/caregivers and children in the appropriate room of the case of head lice, in order to begin inspection and treatment of children who may have caught head lice. A notice will be placed in the front foyer and also on the room doors should the centre have any cases of head lice.

**Resources:**

- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognised guidelines
- NQS 2.1 Each child’s health is promoted
- National Law: 85 Incident, injury, trauma and illness policies and procedures
- Improving infection control in child care services Royal Children’s Hospital 2000
- Staying Healthy in Childcare 5th Edition 2012
- Head Lice Department of Health, Victorian Fact Sheet

### 7.19 NAPPY CHANGING POLICY

**Aim:** To ensure nappy changing is conducted to minimise the risk of cross infection to children and staff.

**Explanation:** A number of infectious diseases can be transmitted in urine or faeces. Care must be taken to protect staff and minimise cross infection to other children by changing nappies.
Disposable nappies can reduce the number of germs from faeces in a child care centre. For this reason parents are asked to provide disposable nappies for their child while they are at the Centre. Cloth nappies will only be accepted following discussion with the Director.

Facilities:
There is a separate nappy change area with handwashing facilities for staff and children in the Junior bathroom. The facilities include:-
- an adequate nappy change table
- a sturdy and impervious change mat
- adequate storage space for clean nappies and supplies
- paper for lining change mat
- disposable wipes / paper
- disposable clear gloves
- a bin for the disposal of soiled nappies, paper and wipes
- plastic bags securely stored for soiled clothes etc
- KSan (cleaner/sanitizer) securely stored within reach

Staff practice:
- Put on disposable clear gloves.
- Select child’s nappy from locker and any approved creams etc.
- Place paper towel on the change mat where the child’s bottom will be.
- Walk toddler/child up the step to change mat.
- Remove clothing required and nappy as appropriate
- Thoroughly cleanse child’s buttocks and genital area wiping from front to back using disposable wipes.
- Dispose of nappy and disposable wipes in lined bin.
- Soiled disposable nappies are to be rolled and faeces contained before being placed in the lined nappy bin.
- Remove gloves peeling them back from the wrist and turning each one inside out as you pull over your hands.
- Put a clean nappy on the child.
- Replace the child’s clothing – re-glove as required, if clothing is soiled or wet, place them aside to rinse in sluice before putting them into a plastic bag and either soak in a red bucket in the laundry, or attach to child’s bag and place on the floor in the prep room.
- Take the child to the bathroom sink and supervise their hand washing techniques, ensuring the use of soap, sing a germ busters song of your choice. (Encourage independent washing and role model appropriate hand washing).
- Remove the child from the area before cleaning the change mat with KSan.
- If needed deal with soiled clothing (taken to the laundry for soaking)
- Empty soiled nappy bin into outside nappy bin
- Vigorously wash the change mat and surrounding area with KSan ready for the next child.
- Complete the procedure by washing your hands vigorously with soap and drying with paper towel.
7.20 TOILETING POLICY

Aim: To ensure that toileting and toilet training is conducted in a way that minimises the risk of cross infection to children and staff.

Explanation: A number of infectious diseases can be transmitted in urine and faeces.

Staff practice:
- Remind children to walk in the bathroom area and have appropriate behaviour
- Encourage children to sit / stand appropriately at the toilets eg girls sit to the back, boys lift the seat
- Encourage child to flush toilet after use.
- Facilitate child to wash his/her hands after toileting, using soap and flowing water
- Gloves will be worn if children need help with toileting.
- Staff will place any soiled clothes in a plastic bag in covered soiled clothing for parents to take home. Staff will place your child’s bag along with soiled bag in Prep room for parent collection.
- Wipe over soiled toilet seat with toilet paper and spray and wipe with KSan, then dispose of toilet paper and gloves.
- Wash hands with soap and running water.

Toilet training is done as a parent/staff venture with readiness, progress and the needs of the child being discussed throughout the process.

References:
- NQS 2.1.3 Effective hygiene practices are promoted and implemented
- NQS 2.1.4 Steps are taken to control the spread of infectious diseases and to manage injuries and illness, in accordance with recognized guidelines
- NQS 3.1 The design and location of the premises is appropriate for the operation of a service
- NQS 2.3.1 Children are adequately supervised at all times
- NQS 3.1.2 Premises, furniture and equipment are safe, clean and well maintained
- National Law: Regulation 106 Laundry and hygiene facilities
- National Law: Regulation 112 Nappy change facilities
- Staying Healthy in childcare 5th Edition 2012
- Improving Infection Control in Child Care Services Royal Children’s Hospital 2000
- Gold Coast City Council.
service

- NQS 2.3.1 Children are adequately supervised at all times
- NQS 3.1.2 Premises, furniture and equipment are safe, clean and well maintained
- Staying Healthy in Childcare 5th edition 2012

**SECTION EIGHT SAFETY**

**8.1 SAFETY**

_Aim:_ To provide a safe environment for the children.

Responsible supervision of the children is of utmost importance. Children are never left alone. Staff will ensure that children are in sight and hearing of the staff at all times so that staff can intervene to protect the health and safety of the children. Safety rules are anticipated and explained to the children.

**First Aid**

All staff are required to hold current first aid and CPR certificates, this training is undertaken through the A.B. Paterson College compulsory training.

**First Aid Equipment**

The first aid kit is stocked in accordance to centre needs and Workcover guidelines and is restocked as required. At the ECC the first aid kit is located in the kitchen, at the OSHC it is located in the Co-ordinators office.

An additional ‘Hygiene Station’ is located on the outdoor shelf of the ECC that is stocked with band-aids etc. In the OSHC a “Hygiene Box” is taken for all outdoor activities.

**Equipment**

It is the responsibility of the staff to complete daily checks on equipment. Any equipment that requires repair is notified to the Director and maintenance is immediately attended to and referred to maintenance staff, otherwise the item is removed if possible.

**Climbing**

Children are discouraged from wearing shoes when using the climbing equipment. Mats are placed around and under the equipment for your child’s protection and all area’s of green kindylawn comply with the current Australian Standards.

**Running**

Children are discouraged from running on the concrete areas and in the rooms.

**Doors / Gates**
All doors / gates at the ECC are fitted with childproof catches and are kept closed at all times. Parents are asked to assist in making sure that the doors are closed securely after entering and leaving.

**Kitchen**
Children are not permitted in the kitchen or staff room for obvious reasons eg. hot stove’s, saucepans, dishwasher etc.

**Resources:**
- NQS 2.3.1 Children are adequately supervised at all times
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury.
- NQS 3.1.2 Premises, furniture and equipment are safe, clean and well maintained
- NQS 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service
- National Law: Regulation 89 First aid kits
- National Law: Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
- A.B. Paterson Maintenance guidelines

### 8.2 CHILD PROTECTION

**Aim:** To maintain an environment that promotes the protection of its students and to ensure compliance with applicable legislation.

Staff monitor children’s behaviour at all times and are aware of unusual characteristics or markings which may signify possible concerns to a child’s wellbeing.

If staff suspect any abuse or neglect may be occurring the Director is immediately informed and then actively monitors the child, by recording information.

If suspicions are supported by the Directors and staff findings, the Principal of the College is notified and Procedures as set out in the A.B. Paterson College Policy Handbook 2012 – Child Protection are implemented. This policy is available in the Directors office. The appropriate forms are completed and forwarded to the state regulatory authority.

As part of the children’s programme, staff have discussions on safety issues including: Stranger Danger, Protective Behaviours, feelings etc.

All staff and Visitors at A.B. Paterson College Early Childhood Centre hold a current positive suitability notice (Blue Card). All staff also have training in risk management and child protection legislation.
8.3 INCIDENT, INJURY, TRAUMA AND ILLNESS RECORDS

Aim: To ensure injuries, incidents, trauma and illness are appropriately documented and minimised with the childcare services.

The child care programme is operated in a manner which minimises accidents and injuries to children and staff. Should an accident or injury occur, staff will act immediately to follow the first aid action plan:
- Administer First Aid
- Contact parent / Ambulance if required
- Complete incident form
- Submit to Director for signing and follow up as required
- Parent to sign incident form
- Incident, injury, trauma and illness forms may be submitted to the state regulatory body if the child required urgent medical treatment eg broken limb

All incidents, emergencies, accidents and illnesses that occur to children, staff or visitors are reported on an Incident, injury, trauma and illness form. The parents are required to sign the form when they pick up their child, it will then be placed in the child’s file. Parents of an injured child will be notified immediately. This procedure complies with the Work Place Health and Safety Regulations.

All incidents are signed by the Director or Co-ordinator and risk assessment is carried out as required.

Should a child require urgent medical treatment as a result of an injury at the centre, a report is submitted to Australian Children’s Education & Care Quality Authority state regulatory authority the Department of Education and Training.

Resources:
- NQS 2.3 Each child is protected
- NQS 2.3.1 Children are adequately supervised at all times
8.4 EMERGENCY, EVACUATION & LOCK DOWN PROCEDURES

Aim: To prepare in the event of an emergency situation.

Fire safety is a regular part of the centre’s programme for the children and the staff. Fire/emergency drills are conducted regularly at varying times to prepare children and staff in the event of a fire, they are usually unscheduled surprise drills. Evacuation procedures and staff responsibilities are posted in each room. Evacuation procedure for the whole centre is also posted in each room. We ask that parents take note of the procedure. All emergency telephone numbers are posted by all telephones. All staff are familiar with fire extinguishers and their proper use. Instructions on how to use the extinguishers are posted by the fire extinguishers.

During an evacuation or drill, children will be escorted to Room One (Kindy Junior) playground. Should there be an actual fire in the building the children will be ushered through the pedestrian gate in Room One playground and across A.B. Paterson Drive to the school oval. The children will remain there until it is safe to return to the centre.

At the OSHC service, children are escorted onto the College oval. All evacuation and emergency plans are checked by the College WH&S auditors on a quarterly basis.

In the instance of a Lock Down all doors and windows will be locked and curtains and blinds closed as appropriate, the air conditioners will be operated and all children will be engaged by staff in quiet mat activities until the all clear is given. A lock down may be called if there were outside fumes/smoke, dangerous animals, threatening persons, severe weather conditions, centre threat or other as deemed appropriate.

Resources:
- NQS 2.3 Each child is protected
- NQS 2.3.3 Plans to effectively manage incidents and emergencies are developed in consultation with relevant authorities, practiced and implemented
- National Law: Regulation 97 Emergency and evacuation procedures
- National Law: Regulation 168 Policies and procedures are required in relation to emergency and evacuation, including the matters set out in regulation 97
- DRA – College WH&S auditors
- Building Fire Regulation 2008
8.5 PARENT EMERGENCY CONTACT NUMBERS

Aim: To ensure parents can be contacted immediately if required.

Please remember that emergency numbers given at time of enrolment, may change during the time that your child is at the centre. **It is your responsibility to ensure that any changes to information is provided to the Director or administration assistant in writing to keep your records current on either the Enrolment Record or the Enrolment Record Update form.**

Parents are required to fill in an annual Enrolment Record Update to assist in keeping records up to date. In the case of an evacuation or should a child leave the service in an emergency eg ambulance, then the Enrolment Record Update will accompany the child to hospital as it lists medical information, allergy information and emergency contact details. This form should be updated each time any of the information changes eg new phone numbers, new authorised persons approved to pick up your child, new address etc.

Other safety requirements with regard to excursions, collecting children etc., are in the appropriate section of the handbook.

All centre policies are available for perusal at the reception desk or on the A.B. Paterson College web site.

Resources:
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- NQS 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service
- National Law: Regulation 97 Emergency and evacuation procedures
- National Law: Regulation 99 Children leaving the education and care service premises

8.6 SAFETY CHECKS AND MAINTENANCE OF BUILDINGS AND EQUIPMENT

Aim: To ensure that all areas of the centre and its equipment are safe for all children at all times.

Building and Grounds: A senior staff member checks the grounds each morning prior to children attending and reports/isolates/removes potential hazards as appropriate. Fences are also checked to ensure they are safe and secure for children up to school age.

The grounds are maintained each week by a college grounds person who checks the sandpits regularly. Monthly maintenance reports are presented to the College maintenance staff and College Board of Directors.
Equipment: Each group leader checks the room equipment daily. Hazardous/broken equipment is given to or notified to the director. Maintenance/repairs/removal are arranged as appropriate.

External contractors maintain fire equipment, lighting, air conditioners, dishwasher, refrigerators and freezers etc as required by government legislation.

The college is audited by external Workplace Health and Safety officers quarterly as well as internal college reviews by the WH&S officer.

If you see any equipment or facilities that are damaged, or you view as a safety risk, please advise a staff member or the Director.

Resources:
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- NQS 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service
- National Law: Regulation 103 Premises, furniture and equipment to be safe, clean and in good repair
- National Law: Regulation 104 Fencing
- National Law: Regulation 168 Policies and procedures are required in relation to providing a child safe environment
- A.B. Paterson W H & S policy and procedure manual
- Health and Safety in Queensland Childcare Centres
- Staff discussions
- Quarterly audit reports

8.7 MINIMISING THE USE OF TOXIC PRODUCTS

Aim: To minimise the spread of diseases while ensuring all toxic products are kept to a minimum and are stored and used safely.

Staff at the centre maintain high standards of cleaning and hygiene at all times.

In order to ensure a clean environment staff use products such as a sanitiser, washing liquids, etc. All products used in the children's rooms are non toxic and not harmful to children or the environment.

All staff are required to undertake chemical safety training as part of their annual training.

All cleaning products are:
- kept out of sight and reach of children at all times
- used only as recommended by the manufacture
- stored behind locked doors in bulk in non child accessible area ie: chemical cupboard, laundry, kitchen.
- Stored with their associated MSDS and risk identification
- Selected due to their low environmental impact
- Reviewed according to their appropriateness
The range and quantity of cleaning products is kept to a minimum and the centre looks for healthy alternatives to strong cleaning products as part of its ongoing reviews.

Material Safety Data Sheets are located in each area chemicals are stored. Where ever possible all cleaning chemicals are run through an auto mix or auto flow arrangement to minimise the chances of incorrect mixing or unnecessary handling of chemicals. Current cleaning products used in the rooms are low phosphate and have a low footprint on the environment.

Resources:
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- NQS 7.3.2 Administrative systems are established and maintained to ensure the effective operation of the service
- National Law: Regulation 168 Policies and procedures are required in relation to providing a child safe environment
- NQS 3.3 The service takes an active role in caring for its environment and contributes to a sustainable future
- National Law: Regulation 170 Policies and procedures to be followed
- Department of Health
- Workplace Health and Safety www.whs.qld.gov.au
- Staff/Parent discussions

8.8 OCCUPATIONAL, HEALTH AND SAFETY

Aim: To make parents aware of the Workplace Health and Safety standards operated by the childcare centre.

A.B. Paterson College Early Childhood Centre has an extensive Workplace Health and Safety Policy and Procedures Manual covering areas such as:
- Function of the Manual
- Policy amendment and Review
- Responsibilities
- Personnel
- Workplace Health and Hygiene
- Incident Reporting and Analysis
- Vaccine Preventable Diseases
- Pregnancy and Child care
- Procedures.

Every quarter an external reviewer conducts an audit on the topics listed above and provides a report to both the child care and the College.

Please see the Director if you have any questions regarding O.H.&S.
8.9 MANUAL HANDLING OF CHILDREN – HOLDING CHILDREN SAFELY

Aim: To assist staff to identify appropriate times and ways of restraining or handling children and to advise parents of the circumstances when restraining a child may be an option.

Children will only be physically restrained by staff if the following apply:

- The child will cause physical harm to themselves or another person (including adults)
- The child will run away; and will put themselves or others at risk of harm
- The child will cause significant damage which is likely to create a physical danger

and staff have exhausted all practical means to defuse the situation.

At no times should children be handled in a way that could cause physical or emotional harm. Staff will always report any difficult dealings with children to senior staff and avoid any one on one situations whenever possible and advise the parents accordingly. Staff will use each other for support and assistance in the case of difficult to manage children. All staff are trained in child protection and appropriate child behaviour management.

Resources:

- NQS 2.3 Each child is protected
- NQS 2.3.2 Every reasonable precaution is taken to protect children from harm and any hazard likely to cause injury
- NQS 4.1 Staffing arrangements enhance children’s learning and development and ensure their safety and wellbeing
- NQS 4.2 Educators, co-ordinators and staff members are respectful and ethical
- NQS 4.2.3 Interactions convey mutual respect, equity and recognition of each others strengths and skills
8.10 **USE OF TAXIS**

**Aim:** To ensure the safety of children at all times

Parents are not encouraged to arrange for their children to be *brought or collected* from the centre by taxi without a nominated adult to accompany them. However, if unaccompanied travel by taxi is necessary in an *emergency*, please contact the Director immediately and provide the drivers name, taxi company and car number.

Details of the nominated person to collect a child must be in writing prior to the event. An email or fax will be considered as “in writing” for these emergency situations.

**Resources:**
- National Law: Regulation 155 Interactions with Children
- Child Protection legislation
- Job Description
- Management discussions

**CONCLUSION**

We hope that this policy book has provided you with an insight into the management, philosophy, policies and practices which the A.B. Paterson College Early Childhood Centre and Outside School Hours Care follows in order to provide high quality care for all children.

We look forward to getting to know you as we work together in the shared care of your child. To view a copy of the National Law and National Quality Standards, please see the Director or log onto the Australian Children’s Education & Care Quality Authority (ACECQA) website: [http://acecqa.gov.au](http://acecqa.gov.au)