



# Parent's Handbook

Richmond Crèche  
& Kindergarten

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## Section 1

## All About us

# Welcome to Richmond Crèche and Kindergarten

As a parent, the decision to place your child in day care 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 Crèche and Kindergarten to observe the daily routines of the children and to meet and talk with the Co-ordinator and staff.

This information booklet is designed to give an overview of the programs and services provided to assist you and your child in the preparation for crèche.

The crèche 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 crèche has developed to meet the changing needs of the community.

Today Richmond Crèche and Kindergarten Inc. is a community-based Long Day Care service. It is registered for 66 children and provides full-time and part-time care for children between three months and five years. We also offer a Kindergarten program with a qualified kinder teacher.

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

## Our Philosophy

### OUR PHILOSOPHY

Richmond Creche and Kindergarten is a Family. We respect each other, the children, our pets, families, the community and the environment.

Our family celebrates children by allowing individuality, exploration and investigation within a stimulating, safe and nourishing environment.

As Educational Facilitators and role models we believe it is our responsibility to learn, develop and reflect on our practises and to empower the children in our care every day.

*Developed November 30<sup>th</sup> 2011*

## Structure of RCK

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

Section name	Group	Age
Nursery	Beetles	3 months - 18 months
Toddler	Bumblebees	18 months - 2.5 years
Toddler	Grasshoppers	2.5 years - 3 years
Kindergarten	Ladybirds	4 years
Kindergarten	Butterflies	5 years

Each group has a program of activities structured to meet the aims of the centre 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 Butterfly group is a Funded Kindergarten program run by a qualified kinder teacher. Kindergarten Sessions are held 4 days a week. Please contact the centre for this years kindergarten sessions.

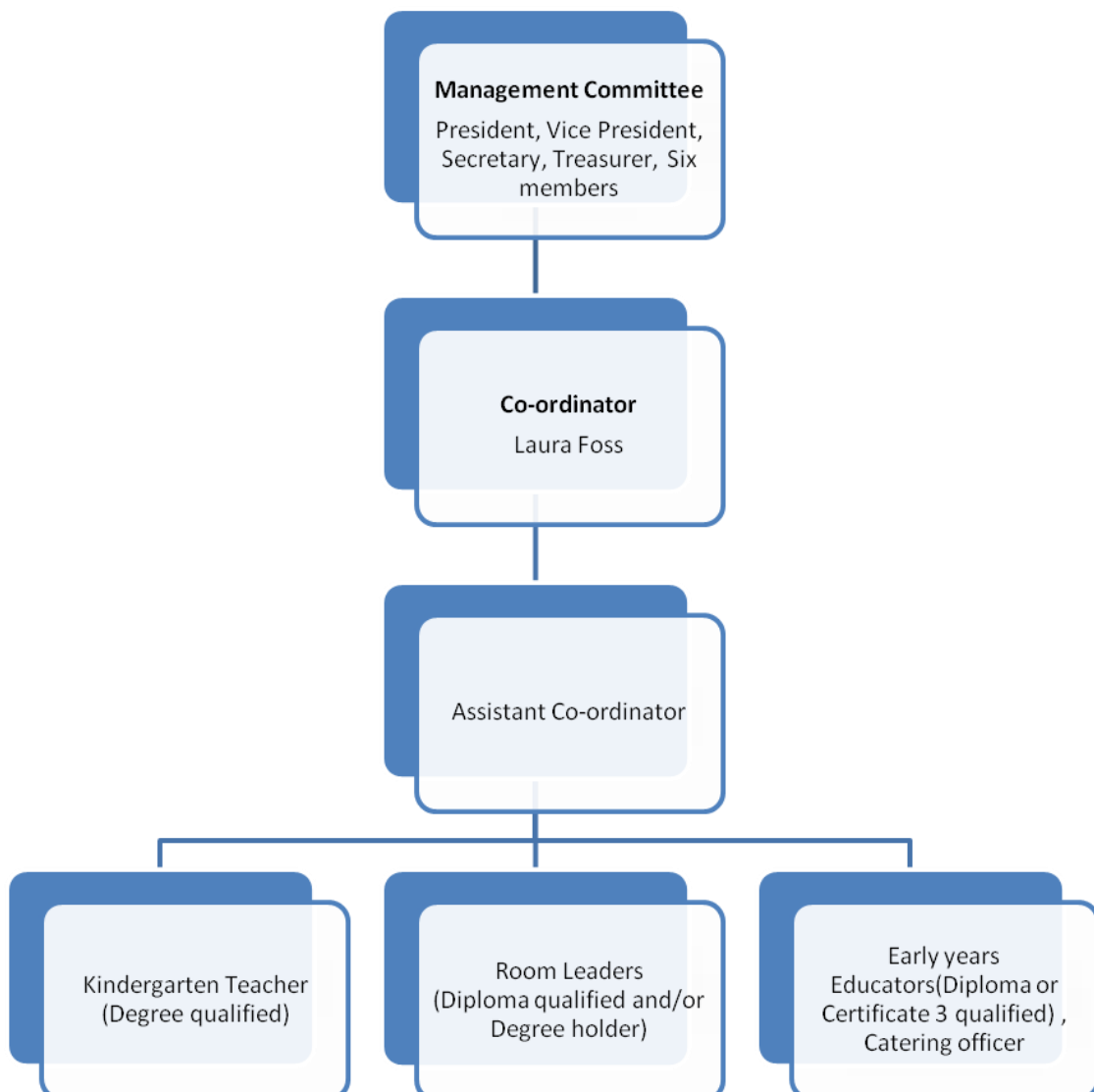
## Section 2

## Management

### Organisation Chart

The Management Committee is responsible for the overall operation of the Crèche, ensuring that the Crèche operates in a manner, which is consistent with Government regulations and with our philosophy.

The Management Committee delegates the responsibility for the day-to-day management of the Crèche to the Co-ordinator, who is appointed by the Management Committee. The Co-ordinator is the link between the Early Years Educators and the Committee.



## Staffing

The Crèche employs both level three and level four Early Childhood Educators who bring a variety of experience and knowledge to the children. We value a ratio of staff to children, which enables small group interaction and individual care which small children need. In 2012 the government regulation has changed so the ratio for the under threes to 1 adult to every 4 children.

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 breaks and planning time.

Staff have a professional attitude toward each other, parents/guardians and children, and recognise the importance of confidentiality when communicating with parents/guardians.

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

## Students and Volunteers

Throughout the year RCK has students 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 RCK.

## Waiting list and Priority of offer

On inquiry, a waiting list form can be filled out on the website. A \$40 waiting list fee is payable on application which is non-refundable. Families on the waiting list will receive 6 monthly emails to ensure details are correct. The Co-ordinator will contact the parent/s with offers of the next available care.

### **Priority of offer**

Siblings of children currently enrolled will be given preference on enrolment if possible. The Australian Government has 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

On commencement it is recommended that a gradual 2 week orientation to the Crèche takes place to allow both the parent/guardian and the child to become familiar with staff and surroundings. A parent handbook will be provided to the families at this time. Richmond Creche and Kindergarten has a 2 day minimum enrolment policy for each child.

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 given the best chance of settling in.

### **An Enrolment form advising the:**

- Child's birth date
- Home address
- Telephone numbers
- Emergency contacts
- Immunisation details
- Any specific health needs and access arrangements should also be stated
- Information required by government agencies must be completed by the parent/guardian at the time the child starts at the Crèche e.g., CRN numbers for your family and the child. It is important to note that you will need to contact the Family Assistance Office before commencing to activate your CRN number. If this number is not activated you will not be able to claim your 50 percent tax rebate. This can be claimed as a reduction in fees but you will need to contact Family Assistance to arrange.

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

## Fees

RCK is 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 daily fee is \$86 and the weekly fee is currently \$420.

### Payment of fees

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

- EFTPOS and Credit Card facilities
- Cheque made payable to Richmond Crèche and Kindergarten
- Internet banking – Account name: Richmond Crèche and Kindergarten  
BSB: 033075 Account Number: 770078

It is vital to the running of the centre that fees are paid on time. Fees will be charged two weeks in advance. Accounts will be emailed to families.

If parents are having difficulty in meeting the fee charge they must immediately discuss the situation with the Co-ordinator. The Management Committee has determined that initial follow up action on unpaid fees will be taken by the Co-ordinator. The Co-ordinator 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 Co-ordinator reserves the right to allocate the vacant place to the next child on the waiting list.

## Operating Hours

Richmond Crèche and Kindergarten is open from 7.30am to 6pm 49 weeks a year. It closes for 3 weeks over the Christmas period. Parents will be notified each year of exact closure dates. Fees will not be charged for the Christmas closure. RCK also closes for all national and Victorian holidays and fees are charged for these days. If your child is sick or on holiday fees will be charged as normal on these days.

## Victorian Early Years Framework

### Aims

The aims of devising and implementing appropriate programs for the children at RCK are to promote the following:

#### Identity

In order to form a strong sense of self, children need to build secure relationships first within the family and then with caring, attentive adults in other settings.

#### Community

Over time and with opportunity and support, the ways in which children connect and participate with others increases. Participating in their communities strengthens children's sense of identity and well being.

#### Wellbeing

During early childhood, the foundations for social, emotional and spiritual wellbeing are laid.

#### Learning

When babies and young children are relaxed and involved they express wonder and interest in their environments. When they are encouraged and supported to be curious and enthusiastic participants in learning, they begin developing positive dispositions for lifelong learning.

#### Communication

Children communicate with each other from birth. Maintenance of first language is important for children's identity, wellbeing, communication and learning.

*Sourced from the Victorian Early Years Framework October 2011*

## Programming and Procedures

All Educators in the room are responsible for planning. The rooms have a general plan set into the areas of their room. Educators then observe the children using various methods including learning stories, photographs, conversations with parents, group observations and conversations with the children themselves.

The children control which direction the learning takes and the educators take the initiative from the children allowing them to “build” their own curriculum. The educators constantly reflect on their own practice using the daily reflective journal, adapting their plan as well as the children’s portfolios and using these as evaluation tools. Parents are encouraged to join in with their child’s learning by adding to the plan or adding an anecdote from home. Children have free access to their portfolios and often take a quiet moment to look at them with staff and give their own input, a picture/drawing to add or a comment made on a favorite photo.

From these valuable observations done in conjunction with the parents, the educators set up valued experiences both indoors and outdoors which maximize the children’s learning.

## National Quality Standard

2012 sees the introduction of the National Quality Standard for all Early Education and care. The framework replaces the old accreditation system and the regulations and gives us new improved guidelines. The quality Standard comprises guiding principles, quality areas, standards and elements. The seven quality areas aim to capture aspects critical to quality Early Education and Care.

There are 7 quality areas containing 23 standards. The quality areas are:

Quality Area 1 – Educational Program and Practice

Quality Area 2 – Children’s Health and Safety

Quality Area 3 – Physical Environment

Quality Area 4 – Staffing Arrangements

Quality Area 5 – Relationships with Children

Quality Area 6 – Collaborative partnerships with families and communities

Quality Area 7 – Leadership and service management

## The NQF Process

Step one	Approval to operate
Step two	Quality Improvement plan submitted detailing how the service is meeting the National Quality Standard. The Improvement plan must be kept on site and updated annually.
Step three	Assessment. This will be done by an appropriately qualified assessor on site. Post assessment written advice will be provided by service providers.  All services will begin with a working towards National Quality Standard status until they have been assessed. Services must apply for an assessment to determine if they achieve the excellent rating.

The rating system is as follows:

1. Significant improvement required
2. Working towards National Quality Standard
3. Meeting National Quality Standard
4. Exceeding National Quality Standard
5. Excellent rating

**Richmond Crèche and Kindergarten was accredited in April 2009 and received High Quality in all seven areas.**

**We will submit our self improvement plan under the new National Quality Standard in early 2012.**

*Sourced The National Quality Standard November 2011*

## Section 4

## Our Day at RCK

### Behaviour and Guidance

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

Each group within RCK has Group Behaviour guidelines for the indoors and the outdoors. 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 Crèche 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 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.
2. Encouraging	Children should be given constant encouragement when they are displaying appropriate behaviour. Staff should avoid giving lots of attention for negative behaviour and accepting positive behaviour.
3. Recording	Adequate records should be kept regarding 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 about 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 allowing 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** require 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-workers and Co-ordinator when needed.

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

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

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

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.

## Dress for Crèche

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.

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:** *Sun Smart Australia, 14<sup>th</sup> November 2011*

## Rest Time

All children at the Crèche have a rest/sleep time. In the Nursery this is governed by the individual needs of the child. The older children have a rest/sleep period between approximately midday and 2.00 pm. RCK follows the Sids and Kids Safe Sleeping Program.

- Put baby on back
- Sleep with face uncovered
- Put babies feet at the bottom of the cot
- Cot meets Australian Standards
- Tuck in bedclothes

- Don't use quilts, doonas, duvets, pillows or cot bumpers
- Use a firm mattress that fits snugly in the cot
- Keep smoke free
- Ensure no dangling cords are within reach
- Ensure environment is suitable i.e. not too cold/hot

Effective sleep/rest procedures are important for each child to feel safe and secure in their environment. RCK will not endorse practises for sleep time other than the SIDS policy, a Kids Safe Sleeping Program unless provided with written advice from a medical practitioner.

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 bed bag. 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 have quiet activities during rest time.

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

*Sourced [www.sidsandkids.com.au](http://www.sidsandkids.com.au)*

## Home Toys

Toys, jewellery and trinkets brought to the Crèche 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.

## Food

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 inform RCK of 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.

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 notice board outside the kitchen and in each room.

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

The Crèche asks parents/guardians not to bring in any food from home as it can put other

children at high risk should they suffer from allergies.

## WE ARE AIMING TO BE NUT FREE

### PLEASE ENSURE YOU AND YOUR CHILDREN DO NOT BRING IN FOOD FROM HOME

#### Infant Food Requirements

Young children being introduced to solids will have the daily menu adapted to their specific needs. Parents/guardians must indicate to nursery staff their own child's requirements; for example: when they introduce a new food into their child's diet.

Parents/guardians are asked to identify to staff any foods that they feel are inappropriate.

The preparation of bottles and formulas are to be provided by the parent/guardian each day.

#### 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 Co-ordinator. The Co-ordinator will update relevant forms and notify the kitchen. Please notify staff as soon as there are any changes.

## Birthdays

Birthdays are a very exciting time for children, and the staff at RCK 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 Crèche, we ask that parents follow the outlined guidelines below:

Birthday cakes	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. 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 \$14.50 can be charged to your account.
Lolly bags	Please, <b>no lolly bags</b> 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.
Cameras	Please bring these along as staff are more than happy to capture your child's special day with their friends at Crèche.

## 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 Crèche 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 Crèche, 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 authorizing parent/guardian. This form is to be retained in the child's file.

### Supervision

The minimum adult/Child ratios are:

P0- Children aged less than 3 years	one (1) adult to two (2) children
Children aged 3-5 years	one (1) adult to three (3) or four (4) children

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 Crèche. Ultimately it is the Authorized Supervisor who is responsible for the care of all the children.

At least one adult is to remain at the Crèche 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 Crèche. A roll call is taken periodically during the time out of the Crèche.

### **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.

When children aged 0-2 years are attending an excursion, a staff member with appropriate qualifications for children 0-2 years must accompany them. If children aged 0-2 years are remaining in the centre, a staff member with appropriate qualifications for children 0-2 years must remain on the premises.

### **Transport**

In regard to the mode of transport to be used the Authorized 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
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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.

## **Accident and Medication Forms**

### **Accident Forms**

In the case of an accident, Educators 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.

There is a Medication Register for children in each room. This is a legal document. Parents

and educators must ensure all information in the Medical Register is accurate and signed. The Medication Register is used to record medication needs of the child.

### **Medication Forms**

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 Level 4 qualified educator 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 educators must witness this authorisation. Prior to administering the medication educators 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 (e.g. injections, suppositories), RCK must be guided by the ability and willingness of staff to administer such drugs.

## Section 5

## Partnerships with Parents

Richmond Crèche and Kindergarten recognises the limits on parents/guardians time but we do encourage a partnership between yourself and the Educators at RCK. Your involvement in your child's life at the Crèche creates all sorts of benefits for you, your child and the Crèche. Parents/guardians are most welcome to visit their child at the Crèche and to telephone during the day should they have any concerns.

### Communication

#### Ongoing Communication

Communication each day with staff is of the utmost importance. It is advisable to inform staff or the Co-ordinator of any changes to the child's routines and family situations, as they arise. This provides an understanding by staff of changes in the child's behaviour. We use emails to communicate both room and centre issues with parents/guardians so please make sure you let the Co-ordinator know if your email changes. Please take the time to read the reflective journal each day in the room which tells you about the busy day of learning your child has had.

#### Newsletter

A quarterly 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 Co-ordinator know. It is important to read your newsletter, as it is the main communication tool between you and the Management Committee.

### Parental Involvement

#### Sub-Committees

At Richmond Crèche and Kindergarten we encourage a community atmosphere and enjoy parental involvement at the centre. We have several sub committees that ensure the continued success of our centre:

- Fundraising
- Grounds and Maintenance
- Grants
- Sustainability

We would love to have all the parents involved in Richmond Crèche in some way. Other opportunities for parents/guardians involvement with the crèche include assisting with excursions, sharing personal creative skills, attending parent meetings and information

evenings, fund raising and participating in organised workshops.

## Concerns from Families

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 Co-ordinator 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 Co-ordinator and will need to clearly state the nature of the concern. Reviewing of the concern will take place and the complainants should provide full documentation of the concern.

The Co-Ordinator 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 Co-ordinator 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 Co-ordinator or anyone else having knowledge of the concern.

The Co-ordinator 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 Co-ordinator and/executive committee member is unable to resolve the dispute, or if the dispute directly involves the Co-ordinator.

Where the concern directly involves the Co-ordinator, 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. 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 Education and Early Childhood Development on 9412 5306

## Working Bees

A Grounds & Maintenance Levy of \$100.00 a family will be billed twice a year – June and November - for all children that attend the centre unless you attended a Working Bee.

During the year a number of Working Bees will be scheduled for general maintenance and housekeeping at the centre. Attendance at a minimum of one working bee every six months is required, or the \$100.00 levy will be charged. This allows us to hire a handy man to do the jobs that don't get done at the Working Bee.

If attendance is not possible on the scheduled day then alternative arrangements can be made with the co-ordinator e.g., taking broken equipment home to repair, coming into the centre during opening hours. However, if you are unable to participate in either of these options then the levy will be charged.

## Attendance and Collection of Children

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 Co-ordinator. 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 Crèche 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

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 has implemented the following procedure with regard to the late collection of children.

At all times, it is the parent's responsibility to ensure Educators 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 Crèche 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 Educators will attempt to contact the parent by phone. If Educators are unable to contact the nominated person then they will attempt to contact one of the emergency persons, the Co-ordinator or nominee.

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

## Illness Policy

The Crèche believes that a sick child recovers best in the comfort of their own home. Crèche 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 38°C or a general unwell disposition.

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

Where staff have a reasonable suspicion that a child is suffering from an illness or disease, RCK 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 Co-ordinator, too unwell to attend child care

## Management of illness

To ensure the best possible management in case of illness and to minimize the risk of cross-infection, parents are asked to advise the Educators 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 symptoms are noticed by staff at the centre they will contact parents. If they are not available, then nominated contacts will be called to come and collect the child;

- Pussy or sticky eyes i.e., conjunctivitis
- Persistent green /yellow nasal discharge
- Severe diarrhoea or vomiting
- Skin rashes
- Fever at 38°C 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 Children**

If a fever develops of 38°C or more develops, 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 should be permanent.
- 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 possible.

## **Infectious Diseases**

In the case of infectious diseases, parent must inform the Crèche as soon as possible. The Crèche will then inform all facility users that this disease is present 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 Crèche 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 Crèche 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 displayed in the foyer and the nursery.

## Immunisations

The centre must have current records of a child's immunisation details. Whilst immunisation is not an enrolment requirement it should be noted if that an infectious disease should occur at the centre, the Co-ordinator 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. Educators are recommended to have current immunisation.

Educators 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
<b>Birth</b>	Hepatitis B	HB VaxII Paediatric	Mild temperature
<b>2 months</b>	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	RotaTaq	Mild temperature, vomiting and diarrhoea up to 7 days after immunisation
<b>4 months</b>	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
<b>6 months</b>	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
<b>12 months</b>	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/polio	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

Educators are to identify and exclude all infectious children according to the centre's policies and procedures.

**Sourced:** *Better Health Channel & National Health and Medical Council March 2010*

## Section 6

## Policies and Procedures

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

- Educational Program and Practice
- Children's Health and Safety
- Physical environment
- Staffing Arrangements
- Relationships with children
- Collaborative partnerships with parents
- Leadership and Service Management

These policies have been developed by the Management Committee and a copy of the policies and are kept in the Co-ordinator's office. You are encouraged to read these and comment on them or any other aspect of the Crèche. Please do not remove this document from the centre as it needs to stay on site for legal reasons.

### Privacy and Data Collection

RCK and 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 Co-ordinator. Any concerns or complaints will be endeavoured to be resolved quickly and simply.

**Further avenues for information are available through:**

DEECD Information Privacy Policy	<a href="http://www.education.vic.gov.au">http://www.education.vic.gov.au</a>
The Victorian Health Services Commissioner	03 8601 5222 <a href="http://www.health.vic.gov.au/hsc">http://www.health.vic.gov.au/hsc</a>
The Victorian Privacy Commissioner	1300 666 444

### Data Collection

Information collected by the RCK 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 Richmond Crèche and Kindergarten Educators 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

## Records

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

- Completed Enrolment Forms.
- Details of the period during which the child is in care at the Crèche.
- 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 Crèche.
- 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 Crèche for a minimum of one year after the child has left the service. Accident and Medication Authority forms are to remain at the Crèche 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 Co-ordinator or a staff member
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delegated by the Co-ordinator	
Co-ordinator	Has access to all children's records
Permanent Staff	Have access to all children's records unless specified by the Co-ordinator
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 Education and Early Childhood Development	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 Co-ordinator, 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 Crèche 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 Co-ordinator

## Storage

Current records at RCK 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 Educators access and reference.

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

## Confidentiality

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 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.

Records, according to regulation must be held for a period of time, and are archived upstairs at RCK. Any records kept by the Crèche are the property of the Crèche. Staff are not to remove children's records from the premises.

## Diversity and Inclusion Policy

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

To achieve this, the Crèche will endeavour to ensure:

- Children recognize 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 develops 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 among 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.

## Multicultural Policy

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.

Educators 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. RCK will:

- 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 and parents.
- Advocate on behalf of bilingual families.

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

- In-services for Educators.
- 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.
- Celebrating festivals within the centre.
- Using materials which are borrowed from the Multicultural Resource Centre, as well as from other sources and agencies.
- Holding informal discussions 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.
- Liaising with other professionals and services such as MRC, Lady Gowrie, Noah's Ark etc.

## Anti-bias and Non-sexist Policy

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

**At RCK, we:**

- 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.
- Are aware of the way we talk to children and are good behaviour models because children are great imitators.

## Disability

Richmond Crèche and Kindergarten believes 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. Educators 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, services and resources.
- 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 according 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 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 assessed 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.

## Sunsmart

This SunSmart policy aims to ensure that all children attending Richmond Crèche and 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 and 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 requires parents/guardians supply their children with hats and appropriate clothing that protect their face, neck, ears and shoulders i.e. 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're outside. Children who do not have their hats with them will be provided with a loan hat however, the number of hats the centre has is limited.

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

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/guardian 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 is incorporated into programmed activities.
- The sun care policy is reinforced in a positive way through displays, parent newsletters, notice boards and meeting.
- Staff and parents are provided with educational material on sun protection.
- Routines may change to meet the needs of children

Sourced: **SunSmart November 2011**

## Child Protection

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 an educator have reason to suspect abuse of a child, they will work with the Co-ordinator, 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, the Co-ordinator 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

### Evacuation/Fire Drill Procedures

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

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

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 suppress 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)
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Front	Through main gate.
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Front	Gate leading from kindergarten play area to Abinger Street. Keys for this are in the kindergarten room and in the outside porch area.
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### Assembly Points

Cairns park at the south end of Lyndhurst Street
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Car Park of Richmond Community Health Centre and from there to the Occupational Therapy Room at the Health Centre.

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

### Contact for Parents

Parents may contact the Richmond Police Station on 03 9420 3600

## Further Information

The Crèche has a Library, which includes books, videos, pamphlets, and brochures covering a range of child care, parenting and related family issues and parents are encouraged to borrow these items from the Crèche.

## Section 7

## Useful Websites

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National Quality Standard [www.acecqa.gov.au](http://www.acecqa.gov.au)

Child Protection [www.childfirst.com.au](http://www.childfirst.com.au)

Department of Human Services [www.dhs.vic.gov.au](http://www.dhs.vic.gov.au)

Richmond Crèche and Kindergarten [www.richmondcreche.com.au](http://www.richmondcreche.com.au)

Richmond Crèche email [admin@richmondcreche.com.au](mailto:admin@richmondcreche.com.au)