

# Richmond Hill Kindergarten

2009



## Parent Hand Book

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## **Introduction**

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As a parent, the decision to place your child in Kindergarten and the choice of an appropriate service, are two of the most important decisions that you will make. In making your selection you are welcome to visit Richmond Hill Kindergarten to observe the daily routines of the current children and to meet and talk with the Kindergarten teacher and/or the Coordinator and staff.

This information booklet is designed to give an overview of the programs and services provided at Richmond Hill Kindergarten and to assist you and your child ..

The centre was established in 1891 for the purpose of taking care of children of deserving mothers who were compelled to go out to work to earn their living. Over the years the centre has developed to meet the changing needs of the community.

Today Richmond Creche and Kindergarten Inc. is a community -based Long Day Care service. It is registered for 53 children and provides full -time and part -time care for children between three months and five years. The Richmond Hill Kindergarten is incorporated within the Richmond Creche. The kinder provides fully dedicated , qualified teacher s for the 3 year old and 4 year old children.

The policies and information in this booklet have been developed co -operatively between the centre and Kinder staff and the Management Committee to ensure that the crèche and Kinder philosophy is reflected in the day to day operations, whilst ensuring the crèche meets Child Care regulations required by government legislation.

## **Mission statement**

To provide quality child care and a learning environment that encourages and seeks to extend the individual development of the child, that respects the needs of the family and has regard to the interests of the Co-operative members and the community.

## **Broad Goals**

1. Maximising the development of RCK children through the provision of attentive, professional care and developmentally appropriate educational experiences.
2. To provide a service which reflects the diversity of the community and which respects the needs, interests and aspirations of the families using the service.
3. Maximising the well being, confidence and parenting skills of the parents/guardians who use RCK.
4. To provide a working environment for staff that shows respect, is enjoyable, safe and rewarding to the individual
5. To encourage children to explore their environment and further develop skills through play.

Revised February 2008

## **Philosophy**

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Richmond Creche and Kindergarten (RCK) and Richmond Hill Kindergarten provide a high standard service that nurtures the uniqueness of each child. Our aims are:

### **In relation to Children**

- Respect the rights, values and diversity of children and their families.
- Identify and provide opportunities and activities for development in all aspects of their lives.
- Provide a safe, secure, caring environment which allows children to explore and learn about themselves and their surroundings.
- Encourage and develop healthy practices and nutritious eating habits that meet individual needs.
- Develop and implement age appropriate programs that reflect the centre's philosophy, family's beliefs and cultures.
- To maximize children's opportunities to explore and learn using all their senses
- Provide free play opportunities, a calm, positive warm and stimulating environment that encourages and fosters children's individual needs and cultural beliefs.
- To build a profile on each child's development, needs, and interest through discussion with families, and different forms of observations.

### **In relation to Staff**

- Develop procedures that lead to stable interpersonal relations.
- Develop procedures that foster effective and positive communications.
- Encourage professional confidence and responsibility.
- Provide a safe and healthy work environment that is harmonious and has well integrated transitions through out the day.
- Plan and arrange meetings and training to ensure effective professional development.

### **In relation to Families**

- Create an atmosphere in which all families feel welcome and are encouraged to take an active role in their children's learning.
- Establish and maintain confidentiality in all communication with parents.
- Respect and listen to parent's values, wishes and knowledge on the upbringing of their child.
- Establish and maintain effective communication with families.
- Encourage parents to actively participate in the centre.

### **In relation to Richmond Creche and Kindergarten**

- Ensure that RCK maintains a carefully planned and organized environment which allows children to maximize their potential to learn and explore.
- Ensure that RCK is maintained and conforms to all health, safety and licensing requirements.
- Ensure there is an effective management group that meets all regulations and current and future operational needs.
- Provide and maintain appropriate materials and equipment.
- Maintain appropriate records.

### **In relation to the Community**

- Promote RCK, its services and programs.
- Recognise the changing needs of the community and endeavour to meet its needs.
- Establish effective communication with local government and community bodies.
- Be part of a network within the community.

Revised February 2008

## **Management Committee**

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The Management Committee is responsible for the overall operation of the centre, which includes ensuring that the Creche and Kindergarten operates in a manner, which is consistent with Government regulations and with the philosophy outlined in the Introduction.

The Management Committee delegates the responsibility for the day-to-day management of the Creche to the Coordinator, who is appointed by the Management Committee. The Coordinator is the link between the staff and the Committee.

### **The Management Committee comprises:**

<b>Executive Committee</b>	Executive (made up of)	<ul style="list-style-type: none"> <li>▪ President</li> <li>▪ Vice President</li> <li>▪ Secretary</li> <li>▪ Treasurer</li> <li>▪ Six Ordinary Members</li> </ul>
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## **Privacy Policy**

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RCK and Richmond Hill Kindergarten is committed to protecting the privacy of the children, families, staff and Committee members of the centre, in accordance with the Information Privacy Act (2000) and Health Records Act (2001).

Any person has the right to query the handling of information about their child or themselves. Queries should initially be directed to the Coordinator. Any concerns or complaints will be endeavoured to be resolved quickly and simply.

Further avenues for information are available through:

The DHS Privacy Unit	<a href="http://www.dhs.gov.au/privacy">http://www.dhs.gov.au/privacy</a>
The Victorian Health Services Commissioner	03 8601 5222
The Victorian Privacy Commissioner	1300 666 444

## **Data Collection**

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Information collected by RCK and Richmond Hill Kindergarten will only include that which is essential to the safe and effective care of the children.

The following information is collected upon enrolment on the following forms:

- ⊙ Enrolment form - background information
- ⊙ Health information form
- ⊙ Immunisation status
- ⊙ Custodial/access information

It is parent's responsibility to inform RCK and Kinder staff of any changes to this personal information in order for files to be updated. Reminders to do so will be published regularly in the newsletters.

## **Confidentiality**

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All information should be treated as confidential unless informed otherwise. Such information may include family, social, health, staff and other issues. Relevant confidential information may be discussed for professional purposes only and in private.

Information shared should only be that which is relevant to the care of the child. Care should be taken not to discuss a particular child's needs/issues in front of other parents/students/volunteers unless consent has been received.

Written information about children i.e. developmental records, should not be left out where it can be read by persons other than relevant carers/staff. Breaches of confidentiality are grounds for disciplinary action up to and including termination.

Storage: Current records at Richmond Hill Kinder are held in either a lockable filing cabinet in the office, in the centre's computer system or in the case of program and developmental records in the individual rooms to enable staff access and reference. Those records, which, according to regulation must be held for a period of time, are archived in the upstairs area of the building. Any records kept by the centre staff are the property of Richmond Hill Kindergarten. Staff are not to remove children's records from the premises.

## **Waiting list procedures**

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On inquiry, a waiting list enrolment form will be provided to the parent/s. A \$20 waiting list fee is payable on application which is non-refundable.

A Parent Information Handbook is given to parent/s on inquiry. This Handbook outlines the Centre's policies and is updated on an annual basis or as needed by the Policy Sub-Committee. The Waiting list is updated regularly with the information entered into the Centre's records. The coordinator will contact the parent/s with offers of the next available care.

## **Priority of offer**

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Siblings of children currently enrolled will be given preference on enrolment if possible. The Australian Government has a priority access guidelines for allocating places. These guidelines are the following

Priority 1- a child at risk of serious abuse or neglect

Priority 2- a child of a single parent who satisfies, or of parents who both satisfy, the work/training/study test under section 14 of the New Tax System (Family assistance) Act 1999

Priority 3- any other child

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

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

## **Enrolment**

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When a child's enrolment is confirmed the centre recommends a gradual orientation program. This allows both the parent/guardian and the child to become familiar with the staff and the surroundings.

A parent/guardian is asked to stay with their child until it is felt that the child will cope with separation. It is hoped that by being flexible at this time, the child will be allowed the best chance of settling in.

### **An enrolment form advising the:**

- Child's birth date
- Home address
- Telephone numbers
- Emergency contacts
- Immunisation details
- Actual times required
- Information required by government agencies must be completed by the parent/guardian at the time the child starts at the crèche
- Any specific health needs and access arrangements should also be stated

It is essential that that any change of address and telephone numbers for both parents/guardian and emergency contacts are advised to the Coordinator.

## **Fees**

RCK and Richmond Hill Kindergarten are a non-profit organisation that receives funding from the Commonwealth Government in the form of Child Care Benefit and the State Government in the form of Kindergarten funding.

The Management Committee sets fees that will cover the gap between this funding and expenditure. Fees are reviewed annually with the objective of providing affordable quality childcare. The weekly fee is currently \$333.00, the daily fee \$72.00.

### **Payment of Fees**

Fees are payable two weeks in advance of the week and can be paid by a variety of methods:

- ⊙ EFTPOS
- ⊙ Credit Card facilities
- ⊙ Cheque made payable to RCK and Kindergarten.
- ⊙ Internet banking

It is vital to the running of the centre that fees are paid on time.

If parents are having difficulty in meeting the fee charge they must immediately discuss the situation with the Coordinator. The Management Committee has determined that initial follow up action on unpaid fees will be taken by the Coordinator. The Coordinator and a committee member will follow up action beyond this.

If fees are owed in excess of two weeks (i.e. two weeks actual care and two weeks in advance), the child cannot attend the centre until the outstanding account is settled. The Coordinator reserves the right to allocate the vacant place to the next child on the waiting list.

When a family is discontinuing their use of the Kinder or intends to alter the hours utilised (ie reduce the number of days), a notice period of four weeks is required. The Coordinator is to be advised in writing of the change at least four weeks prior to the date.

### **Operating hours**

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RCK and Richmond Hill Kindergarten are open 49 weeks a year. It closes for 3 weeks over the Christmas period, parents will be notified each year of the exact dates and in addition Richmond Hill Kindergarten is opened during all other school holidays.

Please note that fees will not be charged during this closure. Richmond Hill Kinder also closes for all National and Victorian public holidays and fees will be charged for these days.

### **E-mail**

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The e-mail address for all general information and correspondence about the Richmond Hill Kinder is: [admin@richmondcreche.com.au](mailto:admin@richmondcreche.com.au).

Parents have the option to either have their newsletters, updates etc e-mailed to them or to have them printed and placed in their information pocket (located in the foyer). Please indicate your preference to the coordinator upon enrolment.

## **Grounds and Maintenance Levy**

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By being part of a community run centre and kindergarten, we all pitch in to save money. This allows us to save this money at our not for profit centre to upgrade facilities and equipment for example. Consequently there is a grounds and maintenance sub committee. They ensure that the grounds and maintenance is upkept and safe for everyone.

### **Levy:**

By having working bees through out the year, we can avoid paying handymen, window cleaners, builders etc, by doing some work ourselves.

During the year a number of working bees (aprox each 3-4 hours long) will be scheduled for general maintenance and housekeeping at the centre. Attendance at a minimum of one working bee every six months is required, otherwise a \$80.00 levy will be charged.

A Grounds & Maintenance Levy of \$80.00 a family will be billed twice a year - February and July - for children that attend the centre more than one day per week.

If attendance is not possible on the scheduled day then alternative arrangements can be made with the coordinator.. Other options to the working bee might be taking broken equipment home to repair, coming into the centre during opening hours and cleaning the yard. However, if you are unable to participate in either of these options then the levy will be charged

If your child attends the centre 1 day or less a week then you will be only required to attend one working bee per year. The levy is applicable only once in this case

## **Fundraising**

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A large part of our funding and ability to provide the best facilities for our families is achieved through fundraising. Our fundraising committee through a few main events a year, BBQs or even just simple chocolate drives, raises valuable dollars, often in excess of \$20,000 dollars which we are able to put towards upgrading our grounds and facilities.

It is expected that all families in some way contribute. Through joining in with the committee, helping out at fun family BBQs at Pleasant Fridays – all the family is invited, or getting involved in the main events like the annual Gala Trivia night or Family Christmas Party. Alternatively individual jobs can be done on a one off basis, what ever suits your needs.

Join in, some work is done but we also have a lot of fun along the way.

## **Attendance and Collection of Children**

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The centre is open from 7.30am to 6.00pm Monday to Friday, 49 weeks of the year. The centre closes over the Christmas and New Year period and on Public Holidays.

Parents must sign the time of arrival and departure of their child/children on the attendance sheets provided in each room. If a person other than the parent collects

the child, the staff member must ensure that the person is on the child's enrolment form and the appropriate permission form has been completed.

Staff will not accept phone permission unless in exceptional circumstances and with the consent of the Coordinator. The permission form in these cases must be signed the next day of attendance. Permission forms are held in the children's file.

Where a parent is conducting centre business or holding discussions with a staff member the specific responsibility for the care of their child during that time must be determined and understood before the meeting begins.

**Late collection of children**

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At times families may be late collecting their child/children due to an unforeseen delay or in emergency situations. In an attempt to ensure the child, parent and staff are protected from misunderstanding or distressing delay, RCK and Richmond Hill Kindergarten has implemented the following procedure with regard to the late collection of children.

At all times, it is the parent's responsibility to ensure staff are given accurate information about emergency contact numbers and those of emergency contact staff.

Lateness relates to the collection of children after 6.00pm. A parent is required to notify the centre of their lateness. Should this lateness result in the child being collected after closing time alternative collection arrangements should be made or if not possible, the following late fees will apply:

First time	\$1.00 per minute	Third time	\$10.00 per minute
Second time	\$5.00 per minute	Fourth time	\$15.00 per minute

These charges are for a 12 month period and must be paid immediately on collection of your child and they will be receipted separately.

When a child has not been collected by a parent or authorised person by 6.15pm staff will attempt to contact the parent by phone. If staff are unable to contact the nominated person then they will attempt to contact one of the emergency persons, the Coordinator or nominee.

If the child is collected by the emergency contact, staff may leave the centre before the parent arrives. A note will be left on the gate stating that the emergency contact has collected the child

## **Structure of Richmond Hill Kindergarten**

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In recognition of the varying needs of children, the Kindergarten is organised into the two groups. Flexibility will apply depending on the individual need of the child

<b>Section name</b>	<b>Group</b>	<b>Age</b>
Kindergarten	Ladybirds	3 – 4 years
Kindergarten	Butterflies	4 – 5 years

The room program has various activities structured to meet the aims, interests and the needs of children. With the support of caring adults, children can develop a sense of their own worth and a positive image, which will give them confidence to achieve success.

The over 3 years group includes a kindergarten program specifically geared to kindergarten aged children. In addition, this group conducts separate activities for 3 -4 year children and 4 -5 year children to ensure the varying needs are met. Kindergarten Sessions are held 4 days a week.

### Session term dates

Term 1: January 28<sup>th</sup> – April 3rd 2009

Term 2: April 19th – June 26th 2009

Term 3: July 13<sup>th</sup> – Sept 18<sup>th</sup> 2009

Term 4: October 5<sup>th</sup> – December 18<sup>th</sup> 2009

## **Electronic media**

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A television and video player are provided in the Kindergarten for the children's use. These are used within the framework of programs to provide the children with additional information and provide opportunities to develop observation and learning skills for enjoyment.

## **Programming**

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### ***Introduction***

All staff at Richmond Hill Kindergarten are actively involved in the planning process. Currently the Kindergarten teacher has 16 hours of planning time per week, in accordance to the Kindergarten Teachers Award. The amount of planning time may vary depending on funded session times. The other room leader has two hours and co-worker one hour per week planning time. Room relief will be provided during this time. Planning days change throughout the year to fit in with changing centre needs

Plans generally operate for a fortnight, but are evaluated on daily basis in the daily reflections book. Planning is undertaken in accordance with Regulations and

incorporates all criteria outlined in the QIAS. Each room will display their developmental program, together with a floor plan to assist staff in setting up the environment each day.

In January when the centre re-opens there is a child free day for staff to develop a holiday program and organize the room/centre before the children return for the new year. It is compulsory that all staff attend this day. The Kindergarten teacher works and plans within the Victorian State School terms for that year.

### Aims

The aims of devising and implementing developmentally appropriate programs for the children at Richmond Creche are to promote the following –

Physical development	To assist each child in developing and mastering to their optimal potential use of gross and fine motor muscles that are age and stage appropriate
Social/emotional development	To assist each child in developing a positive self esteem, and facilitate and encourage positive interpersonal skills, including co-operation and conflict resolution strategies. It also incorporates providing a safe and secure environment and developing trusting relationships with carers and peers alike.  Developing and extending each child's self help skills and independence is also encouraged, as this in turn fosters a positive self image
Cognitive development	To assist each child in developing and extending their problem solving abilities, and to introduce math/science concepts that are age and stage appropriate. In younger children especially, providing sensory experiences that encourage exploration and discovery of the world around them through the five senses.
Language development	To assist each child in developing and extending their vocabularies in order to participate and function independently in group and social settings, by being able to express their wants and needs in an appropriate manner

### Programming Procedures

#### Observations

All staff members will undertake observations of all children in their care and document these in the provided format. Observations are to be of an objective nature and cover all areas of development in order to assess a child's developmental level. Forms of observations will include –

- developmental checklists/learning stories
- anecdotal records/running records
- comments/feedback and conversations with parents
- group observations/photos

Observations on children are to be kept strictly confidential (see privacy policy) and remain the property of RCK. They will all be placed into their portfolios which can be taken home by parents on request.

## Individual Planning

Based on observations, staff will devise long and short-term goals for each child that will assist in their overall development. These goals will be displayed in their portfolios. Experiences are then chosen that will enable the child to achieve the stated goals. Please note that children who attend another centre or Kindergarten the majority of time or RCK 1 day per week will be programmed mainly on interests.

## Group Plan

The group developmental program/plan incorporates children's individual planning as well as the developmental needs and interests of the group as a whole. The group plan will also take into consideration the following aspects –

- Emphasis on learning as an interactive process between materials, people and the environment
- Provide a balance of experiences – indoor/outdoor, quiet/active, individual/small group, child initiated/adult initiated, spontaneous/planned
- Allow children choice in experiences to participate
- Allow flexibility within the program to extend children's interests and play
- Provide and facilitate the incorporation of children with additional needs
- Reflect and represent cultural/religious/linguistic diversity
- Include greater gender equity

## Outdoor Programs

The outdoor area is another equally important learning environment and experiences for this area need to be planned and implemented accordingly. Outdoor experiences will be planned to allow –

- Development of all areas
- Learning about outdoor environments through the provision of experiences which stimulate curiosity and avenues for experimentation
- Freedom of movement not possible indoors
- Active and passive areas – which extend from the indoor environment and experiences
- Flexibility to accommodate changes in routines

During outdoor experiences, staff will ensure children are adequately sheltered from weather and dressed appropriately. They will also ensure children are outside at the most appropriate times in respect to climate and seasonal changes, and in accordance with RCK's Sunsmart policy

Children are also involved in the planning process by being encouraged to help evaluate the program regularly and encouraged to include their own choices of work in their portfolios.

## Program Evaluation

Individual will be done in the allocated planning sessions. Group plans will be evaluated by staff on a daily basis and will be displayed in the daily reflections. As we are incorporating an emergent curriculum, modifications and extensions can be made at anytime during the fortnightly plan. The effectiveness of the programs will be continually evaluated on the following criteria –

- achievement of goals – individual and group

- suitability of resources
- desired outcomes
- review of goals
- recording and evaluation of all experiences
- children's responses to experiences
- adults responses to experiences
- parent feedback

The planning process is a continual cycle, and is combined effort of staff, children and parents.

Revised February 08

## **Portfolios**

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Each child has a portfolio that follows their development and documents their strengths throughout their year in the Kinder room. These documentations come in the form of stories, photographs, conversations and artwork, much like a personal journal or diary. These Portfolios show off their strengths, their relationships with others in their Kinder and their growth in 12months. The Portfolios are also encouraged to come home with the child during the year to include family entries as to have a more holistic perspective of the child in the Portfolio and not just what they may do when at Kinder. This Portfolio is a communication contract between families, the child and the Kinder staff. Children can access their own Portfolio throughout the day and also family members are able to peruse the Portfolio but to instil value and responsibility, the children can only view their own Portfolio unless they have received consent from their peers to look in their Portfolios.

## Behaviour and guidance

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The aim of the Centre is to maintain an environment, which encourages children to be cooperative, fosters self-esteem and develops a child's ability to interact with others.

Both groups within Richmond Hill Kindergarten has Group Behaviour guidelines for indoor and outdoor. These are drawn up in consultation with parents and provide age/developmentally appropriate limits for the group. Copies of these guidelines are in each group. The guidelines are monitored and evaluated regularly to ensure they remain appropriate.

### **The establishment and observance of group behaviour will:**

- ⊙ Encourage cooperation.
- ⊙ Encourage a child to accept responsibility for their actions.
- ⊙ Assist the child to understand and appreciate the rights, feelings and needs of others.
- ⊙ Help to develop respect for others.
- ⊙ Help the child to learn the rules and limits of the group in which they live so they can enjoy interaction in their peer group.
- ⊙ Support the child in developing positive and secure relationships with adults.

### **To meet these objectives the staff will encourage appropriate behaviour by:**

- ⊙ Avoiding conflict by distracting from a situation or giving another toy to play with.
- ⊙ To encourage the child to accept responsibility for and the consequences of their actions.
- ⊙ To understand and appreciate the rights, feelings and needs of others.
- ⊙ To develop respect for others.
- ⊙ To understand limits which are based on safety and concern for others.
- ⊙ To learn rules and limits of the group in which they live so to enjoy interaction in the peer group.
- ⊙ Develop positive secure relationships with adults.

The Children's Services Regulations states that no child may be subjected to any form of corporal punishment, immobilisation or any other humiliating or frightening techniques. In accordance with this, at Richmond Creche and Kindergarten smacking, shouting, isolation, deprivation of food or 'Time Out' is not permitted.

*"The goal of effective guidance is to assist children in becoming confident, fully functioning individuals who can make decisions and direct themselves appropriately. Young children are enormously influenced by their social environment, giving those who interact with children a responsibility to create an appropriate atmosphere using sensitive and effective guidance skills." (Understanding Children, 3<sup>rd</sup> edition Jeanette Harrison)*

RCK and Richmond Hill Kindergarten believes that there are many steps involved in guiding children's behaviour.

1. Prevention	This involves assessing the child's level of development, looking at what is happening in the environment and planning accordingly. It is important to be positive and consistent. Clear realistic limits should be set for activities and behaviour, and there should be effective communication with children and other staff. Children should be aware of the consequences of behaviour both positive and negative.
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2. Encouraging	Children should be given constant encouragement when they
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	are displaying appropriate behaviour. Staff should avoid giving lots of attention for negative behaviour and just accepting positive behaviour. Staff need to acknowledge and encourage positive behaviour.
3. Recording	Adequate records should be kept on the children. In the case of children who consistently display challenging behaviours, it is important to observe situations in order to learn more about the behaviour.
4 Effective limits	Limits need to be developed with the children in mind and not for the connivance of the caregivers. Clear verbal and physical direction of what is acceptable rather than what is not. Limits need to be developmentally appropriate to children and take into account children's age and stage.
5. Redirection	Redirection of unacceptable behaviour is an effective method of positive guidance. It means attempting to turn the child's attention away from unacceptable behaviour towards an experience or behaviour that is acceptable. This alternative experience should be as interesting to the child, thus allows an outlet for their feelings.
6. Distraction	Distraction is a good guidance tool for younger children. It involves changing the focus of the child's attention.
7 Ignoring	Once a particular behaviour has been judged consistent and problematic, ignoring will be used as a technique to reduce the inappropriate behaviour. Points to consider when ignoring the behaviour - do not ignore harmful behaviour, the effects of ignoring are not usually immediate, behaviour may get worse before it gets better, ignoring needs to be verbal and non-verbal, any re-emergence of behaviour must be ignored, behaviour needs to be ignored by everyone, behaviour in another setting may be affected.
8. Use consequences	The type of consequences used for challenging behaviours may vary according to the behaviour, the child and the environmental situation. See below for the different types of consequences

There are different types of consequences and it is important to focus on those that are most appropriate to the situation and child.

- **Behavioural Consequences** are ways of stimulating actions in children as they make decisions about particular behaviours. Children have the right to make choices about their behaviour and this technique allows children to take responsibility for their own behaviour and choices. Caregivers are to give children appropriate choices. For example a child is throwing sand. "When you throw sand I feel concerned because it might get into someone's eyes. You can either use the sand for digging and making things, or you can leave the sand pit and go and throw the ball"
- **Natural Consequences** occur as a result of the child's behaviour without intervention. For example a child who refuses to eat, doesn't get to eat till the next meal and is therefore hungry. Natural consequences are not to be used in dangerous situations.
- **Logical consequences** requires the intervention of the caregiver and

acknowledges mutual rights, mutual respect and responsibility,. To be effective children must see them as logical For example if you throw something – you need to go and pick it up.

**Please Note:** All guidance strategies need to be done in a positive manner, which avoids power struggles. Seek support and assistance from Co-worker and coordinator when needed.

**Some guidelines that can be used by staff:**

- Establishing trust and respect for each child.
- Ensure that all children are treated equally.
- Plan a variety of quiet and active activities to prevent over excitement
- Give sufficient notice that a change of activity or routine is about to occur
- Avoid using don't and no.

All behaviour management techniques need to be discussed and developed in conjunction with parents. If the behaviour continues to be unacceptable this should be discussed with the Co-ordinator and parents with a view to seeking additional help and support from another service.

**Sourced:** *Understanding Children, 3<sup>rd</sup> edition Jeannette Harrison.*  
*Young children's behaviour Louise Porter June 2008*

**Routines and procedures**

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Routines are an integral part of daily programs and provide children with a secure structure in which to learn. In consultation with parents, staff adopt procedures for meal times, rest time and toileting.

These procedures reflect the needs of individual children and it is not expected that all children will be doing the same thing at the same time. The needs of the children are constantly changing therefore procedures must allow for flexibility.

When formulating routines, consideration will be given to the child's developmental age/stage, the needs of the parents and the needs of the child. The daily routines for each group are displayed in their rooms. These routines are evaluated regularly and monitored to ensure they maintain the structure needed.

**KINDER ROUTINE 2009  
(Summer)**

<b>TIME</b>	<b>ROUTINE</b>	<b>DETAILS</b>	<b>STAFF ROLE</b>
7.30-8.15	Family grouping	In nursery	1 staff member take chn to kinder
8.15-9.00	Indoor Program	Children participate in program	Staff actively participates One staff member to set up outside program
9.00-9.30	Morning group time greeting & Show and Share	Good morning to everyone and debrief of any changes to routine  Meet and Greet for children focusing on children getting to know each other	1 staff conduct All other staff participate

		<p>better</p> <p>Separate groups, letter of the fortnight, 2 questions from audience</p>	<p>One staff with BF</p> <p>One staff with half of LB (with 2 show and share children)</p> <p>Third staff with other half of LB and other show and share children</p>
9.30-10.40	<p>Indoor program for Butterfly Group</p> <p>Outdoor program for Ladybird group</p>	<p>Morning tea for this group inside. Informal so chn can eat when ready</p> <p>Morning tea to be served outside for this group. Informal so chn can eat when ready</p> <p>Trolley stays inside until both groups finish M/T</p> <p>LB one at time to come in and make their bed for rest time later</p>	<p>Kinder Teacher to stay with BF group.</p> <p>Qualified stay with LB group with third staff to stay with bigger group of the two</p> <p>Once M/T finished one staff to take full trolley with both M/T dishes into kitchen</p> <p>Kinder teacher helps and asks Lb children to get others to make beds</p>
10:40 – 11:30	<p>Indoor Program for Ladybird group</p> <p>Outdoor Program for Butterfly Group</p>	<p>Children participate in program</p> <p>11:30 indoor program pack up ready for lunch</p> <p>Children participate in program</p> <p>Some children help put lunch placemats out on tables</p>	<p>Staff to interact with children, observations taken of focus children</p> <p>Other staff to set up tables for lunch (11:20-11:30)</p>
11.30 – 11:45	<p>Combined Group Time Indoors</p>	<p>Butterfly and Ladybird Group engage in group games, songs or story while waiting for lunch to be served then transition to lunch by washing hands first and getting drink bottles.</p>	<p>One staff takes group time and transitions children into bathroom.</p> <p>Other staff member gets tables ready for lunch and serves up lunch</p> <p>Third staff member put out ladybird beds, put out comforter toys and books on beds then supervises bathroom as children transition for lunch</p> <p>NOTE: bathroom procedure</p>

<p>11:45 - 12:30</p>	<p>Lunch for both groups</p>	<p>Children wait for all their friends to sit at their table before starting to eat.  <b><u>Chn are encouraged to :</u></b>                  *talk and socialise with the other children at their table.                  *taste lunch                  * scrape their bowls and place utensils and cups in red bucket &amp; stack own chair. This promotes independence and self-confidence                  Children also need to wait till most have finished eating main course before being asked to scrape bowls.                  Must also wait to be asked to scrape their dessert bowls.                   Every child gets apple to clean teeth besides drinking water.                  Then bathroom for toileting</p>	<p>All staff but one sit at a table with chn as one staff helps serve up more serves of main meals.                   Ask one child at a time to scrape to minimise chn bumping into each other with bowls in their hands.                   One staff to hand out apple as chr finish lunch and others help supervise the scraping of bowls and transition to bathroom</p>
<p>12.30-12.45</p>	<p>Toileting / getting undressed/ choosing books</p>	<p>Children use the bathroom then get undressed on their beds putting clothes on bed bags and choosing books from basket in sleep area</p>	<p>One staff supervise bathroom, encouraging every child to try going to toilet.                   Other staff in bed area assisting those who need help and settling chn on their beds                   Third staff cleans tables and floors then helps transitions Butterflies onto their rest beds</p>
<p>12:45 – 2:15</p>	<p>Rest and sleep time offered</p>	<p>Chn rest and sleep on their beds.                   Chn not sleeping will be offered quiet activities to do on their beds.                   BF children to have quiet activities with Kinder teacher during this time</p>	<p>Staff to situate themselves in areas that optimise supervision of whole group.                   Bathroom to be cleaned and paint pots and glue pots to be cleaned for next day                   Daily Reflective Journal to be done                   Staff to not pat children to sleep. Just sitting near them and letting them rest is enough</p>
<p>2.10 – 3:00</p>	<p>Waking up and Kinder afternoon Indoor program</p>	<p>Children pack their beds, get dressed, put books away.                   Children participate in program and then help pack up</p>	<p>Staff to assist chn with getting up off beds and helping them transition to afternoon program   <b>NOTE:</b> Tuesday afternoon strip beds of sheets for washing Wed morning</p>

			Kindergarten teacher leaves Kinder room for planning
3.10 – 3:30	Informal Afternoon tea	Chn are invited to come and apply sunscreen, wash hands and have afternoon tea then continue playing indoors	One Staff sit with children, supervise and interact with chn for afternoon tea
3.00	Pack up Program	Chn help to pack room up for next day (some activities need to be tidied only)  Children need to have shoes and socks on before sitting for group time	All Staff to help pack up and organise chn into group time for story and transition for outside  1 staff wash dishes, then joins other staff in room to transition outside
3:30 - 4.00	Outdoor program	Children participate in outdoor program	All staff to be in yard for ratio and supervision 4:30 – 4:45 pack up yard
4.45-5.30	Family grouping	With grasshoppers in main yard	Write on white board what chn in group  Let Grasshopper staff count how many kinder chn in group
5.30-6.00	Family grouping	In nursery	One staff takes sign in books up to nursery Other staff takes chn to nursery
6.00	Centre Close		Check all chn signed out

## Kinder Room Wednesday Routine

(with Dharini and Teresa)

TIME	ROUTINE	DETAILS	STAFF ROLE
7:30 – 8:15	Family grouping	In nursery	1 staff member take chn to kinder
8.15 - 9.15	Indoor Program	Children participate in program	Staff actively participates  One staff member to set up outside program  9:00 One staff to set up M/T indoors
9:30	Pack up room	Pack up room ready for lunch  Clear block area for music program	Staff help chn to pack up room ready for music session
9:40 – 9:50	Group Time	Settling before music session.	Staff discuss behaviour and expectations for music session
9:50 – 10:30	Music session	Children and staff participate	One staff gets lunch tables ready  Other staff to stay with group of children and music teacher

10:30 – 11:45	Outdoor program	Children and staff participate in program	11:30 one staff to get ladybirds beds ready inside and get chn to put comforter toys on beds
11:45 – 12:00	Combined group time outdoors	Butterfly and Ladybird Group sit for songs or story while waiting for lunch to be served then transition to lunch by washing hands first	One staff takes group time and transitions children into bathroom.  Other staff member gets tables ready for lunch and serves up lunch  Third staff member supervises bathroom as children transition for lunch NOTE: bathroom procedure
12:00 – 6:00	Same as Mon – Fri Afternoon Routine	Same as Mon – Fri Afternoon Routine	Same as Mon – Fri Afternoon Routine

**PLEASE NOTE:**

These times are a guide only, each day may vary depending on the weather, program etc and staff need to be flexible to meet the children’s needs.

**Allocation of locker and ‘pocket’**

After enrolment all children are allocated a locker for personal items and artwork. During the year these lockers may move around due to changes to attendances and mid year intakes. Parents/guardians also have a ‘pocket’ in which receipts, newsletters etc. are placed. These should be cleared each day.

## **Children's dress**

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Children should be dressed in play clothes so there will not be a problem about spoiling good clothes. As children are encouraged to be as independent as possible, it is a good idea to dress them (toddlers and kinder children) in clothing that can be easily removed for toileting and rest times. Staff support all cultural beliefs associated with clothing/footwear.

In accordance to the sunsmart policy, RCK requires parents/carers supply their children with hats and appropriate clothing that protect their face, neck, ears and shoulders ie. legionnaire or broad-brimmed hats, shirts and dresses that cover the shoulders, shirts with collars and elbow-length sleeves, longer style shorts and skirts.

A complete set of spare clothes must be provided daily, with extra items to cater for temperature changes. All items should be named to avoid loss. A broad brimmed hat is needed for hot and sunny as well as a beanie for cold days.

Nappy wash is used by RCK so only a nappy for the child to go home in is required. Please include a plastic bag for soiled clothes/nappies. If disposable nappies are preferred then these are to be supplied by the parent/guardian.

Shoes need to be well fitting, comfortable and suitable for outdoor play and climbing. Thongs and plastic 'jelly' sandals do not provide a suitable grip for outdoor play and are not encouraged to be worn at the centre. Long hair should be tied back.

**Sourced:** *The Cancer Council Victoria, Sun Smart Australia, 3<sup>rd</sup> April 2008*

## **Rest arrangements**

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All children at the Centre have a rest/sleep time. This occurs between the hours of 11:30 and 2:30pm or based on individual needs.

Effective sleep/rest procedures are important for each child to feel safe and secure in their environment. RCK defines rest as a period of inactivity, solitude, calmness and tranquillity whilst ensuring the environment has a high level of safety and an understanding of responsibility is equal.

Children rest on individual mattresses and their bedding is stored in an individual bag which is all provided by the centre. A comfort toy is provided if required or children may bring their own toy from home for rest time. As a preparation for school the four-year-old kinder group are still offered a rest on a mattress in Term one and the beginning of Term 2 they have quiet activities during rest time.

All linen is washed on a weekly basis or as needed by the centre.

## **Home toys and trinkets**

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Toys, jewellery and trinkets brought to the centre from home can be broken or lost so ideally these should be left at home. As mentioned previously a special toy can be brought for rest time comfort. It should be noted that war toys such as guns are forbidden at the centre. Interesting items such as flowers, books, shells, insects and the like are welcome.

## **Food**

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Mealtimes are seen as relaxed and happy occasions and staff are encouraged to sit and eat with the children. Children are encouraged but never forced to eat any part of their meal, nor is food withheld for any reason other than dietary limitations. Parents/guardians are asked to identify any special dietary requirements.

Children are given morning tea (milk/water, fresh fruit platter), afternoon tea (water, sandwiches, muffins, dips, fruit etc.) and a substantial midday meal prepared on the premises, consisting of 2 courses. Every endeavour will be made to meet the needs of any special dietary requirement. Extra portions are generally available. For those children who go home late, a later afternoon snack is offered.

In planning the menu, an effort is made to provide nutritious and well-balanced meals with a minimum of salt, sugar, frozen and fast foods. The daily menu is posted on the blackboard outside the kitchen and in each room on the whiteboards

The room whiteboards also advise parents/guardians of the amounts eaten by each child.

Children are required to have breakfast prior to arriving at the crèche.

The crèche asks parents/guardians not to bring sweets, cakes, biscuits or sweet drinks, as these are bound to be a source of conflict with other children and may create a problem with children with dietary limitations. (Read birthday section for birthday cakes.)

**RCK IS A NUT FREE CENTRE  
PLEASE ENSURE CHILDREN DO NOT BRING IN FOOD FROM HOME**

### **Special Dietary Requirements**

If Children require a special diet or has dietary restrictions, parents are required to complete the special diet form and give to the staff in the room, who will then give to the coordinator. The coordinator will update relevant forms and notify the kitchen. Please notify staff as soon as there are any changes.

## Birthdays

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Birthdays are a very exciting time for children, and the staff at Richmond Hill Kindergarten enjoy sharing these events with children and their families, and would like to continue to do so. However, in keeping in line with Accreditation principles, the food safety plan, catering for individual allergies and promoting healthy eating habits while at Kinder, we ask that parents follow the outlined guidelines below:

<p>Birthday cakes</p>	<p>Due to children with anaphylaxis we are unable to accept cakes. We suggest that you buy <b>PETER'S ORIGINAL ICE CREAM</b> cake as this contains no eggs, or to bring in a tub of soft-good ice-cream. If you would like the centre to purchase the ice-cream cake please speak to the catering officer at least 2 weeks before your child's birthday and pay \$11.00.</p>
<p>Lolly bags</p>	<p>Please, no lolly bags as they are high in sugar and may contain lollies that are inappropriate for some children. This also creates legal responsibilities as staff are required to check each lolly bag to ensure that they are age appropriate.</p>
<p>Cameras</p>	<p>Please bring these along as staff are more than happy to capture your child's special day with their friends at Kinder.</p>

*Reviewed March 08*

## Parent/Guardian involvement

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Children love having their parent, grandparent, carer or special friend visit them at kindergarten. However, Richmond Hill Kindergarten recognises the limits on parents/guardians time but we do encourage a partnership between yourself and the staff members caring for your child. Your involvement in your child's life at the Kinder creates all sorts of benefits for you, your child and the Kinder staff. Parents/guardians are most welcome to visit their child at the Kinder and to telephone during the day should they have any concerns.

If you would like to share any interests or hobbies with the children please speak to the teacher as the other children are always thrilled to hear about parent's occupations, hobbies or interests.

## Ongoing Communication

Communication each day with staff is of the utmost importance. It is advisable to inform staff or the Coordinator of any changes to the child's routines and family situations, as they arise, as this provides an understanding by staff changes to the child's behaviour.

## Newsletter

A monthly newsletter is provided to parents/guardians which contains general information, programs, highlights, activities and parent and children's issues. If you would like to contribute something to the newsletter please let the Kindergarten teacher and/or the Coordinator know. It is important to read your newsletter, as it is the main communication tool between you the Kindergarten staff and the Management Committee.

### **Additional participative activities**

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Other opportunities for parents/guardians involvement with the Kinder include assisting with excursions, sharing personal creative skills, attending parent meetings and information evenings, fund raising, participating in organised workshops and becoming a member of the Management Committee.

### **Staffing**

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The Kinder employs both a fully qualified Kindergarten teacher, a qualified Level 4 childcare worker and unqualified staff who bring a variety of experience and knowledge to the children. We value a high ratio of staff to children, which enables small group interaction and individual care which small children need.

Staff work rotating shifts, maintaining maximum supervision between 9.00am - 4.00pm and ensuring continuity of care. Additional staff are employed to supervise children while group staff have planning time.

Staff have a professional attitude toward each other, parent/guardians and children and recognise the importance of confidentiality in facilitating the free flow of information with parents/guardians.

Staff are encouraged to participate in further education and development to maintain their enthusiasm, contribute to the Kinder and to develop their own careers. Caregivers are flexible in day-to-day routines maintaining a consistent and secure environment.

### **Staff in the room**

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Ladybirds Group:  
Dharini Khajuria (Qualified Childcare Worker)

Butterflies Group:  
Priscilla Yeo (Kindergarten Teacher)

Ladybirds and Butterfly Group:  
Teresa De Malmanche (Assists both groups)

### **Students and Volunteers**

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Throughout the year Richmond Hill Kinder has students which attend the Centre from a variety of colleges as well as volunteers.

All students/volunteers are supervised by staff at all times and parents are notified that they are at the centre. The staff view students/volunteers as a positive experience for the children at Richmond Hill Kinder

## **Concerns from families**

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The Management Committee is committed to ensuring that concerns raised by families and staff are investigated and where necessary corrective action is taken. For an investigation to take place all concerns must be formally notified to the Coordinator or the Management Committee in writing.

The Management Committee will ensure that there will be no reprisals, formal or informal, against those who have raised a concern.

All written complaints should initially be directed to the Coordinator and will need to clearly state the nature of the concern. As a follow up review of the concern will take place the employee/person should provide full documentation of the concern.

The Coordinator will use his/her discretion, firstly to ensure the validity of the concern and then to take any action needed to resolve the concern. The review of the concern may involve the Coordinator involving an executive committee member and/or talking with other people who will be given the opportunity for comment.

Confidentiality of the concern and review process must be maintained by all involved.

No staff member/person involved in any dispute/complaint will be victimised by the Coordinator or anyone else having knowledge of the concern.

The Coordinator and/or executive committee member will make the Management Committee aware of the concern, the action taken and the outcome at the next Committee meeting. The Committee will only become directly involved if the Coordinator and/executive committee member is unable to resolve the dispute, or if the dispute directly involves the Coordinator.

Where the concern directly involves the Coordinator then the documented concern should be directed to the President, who will subsequently bring the matter to the attention of the Management Committee. Representatives of the Management Committee will investigate the concern and use their discretion to deal with the matter.

Appropriate action will be implemented within forty eight hours of a written concern being received. A written report will be retained of all concerns raised. The report will include the details of the outcome. Copies of the report will not be made available but the people involved in the process may read the report on request.

If parents are dissatisfied with the outcome and believe that the centre is in breach of the Children's Services Regulations and Act, they may contact the Department of Human Services on 9412 5306 or City of Yarra Children's Services Advisor on 9412 2759

## **Diversity policy**

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It is the aim of the Management Committee to have a centre where children can realise their full potential regardless of race, colour, religion or gender.

To achieve this Richmond Hill Kindergarten will endeavour to ensure that:

- ⊙ Children recognise and appreciate the diversity of cultures within Australia by providing access to information about these cultures.
- ⊙ To plan programs that will actively attempt to counter much of the misinformation that can lead to racism and sexism.
- ⊙ To provide experiences that develop an awareness of Aboriginal and Torres Strait Islander heritage.
- ⊙ To encourage all persons to communicate respectfully with each other.
- ⊙ To ensure equality and a sense of belonging amongst all persons at the centre.
- ⊙ To develop guidelines...
- ⊙ To recognize values and differences of all persons.
- ⊙ To ensure working environment supports the mental well being of all staff.

July 08 .

## **Multicultural policy**

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Multicultural education will be introduced, where possible through books, music and song, cooking, art and craft, clothing and play equipment. Parents from non-English speaking backgrounds will be encouraged to contribute knowledge of their culture to enhance the program.

Staff will be encouraged to attend In Service training on multicultural programming and issues. No activities at RCK will contain negative or discriminating images of other cultures. The centre will seek support and guidance from interpreters and other agencies as required.

Attempt to employ full-time and part-time bilingual employees, to work with all children and reflect the Centre's current cultural diversity.

- Ensure that employees have an understanding of bilingual and multicultural issues.
- Enlist the active support and participation of other organisations involved with linguistic and cultural issues. E.g. Multicultural Resource Centre.
- Encourage parent participation in the areas of language development and cultural awareness
- Encourage the maintenance and development of the mother tongue at home.
- Provide appropriate resources for employees, parents and
- Advocate on behalf of bilingual families.

Cultural diversity is integrated into the program in a number of ways:

- In-services for staff.
- Encouraging parents to contribute knowledge of their own culture, whether it is through discussions, resources or materials.
- Through choices of books, pictures, puzzles, stories, music, dancing, cooking experiences, singing, play equipment, posters.
- Festivals are celebrated within the centre
- A number of materials that staff use are borrowed from the Multicultural Resource Centre, as well as from other sources and agencies.

- Informal discussions occur with children about valuing and respecting differences in others.
- Food is another means by which children are exposed to different cultures. Our centre provides a wide variety of foods from different cultures:
- Liaison with other professionals and services such as MRC, Lady Gowrie, Noah's Ark etc.

July 08

## **Anti-bias and Non-sexist policy**

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Programs will be developed by staff, which allow for positive experiences for all children, ensuring programs are not based on sexual stereotypes. The promotion of the equality of both men and women in traditional and non-traditional roles will take place. Children will be encouraged to express emotions and display affection cultures.

At Richmond Hill Kindergarten we will

- Provide programs that value the sex of both girls and boys equally.
- Ensure that all children have equal opportunities to participate in all aspects of the program by staff taking affirmative action if and whenever necessary.
- Encourage all children to actively participate in a wide range of learning experiences and activities that are physically challenging and that encourage nurturing and caring roles.
- Provide resources and materials (songs, books, posters, tapes, puzzles, etc.) portray women, men, girls and boys in diverse roles.
- Through resources and informing parents, children should feel comfortable to explore their own interests whether it is for a boy to play in the home corner, or a girl to play with trains.
- Ensure that activities and tasks are not divided on a gender basis.
- Ensure that language used does not reinforce sexist stereotypes.
- Challenge sexist ideas and comments when expressed.
- Be aware of stereotyped interactions and challenge them; positive comments given to girls on their appearance and the freedom/encouragement given to boys to explore gross motor equipment are examples of sexist stereotypes.
- Will be aware of the way they talk to children and are good behaviour models because children are great imitators.

July 08

## **Disability**

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- RCK and Richmond Hill Kindergarten believe that all children have the right to develop to their full potential.
- Children and their families using the service are encouraged to accept differences, appreciate each other and adopt a positive attitude to people with different abilities.
- Staff are to ensure that resources: i.e. books/poster/puzzles on display reflect people with different abilities.

### *Before admission*

- RCK will assess all applications for admission in accordance with the Commonwealth Government's and the Centre's priority of access guidelines.
- There should be joint consultation between the co-ordinator, staff, disability resources worker and parents in regard to the child's needs and the services available and resources available to support those needs.
- All resource options will be investigated in relation to the child's needs.

*After admission./ actions to take.*

- Ensure that the environment and experiences provided are modified in accordance to the child's abilities.
- Ensure resources and materials (books, posters, photos) show adults and children with different abilities.
- Adults need to challenge ideas, comments and behaviours that discriminate against others.
- Ensure all children have the opportunity and the encouragement to develop a positive self esteem.
- Work together with the community by inviting community members to participate in the program.
- The relevant staff members' training and resource needs in relation to children with additional needs will be assess and updated on a regular basis.
- Feedback and parent involvement will be sought in all aspects of the centres function: i.e. activities offered quality of program planning and equipment.
- The program will reflect the individual needs of the child and promote integration and acceptance within the group.
- Outside assistance and advice will be sought when required, in order to support the individual needs of the child with the rest of the group.

Revised July 08

## **Health and Safety**

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Richmond Hill Kinder believes that a sick child recovers best in the comfort of their own home.

Kinder policy defines a sick child as one who

- cannot participate in the activities of the group,
- needs individual attendance and care,
- has a temperature above 38C and
- a general unwell disposition.

In relation to health and safety, the centre policy includes the following:

### **Illness**

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Where staff have a reasonable suspicion that a child is suffering from an illness or disease, RCK and Richmond Hill Kindergarten reserves the right to require certification from a medical practitioner that a child is safe to attend the centre.

In the case where a child has a condition or common infectious disease, as per the exclusion list from the Department of Human Services the child shall not be permitted to attend the centre.

Notwithstanding the above, Children will not be allowed to attend the centre if, due to illness, they:

- ⊙ are unable to cope in a group situation or the child care environment
- ⊙ require an unmanageable level of staff time
- ⊙ are in the opinion of the Centre Coordinator, too unwell to attend child care

## **Management of illness**

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To ensure the best possible management in case of illness and to minimise the risk of cross-infection, parents are asked to advise the staff if their child is unwell.

If parent/s notice any of the following they should take their child to a medical practitioner, to be advised whether there is any risk of infecting others: If any of the following are noticed by staff at the centre they will contact parents and if they are not available then nominated contacts will be called to come and collect the child

- ⊙ Pussy or sticky eyes ie conjunctivitis
- ⊙ Persistent green /yellow nasal discharge
- ⊙ Severe diarrhea or vomiting
- ⊙ Usual skin rashes
- ⊙ Fever at 38 degrees celcius or above
- ⊙ Persistent pain

If a child has suffered from vomiting, diarrhea or fever at home, she/he must not attend the centre until the symptoms have ceased for 24 hours and normal eating habits have resumed.

## **Procedures for Unwell and/or Febrile Children**

If a fever develops of 38 degrees Celsius or more the following will apply:

Parents or nominated contacts will be required to collect their child as soon as possible

All non-pharmaceutical measures will be taken to lower the temperature or relieve pain by removing clothing, sponging, keeping the child quiet, giving fluids etc.

If non- pharmaceutical measures fail, the following will apply:

- ⊙ paracetamol will be given providing telephone consent is given by the parents and witnessed by two staff members - at least one staff member to be a permanent qualified
- ⊙ medical advice may be sought if fever persists and parents/contacts cannot be reached.
- ⊙ known injuries will be reported to the parents as soon as practicable;

## **Accident**

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In the case of an accident, staff will complete the appropriate form which a parent/guardian will be asked to read and sign.

In the case of an accident where the parent/guardian cannot be contacted and medical attention is required then an ambulance will be called at the parent's/guardian's expense. Parents/guardians will be notified as soon as possible and informed of all actions taken.

## **Medication**

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There is a Medication Register for children in each room. This is a legal document. Parents and staff must ensure all information in the Medical Register is accurate and signed. The Medication Register is used to record medication needs of the child.

The information, which must be recorded by the parent/guardian, must include, the name of the medication, when it should be administered and the amount to be administered and the dosage and time the medication was last administered. The authorisation of the parent must also be recorded. Instructions to give 'only if required, or when necessary' are not satisfactory.

A permanent qualified staff member must record the name of the medication, when it was administered and the amount that was administered. In addition to this signature, the staff member who witnessed must also sign to acknowledge the administered medication was checked.

Written permission must be obtained prior to the administration of any medication whether prescription or non-prescription. Only medication prescribed for that child will be administered. Medications shall be kept in their original containers and bear original labels. Naturopathic medication must be labeled in the same manner as GP prescribed medication. An accompanying letter from the naturopath is also required.

Verbal authorisation may be given by a parent/guardian in an emergency or in the case of fever. Two staff members must witness this authorisation. Prior to administering the medication, staff must check the expiry date, correct dosage and time and confirm that it is prescribed for the child. This is recorded in the Medication book and confirmed by parent/carer signature on the collection of the child.

Where medication cannot be administered orally (eg injections, suppositories), RCK must be guided by the ability and willingness of staff to administer such drugs.

## **Infectious diseases**

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In the case of infectious diseases, parent must inform the Kinder as soon as possible. The Kinder will then inform all facility users that this disease is present at the centre, and parents can then check their own child for symptoms. A child with an infectious disease may not attend until fully recovered and with a medical clearance. Full fees will be charged during this time to hold the child's place.

Parents / guardians should be aware that the infectious diseases HIV (the AIDS virus) and Hepatitis B may be present in the centre at any time without coming to the attention of the management as these diseases frequently have no symptoms.

Parents / guardians are not required to disclose information about the presence of these diseases as appropriate infection control to prevent their spread is practiced in the centre at all times. Should parents / guardians wish to disclose this information to ensure the best care for an individual child, they can be assured that such information will be kept confidential.

A schedule of the recommended minimum periods of exclusion from the centre for cases and contact with infectious diseases as determined by the National Health and Medical Research Council is included at the end of this information.

## Immunisation

The centre must have current records of a child's immunisation details. Whilst immunisation is not an enrolment requirement it should be noted that an infectious disease does occur at the centre the Coordinator reserves the right to exclude the unimmunised child from attendance for the minimum time recommended by the National Health and Medical Research Council. During that exclusion period full fees are payable. Staff are recommend to have current immunisation.

Staff are to promote and encourage good hygiene practices within the environment.

The most effective method of the prevention of certain infections is immunisations as this protects the person who has been immunised. Parents must ensure that children receive the recommended immunisations for their age group.

### Victorian Childhood Immunisation Schedule

Age	Disease	Vaccine	Common reactions
Birth	Hepatitis B	HB VaxII Paediatric	Mild temperature
2 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib)	Infanrix <i>hexa</i>	Mild temperature, drowsiness, irritability/crying
	Pneumococcal	Prevenar	Mild temperature, pain at the injection site
	Rotavirus	RotaTeq	Mild temperature, vomiting and diarrhoea up to 7 days after immunisation
4 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib)	Infanrix <i>hexa</i>	Mild temperature, drowsiness, irritability/crying
	Pneumococcal	Prevenar	Mild temperature, pain at the injection site
	Rotavirus	RotaTeq	Mild temperature, vomiting and diarrhoea up to 7 days after immunisation
6 months	Diphtheria, tetanus, pertussis, hepatitis B, polio, <i>Haemophilus influenzae</i> type b (Hib)	Infanrix <i>hexa</i>	Mild temperature, drowsiness, irritability/crying
	Pneumococcal	Prevenar	Mild temperature, pain at the injection site
	Rotavirus	RotaTeq	Mild temperature, vomiting and diarrhoea up to 7 days after immunisation
12 months	Measles/mumps/rubella	Priorix	High fever (over 39°C), faint red rash, drowsiness, runny nose, cough or puffy eyes, swollen salivary glands
	<i>Haemophilus influenzae</i> type b (Hib)	Hiberix	Mild temperature
	Meningococcal C	NeisVac C	Mild temperature, loss of appetite, irritability/crying

<b>18 months</b>	Chickenpox	Varilrix	High fever (over 39°C), mild chickenpox-like rash (usually at injection site), possible mild dose of chickenpox
<b>4 years</b>	Diphtheria/tetanus/ pertussis/olio	Infanrix IPV	Mild temperature, irritability/crying, drowsiness
	Measles/mumps/rubella	Priorix	High fever (over 39°C), faint red rash, drowsiness, runny nose, cough or puffy eyes, swollen salivary glands

Staff are to identify and exclude all infectious children according to the centre's policies and procedures whilst understanding that responsibility is shared amongst staff when complying with this.

**Sourced:** *Better Health Channel & National Health and Medical Council June 2008*

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## Sunsmart policy

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This Sun Smart policy aims to ensure that all children attending Richmond Hill Kindergarten are protected from skin damage caused by the harmful rays of the sun. Sun exposure in the first 15 years of life contributes significantly to the lifetime risk of skin cancer. It is to be implemented throughout the year, but with particular emphasis from September through to April when UV radiation is most intense in Victoria.

The Centre will require parents/carers supply their children with hats and appropriate clothing that protect their face, neck, ears and shoulders ie. Legionnaire or broad-brimmed hats, shirts and dresses that cover the shoulders, shirts with collars and elbow length sleeves, longer style shorts and skirts.

Children are to wear hats whenever they are outside. Children who do not have their hats with them will be provided with a loan hat, however the number of hats that the centre has is limited.

If one is not available then the child/ren will need to stay inside or under shade. The centre has legionnaire and broad-brimmed hats for sale. If a child regularly does not bring a hat to kinder, then the centre will purchase a RCK hat on your behalf and the cost will be added onto your next account.

SPF30+, broad spectrum, water-resistant sunscreen will be provided for staff and children's use and applied at least 20 minutes before going outside in the afternoon

From September through to the end of April, parents/carers should ensure children have sunscreen applied prior to arrival at the Centre. If sunscreen has not been applied, the parent/carer must inform Centre staff on arrival

Children will be encouraged to use available areas of shade for outdoor play activity

The management committee will ensure there is a sufficient number of shelters and trees providing shade in the Centre grounds

Excursions and other outdoor activities will be scheduled before 11am and after 3pm, daylight saving time (10am - 2pm at other times) whenever possible. The availability of shade will be considered when planning excursions and outdoor activities

Children and staff are encouraged to wear close fitting, wrap around glasses that meet the Australian Standards 1067 (Category 2,3, or 4).

### Staff will act as role models by:

- ⊙ Wearing appropriate hats and clothing outdoors
- ⊙ Using SPF30+\* sunscreen for skin protection
- ⊙ Seeking shade whenever possible
- ⊙ Learning about skin and ways to protect skin from the sun will be incorporated into programmed activities.
- ⊙ The sun care policy will be reinforced in a positive way through displays, parent newsletters, notice boards and meeting.
- ⊙ Staff and parents will be provided with educational material on sun protection.
- ⊙ Routines may change to meet the needs of children

**Sourced:** The cancer Council, SunSmart 3<sup>rd</sup> April 2008

## **Child protection**

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Child abuse is an act that endangers a child's physical or emotional health or development. The abuse may occur as physical injury, sexual abuse, emotional abuse or neglect.

Should a carer have reason to suspect abuse of a child they will work with the Coordinator, management and the parent/guardian (if appropriate) to determine the validity of the concern. If the review of the situation identifies abuse is taking place then the Coordinator will refer the situation to the appropriate authorities. At all times the situation will be treated confidentially. Please see the centre policy/procedure manual for further information.

## **Emergency evacuation and Fire drill**

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### **Evacuation Procedures**

Evacuation is an organised and controlled movement of personnel from a threatened or dangerous area, to a safe area, in the minimum possible time and exposing them to the least possible risk.

Evacuation procedures are invoked for fire, flood, bomb threat, hostage, storm and cyclone, toxic emission, air and transport accidents and for any explosion or disruption to essential services.

The evacuation of children will be practiced informally on a regular basis so that in an emergency the children will know exactly what is expected of them. The method of evacuation will depend on the age of the children in each room.

### **Fire Drill**

Fire drill notices are to be displayed throughout the Kinder close to fire extinguishers. Fire Exits will be prominently displayed.

Evacuation is an organised and controlled movement of personnel from a threatened or dangerous area, to a safe area, in the minimum possible time and exposing them to the least possible risk.

Evacuation procedures are invoked for fire, flood, bomb threat, hostage, storm and cyclone, toxic emission, air and transport accidents and for any explosion or disruption to essential services.

Upon discovery of fire the finder will:

- ⊙ Rescue any person in immediate danger and close the door.
- ⊙ Call the Fire Brigade on 000 and state the exact location of the fire.
- ⊙ Evacuate to assembly point and ensure everybody is accounted for.
- ⊙ Attack fire with the appropriate extinguishers only if safe to do so.
- ⊙ Remain at the assembly point until advised by the Fire Brigade to return.
- ⊙ At all times during the fire drill the welfare and safety of the children are the primary responsibilities of the staff. The intent should be to avoid panic and suppressing undue alarm or excitement. No child shall be left unattended at any time.

### Emergency Exits

Rear	Through double gates by nursery room. (Keys to gate are kept on window sill beside glass door on west side of building)
Front	Through main gate
Front	Gate leading from kindergarten play area to Abinger Street. Keys for this are in the kindergarten room and in the outside porch area.

### Assembly Points

Car Park of Richmond Community Health Centre and from there to the Occupational Therapy Room at the Health Centre.

Car Park of flats at the corner of Abinger and Mary Streets.

Each staff member will account for his/her own group by checking against the sign in sheet that all children have been evacuated.

### Contact for Parents

Parents may contact the Richmond Police Station 03 942 0 3600.

### Excursions

An excursion is defined as any activity in which children are taken out of the premises.

Children learn from experience, therefore excursions are seen as a valuable part of the Richmond Hill Kinder program. Careful planning is needed to ensure the success of an excursion.

### Staff Responsibilities

Before initiating an excursion, staff must define the rationale for having an excursion, and identify the objectives they wish to achieve. Staff must also be familiar with the site involved, in order to assess suitability in terms of safety, facilities and accessibility for all children.

An itinerary should be developed including:

- ⊙ Staff attending
- ⊙ Adult: Child ratio
- ⊙ A timetable for the excursion.
- ⊙ The means of transport.
- ⊙ The alternative plan for bad weather.
- ⊙ Specific instructions regarding children's attire, eg. hats, shoes.
- ⊙ Arrangements for mealtime's and toilet routines.
- ⊙ Arrangements for children with special needs.

A copy of this itinerary is to be made available to the parents of children attending the excursion at least twenty-four hours before the excursion is to take place. A copy of the itinerary is also to remain at the Kinder, along with a list of children attending the excursion.

**Parent Permission**

All parents are to receive a written itinerary, along with the reasons for taking the children on the excursion, prior to giving permission for their child to participate in the excursion. Under no circumstances can a child participate in an excursion if a parent/guardian has not given written permission for the child to do so. Permission must be obtained for each individual excursion for each child attending. The form must identify the child and the authorising parent/guardian. This form is to be retained in the child’s file.

**Supervision**

The minimum adult/Child ratios are:

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Children aged 3 -5 years	one (1) adult to three (3) or four (4) children
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When Special Needs children are taken on an excursion, additional adults will be included in the ratios as required.

Accompanying adults should be assigned specific children to their care and explained the objectives of the excursion prior to leaving the Kinder. Ultimately it is the Authorised Supervisor who is responsible for the care of all the children.

At least one adult is to remain at the Kinder at all times, unless the Dept. of Health & Community Services has approved alternative arrangements.

A list of children attending the excursion is to be taken on the excursion, and a copy of this list is to be left in the Kinder. A roll call should be taken periodically during the time out of the Kinder

**First-Aid Requirements**

At least one person attending the excursion must have a First Aid certificate. A basic First Aid Kit should be taken on all excursions.

**Transport**

In regard to the mode of transport to be used the Authorised Supervisor must ensure:

Buses	Ensure that the seating capacity as displayed on the compliance plate is not exceeded. All children must sit on seats, preferably with, or close to, an adult and must have access to and wear seat belts
Cars	Are not to be used to transport children

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**Insurance**

Any excursion planned must be consistent with the requirements/exclusions of the Public Liability Cover held by the service.

## **Records**

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In accordance with the requirements of Child Services the following records will be maintained confidentially in relation to each child enrolled in the Centre:

- ⊙ Completed Enrolment Forms.
- ⊙ Details of the period during which the child is in care at the kinder.
- ⊙ Developmental records with up -to-date information on the child.
- ⊙ Individual programs with specific objectives set for the child.
- ⊙ Daily and Weekly Attendance records.
- ⊙ Details of any consent given to take the child on an excursion.
- ⊙ Details of any court orders affecting the custody of the child of which the Coordinator is aware.
- ⊙ Medication forms and medical clearances.
- ⊙ Letters of referral, assessments, or reports sent to the Kinder.
- ⊙ Where required, Special Needs permission forms.
- ⊙ 'Authorisation to Collect' forms where the collector's details are not already on the Enrolment Form.
- ⊙ Accident forms.

All of the above records with the exception of the Daily and Weekly Attendance Records and Medication Authority forms are to be kept in the child's individual files. Children's individual files are to be retained at the Centre for a minimum of one year after the child has left the service. Accident and Medication Authority forms are to remain at the Centre for a period of twenty -five years.

### Access to Individual Records

In order to maintain confidentiality, access to children's records is limited. Access to individual children's records will not be given to Management Committee members, relief staff, students (including Job Skills/Job Start employees) and volunteers.

All persons who do have access to children's records are informed at the time of receipt that any information contained in these records is strictly confidential. The following access to records is allowed:

Parents	Have access to their child's records on request. Access will be in consultation with the Coordinator or a staff member delegated by the Coordinator
Coordinator	Has access to all children's records
Permanent Staff	Have access to all children's records unless specified by the Coordinator
Administrative Assistant	Has access to records relevant to his/her work only
Special Needs Workers	Access to specific children's records and in consultation with Co-ordinate or nominated staff member.
Department of Health & Community Services	Officers of this department have access on request. Access will not be provided unless identification stating the position of the person is produced and the reason for the request confirmed in writing
Para-Professionals	In consultation with Coordinator, nominated staff member and parent. A written report may be provided for Para-professionals where parents have prior knowledge of and have given written consent for such a report. If requested, parents are to receive a copy of this report
Other Authorised Officers – from funding bodies	Have access to all Creche records. Access will not be provided unless identification stating the position of the person is produced
Any persons authorised by law to inspect the records	In consultation with the Coordinator

### Storage

Current records at RCK and Richmond Hill Kindergarten are held in either a lockable filing cabinet in the office, in the centre computer system or in the case of program and developmental records in the individual rooms to enable staff access and reference.

Those records that, according to regulation must be held for a period of time are held in a secure storage shed.

### Library information

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The centre has a Library/information centre, located outside the Main Office in the main building. It includes books, video's, pamphlets and brochures, covering a range of child care, parenting and related family issues. Parents are encouraged to borrow and refer to these items from the centre.

## Accreditation

The Accreditation system aims to provide children in centre based child care throughout Australia with the highest possible care that promotes optimal learning and development required in the early years. The main objective of the process is to ensure all children in long day care have stimulating, positive experiences and interactions that foster all areas of development and learning. The Accreditation process ensures this by providing the framework by which quality childcare can be measured in the child care setting.

The QIAS (Quality Improvement and Accreditation System) is a Commonwealth Government initiative linked to CCB approval – only Accredited centres are eligible for CCB. By doing this, families can be assured that the care provided at the service has been Accredited and meets the standards of quality care. Centres that are not eligible for CCB have either not registered to be accredited, or have failed to comply with the standards.

The QIAS process is broken down into 7 Quality Areas with 33 principles in total (see attached) This is the framework of assessment. All of the 7 Quality Areas and 33 principles need to be of a satisfactory standard or higher for the centre to be Accredited.

### The QIAS Process

7 Quality Areas described by 33 principles of quality practice.

Step one	Registration
Step two	Self Study and Continuing Improvement is completed in consultation with staff, parents and Committee. The centre rates itself against the principles, results of this equate to the “Continuing Improvement Plan”. At specified times, the self study report and CIP are summarised and submitted to NCAC
Step three	Validation. A trained validator visits the Centre to validate submitted reports. The validators report (based on their observations) is also in accordance with the 10 quality areas and 35 principles. The validator also views the Validation surveys completed by staff, parents and the Coordinator completed during the few weeks prior to the visit.
Step four	Moderation. Moderators make their assessment based on the Centre’s Self Study Report, Validation surveys and the Validation report.
Step five	Accreditation Decision. The NCAC makes its final decision based on the previous 4 steps. The centre is then required to continue the cycle until the next Self Study Report is due.

To be Accredited, the centre must achieve a minimum of satisfactory ratings in all areas and principles. Accredited centres submit Self Study Reports to the NCAC every 2.5 years

## **Policy and procedures**

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RCK and Richmond Hill Kindergarten has a policy and procedures manual which contains policies relating to the areas of:

- Management
- Children
- Health & Safety
- Parents
- Staff

These policies have been developed by the management committee and a copy of the policies and are kept in the Coordinator's office. You are encouraged to read these and comment on them or any other aspect of the crèche.

RCK and Richmond Hill Kindergarten looks forward to a long and happy association with your family.

## **Special Events**

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Richmond Hill Kindergarten prides itself on its community involvement and as such holds various social events throughout the year.

Examples of these events include:

- Excursions to various locations throughout the year
- Special Persons Day in the Kinder
- 4 year old Kinder Graduation
- Footy Week (held during finals)
- Pajama Day
- Dress up Day

Other events that Richmond Hill Kindergarten organize that have been developed by the management committee to encourage all families to get involved with the kinder and to meet other childrens' parents and carers in a relaxed fun atmosphere. are:

- Pleasant Fridays
- The annual Trivia night
- Christmas Party
- Working Bees

RCK looks forward to a long and happy association with your family.

## **Working Bees**

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Working bees occur four times a year usually on a Saturday or Sunday morning. They are essential for the maintenance of the centre and are a good opportunity to contribute to the kindergarten with other parents from your children's group.

If you are unable to attend at least 2 of the working bees then you will be fined a \$80 working bee levy. Please remember - many hands make light work and your time is appreciated.

## Orientation

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We recommend before starting in the Kindergarten, that your child become familiar with the staff and routine to make their time more pleasant and create the transition from orientation to permanent visits smooth. A few visits at different times of the day in the weeks leading up to your child starting will help them build a foundation with the Kinder staff and making friends in the group easier as they have you as a support to be more confident. This will also help you gain an understanding of what happens throughout the day and how the program is conducted.

## What to Bring

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Labelled Play clothes with child's name	hat (summer/winter
Jacket (winter	Labelled Drink bottle
Comforter toy (if needed)	A Plastic Bag (for wet or soiled clothes

## Drop Off Routine

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- Upon arrival, please greet Kinder staff to make aware of your attendance.
- Sign in your child on our centre sign in sheets (official document) and place child's bag and other belongings in child's locker
- Apply sun block if your child has not already received an application before leaving home.
- Children's drink bottles should be placed in designated area clearly situated for children to access when needed.
- Please ensure child knows where to find their hat, and jacket (for outdoor play on cooler days)
- If it is your child's show and share day, please place the item in the show and share box making sure your child knows it's whereabouts, also ensure you remember to take it home at the end of the day.
- You are more than welcome to stay and let your child show you around the room and meet their friends.
- When it is time to go and your child is ready to say goodbye, please make sure you do say goodbye and then leave. Sneaking out or any procrastination of a farewell can further upset your child. Ask a staff member to help if you feel that it will make the goodbye easier.