

Parent Handbook

Sunrise Kindergarten & Long Daycare Centre



199 Clausen St, North Fitzroy Vic 3068
E-mail: sunrise.preschool@gmail.com
www.sunrisepreschool.vic.edu.au

Introduction

- 1.1 History
- 1.2 Our Vision, Philosophy, Goals and Objectives
- 1.3 Enrolment & Immunization
- 1.4 Termination Of Enrolment Procedure
- 1.5 Orientation
- 1.6 Hours of Operation
- 1.7 Organizational Structure
- 1.8 Fees, Overdue Accounts and Late Fee
- 1.9 Childcare Subsidy (CCS)
- 1.10 Absences from the Centre
- 1.11 On Selling Booked Care

Attending the Centre

- 2.1 Inclusion and Equity
- 2.2 Program
- 2.3 Funding 3 and 4 year old (3 year old funding to be confirmed by DET)
- 2.4 Transition and Learning Statement (TLS)
- 2.5 Child's Arrival
- 2.6 Child's Departure
- 2.7 Child's Daily Routines
- 2.8 Park and Adventures
- 2.9. Excursions and Incursions
- 2.10 What your child needs to bring
- 2.11 Clothing
- 2.12 Toileting
- 2.13 Communication with Parents

Health & Safety

- 3.1 Your Child's health
- 3.2 Anaphylaxis
- 3.3 Dental care
- 3.4 Use and Storage of dangerous products
- 3.5 Medication
- 3.6 Immunization
- 3.7 Accident, Injury or Illness
- 3.8 COVID-19
- 3.9 Child Safe Environment - National Principals for Child Safe Standards
- 3.10 Head Lice & Nits
- 3.11 Sun Safe
- 3.12 Information and Communication Technology (ICT)

Parent Information

- 4.1 Nutrition: Vegetarian Philosophy & Birthday Policies
- 4.2 Clothes
- 4.3 Toys from home
- 4.4 Your child's work
- 4.5 Relaxation and & Sleep
- 4.6 Complaints
- 4.7 Behavior guidance
- 4.8 Ways in which parents can help
- 4.9 Conclusion

Appendix

- I. Philosophy
- II. Code of Conduct
- III. Anaphylaxis policy
- IV. Mandatory Reporting Procedures for Early Childhood Providers

Introduction

1.1 History

Welcome to Sunrise Kindergarten & Long Day Care Centre for 3 to 5 year old children. Our kindergarten has been in operation since 1993. From small beginnings, the Centre has grown to accommodate 22 children in an integrated program based on Neo-Humanist Education Philosophy.

Sunrise Kindergarten is an educational project of Ananda Marga Pracaraka Samgha Ltd (Path of Bliss), which was founded in 1955 by P.R. Sarkar (1921–1990), a prominent philosopher and educator. Ananda Marga Pracaraka Samgha is a multi-faceted international organization with different branches dedicated to the upliftment of society through education, relief work, welfare, the arts, ecology, intellectual renaissance, women's emancipation and economic projects based on Neo-Humanistic principles.

Our Centre is managed by the Director who is assisted by a Management Committee comprising local supporters of the Centre and its philosophy. The organization, Ananda Marga Pracaraka Samgha Ltd, owns the premises. The school is managed by the Women's Welfare Department of Ananda Marga.

The Management Committee meets bi-monthly. The Committee is responsible for making major decisions about the management of the Centre, its finances, service delivery, and broad policy matters. The meeting minutes are available to be read upon request. This information manual has been put together to acquaint you with the policies and procedures of our service.

The Committee reviews this handbook each year. Changes to policies are ratified by the Management Committee and issued to parents.

1.2 Our Vision and Philosophy

We strive to create a loving, nurturing learning environment where children explore and develop their unique potential together with their families and community.

The educational philosophy of Sunrise Kindergarten recognizes the importance of learning respect and love for all. It is called Neo-Humanism. The philosophy of Neo-Humanism expands the underlying spirit of humanism, or love for fellow humans, to encompass love for animals, plants and the inanimate world. The Sunrise teachers skillfully align the Australian Childhood Education and Care Quality Authority guidelines within the all-encompassing values and goals of the Neo-Humanist framework.

Because we advocate a non-harming attitude towards all living creatures, NH education follows a sentient vegetarian diet. A sentient diet fosters a calm, concentrated and aware state of mind. It excludes meat, chicken, eggs, fish, shell-fish, onions, garlic, mushroom, caffeinated beverages, alcohol, tobacco, fermented, stale or spoiled food which can make the mind restless or may cause harm to the body.

This hand book contains our full philosophy statement in Appendix 1 while the following sections will give you a picture of how we carry out our day-to-day work in taking care of your child.

Goals and Objectives

One of the highest goals of Sunrise Kindergarten is to develop a feeling of the interconnectedness of all things and to nurture an attitude of love and respect for the environment. The elements of the program are carefully planned to encourage children to deepen their concern for the welfare of others and to extend this to other living beings and the inanimate world. In this way children come to realize that all living beings are interrelated and that the welfare of others is inseparable from their own. Sunrise strives to promote the total growth and development of each child and endeavors to maintain an environment suitable for this purpose. The environment is warm, loving, stimulating and in keeping with our philosophical ideals.

All interactions with the children and decisions affecting their well-being are based on knowledge of early childhood theories and practices. The Centre maintains a safe, healthy learning environment. The physical space, materials and routines are arranged in a way that creates an interesting, secure and enjoyable place in which to learn and grow.

The program allows children to choose from various activities, which provide them with excellent opportunities to gain greater self-mastery of themselves and their environment and to develop physical and mental competence, social skills and a universal outlook.

Sunrise Kindergarten and Long Day Care operates a small, single room long day care service with an integrated kindergarten in a multi-age room.

1.3 Enrolment and Immunization

Sunrise accepts children from the ages of 3 to 5 years. The child must be 3-years old the year they start.

Our educator/child ratio is 1 educator to 11 children.

1. The Enrollment process is usually started with a visit to the Centre by the parent/guardian and child and meeting with the director. The philosophy and various policies of the Centre are explained.

2. To finalize your child's application to we are required to see copies prior to accepting your enrolment of the following:

- Copy Certificate of the Immunization History Statement from the Australian Immunization Register
- A copy of the birth certificate
- Proof of address (i.e. copy of a utility bill, drivers license etc, etc)
- Proof that your child's immunizations are up to date for their age.
- Administration fee of \$150 is payable at the time of enrolment. This fee is non-refundable.
- Security bond of \$500 is payable at the time of enrolment. This fee is refundable at the end of the service. (If no outstanding fees are owed).
- Enrolment form must be filled out fully with all necessary information including emergency contact, contact numbers, allergies, special needs and the names of those persons permitted to pick the child up from the Centre.
- It is Parent's responsibility to supply the Centre with a copy of any existing Court Orders.

Evidence of up to date immunization must be provided within the two months prior to your child commencing at our service. An Immunization History Statement from the Australian Childhood Immunization Register must be used as evidence of up to date vaccination. An Immunization Status Certificate from a medical doctor or a local council immunization service may also be used. Other immunization records, such as 'homeopathic immunization' or a statutory declaration from you are not acceptable.

Immunization History Statements are available on request at any time by contacting Medicare on 1800 653 809

A child will not be enrolled unless parents/guardians authorize the Centre to seek emergency medical, hospital or ambulance services. As with duty of care we require all medical details including Medicare Number and Ambulance Membership (if applicable).

- Up-to-date Immunization History record
- Completed enrolment forms
- Copy of a letter from Human Services - phone 136150
- Copy of Birth Certificate
- Proof of Address (i.e. copy of a utility bill, driver's license, etc.)
- Important information regarding Sunrise 4-year old funding form signed, even if your child is not 4-years old the year they start!
- Parent Agreement
- Adventures permission forms
- All About Me form
- Orientation dates will be emailed to you
- Customer Reference Number (C.R.N.) from Services Australia

3. Parents/guardians who enroll their child receive this Parent handbook containing basic information about the Centre. More detailed information about our policies is available in Sunrise's Policy Handbook.

1.4 Termination of Enrolment Procedure

Management and staff are dedicated to developing a respectful and effective partnership between the family and Service. This partnership supports children's inclusion, access, engagement and participation in the Service. Management implements systems to manage risks whilst promoting the health, safety and wellbeing of all children and staff within the Service. There may be some circumstances where this is compromised due to non-compliance of our policies and therefore the appropriate course of action could lead to the termination of a child's enrolment.

This procedure outlines the process of termination of enrolment within our Service. Termination of enrolment is predominately due to family choice, however, termination by Management may also occur due to:

Non-payment of fees for childcare service

- Abusive behavior and/or verbal threats towards staff, children or other parents
- Non-compliance with Service policies
- Child's consistent inappropriate behavior, compromising the safety of other children, staff and visitors of the Service
- Lack of partnership and communication with Service
- Family member committing an illegal act at the Service
- Bullying and harassing staff, children or other parents
- Willfully or negligently making false and misleading statements that relate to the enrolment of a child at the Service.

1.5 Orientation process for new families

When you do an initial tour of the Centre we will discuss some of the benefits, problems and worries you may have of introducing children to a group situation in their preschool years. You will have time to talk with the Director, Office Administrator and the Educators of the room. Each child is unique and there is no one "Simple Solution to Successful Separation". Some of the practical things you can do to make yourself and your children feel more secure are:

- Complete your enrollment form at home and make a list of things you want Educators to know. Each time you think of something - write it on the list.
- Visit the Centre and stay with your child for one hour or join us for a morning circle. You may do this as many times as necessary before the agreed commencement date.
- Upon agreed time of starting you will be allocated two 4.5 hour time slots for orientation. (Normal day fees do apply)
- Show your child that you trust the Educators by talking to them about your child's needs/interests etc. Let your child see you doing this.
- When you return back to the room after saying goodbye, you need to leave at this time, it is confusing to come and go more than once in a day. We want children to know that when their parents come back it is home time.
- Educators have strategies to guide parents through this process and it is important to take your lead from them. Communication is vital. When children see parents and educators building trusting relationships they feel more secure when separating. Talk with educators to establish a routine for leaving and always tell your child you are going - a quick "bye bye, mummy/daddy is going and we will come back" is good. It is very important to say this – even for little babies. It can be hard but we want our children to trust us and this means being honest about the "big issues".
- Try and keep the same routine so your child can predict who will bring them to the Centre and who will collect them. Predictability is very reassuring for everyone.
- If someone other than yourself is collecting your child, you will need to inform educators or if the person collecting your child is not the person you have written down on the form "Authority to Collect Children from the Centre" you need to call the office and let them know. Ensure that the person collecting has ID on them. We will tell your child who is coming. Please do not "surprise" them as it can create unnecessary insecurity.
- Ring the Centre as many times as you need to - we want you to feel reassured so please feel comfortable. We don't mind how often you ring. Educators will be available at the end of each day to spend some time with you to discuss briefly about your child's day and any other issues that may be helpful for us to know.

We welcome you and your family and encourage you to bring extended family members to visit us and see your child's centre. Children love this and we do too. We are very happy if someone can come and share time with us. We are especially pleased when visitors contribute to our day by talking with the children or reading, knitting, cooking, gardening, telling stories, singing, bringing in pets, wearing a national costume or dress up, talking about work etc. Educators will be eager to chat with you about this.

1.6 Hours of operation

The centre opens from 8 am to 6.00 pm Monday to Friday. You may pick up your child at any time throughout the course of the day. Children may not be left at the gate before opening hours and to be collected by 5.45 pm (for end of day cleaning before closing time at 6 pm)

Parents who continually pick up their child after the closing time pay a late-fee at the rate of \$10 for every 5 minutes or part thereof. In the unlikely event that we are not able to contact a parent/guardian

or anyone on the pick-up list after an hour, your child will be placed under police care at the Local Police station. However, every effort will be made to contact you first.

We are open all year round and during school holidays. We are closed for 4 weeks from the week prior to Christmas and reopen in the second last week of January.

We are closed for all public holidays, one full day for an Educators' Professional Training and one full day for a Clean-up (Dates to be confirmed). Normal full day fees apply.

1.7 Organizational Structure

Approved Provider: Ananda Marga Pracaraka Samgha Ltd
Executive Director of Committee of Management
Members of the Management Committee
Director
Nominated Supervisor/Responsible Person
Office Administrator
Educators
Sub-committees

1.8 Fees, Overdue Accounts and Late Fee

These fees are set by the Committee of Management and are subject to change depending on the budget. Fees will generally undergo a small increase mid-year and the start of a new year according to C.P.I. and wages increases.

Funding for hours of Three-Year-Old & Four Year Old Kindergarten:

The pro-rata approach for Three & 4 Year-Old Kindergarten will be applied regardless of whether the program is delivered in a long day care.

Kindergarten programs delivering 15 hours per week, per child, can receive up to \$2,000 per enrolled child, based on delivery setting. Examples of pro-rata funding amounts are: **(See table below)**

10 hour	15 hours
\$1,333.33	\$2,000.00

Fees can be directly deposited by the 15th and the end of each month. At this stage we don't have credit card or direct debit facilities. The preferred method of payment is by net banking. Please be sure to include a reference using your child's name. (NO CASH PLEASE).

With the enrolment pack you will also receive a fee payment agreement to be signed by the parent/guardian paying the fees.

General Fees

- Fees are charged for each session of care and vary depending on the age of the child in care and the family's eligibility for Child Care Subsidy (CCS).
- CCS is paid directly to the Service and this is used as a fee reduction (visible on a family's statement).

- Families are required to pay the difference between the fee charged and the subsidy amount- the 'gap' amount
- Fees must be kept in advance of a child's attendance
- A dated receipt will be provided for each payment [via email]
- Fees are to be paid fortnightly through a direct deposit. If families wish to pay fees on a weekly or monthly basis, it is a requirement that the family pay in advance and are not in arrears.
- Fees are payable in advance for every session that a child is enrolled at the Service. This includes pupil free days, clean up day, sick days, and family holidays but excludes periods when the Service is closed. (4 weeks at the end of the year)
- The Service may be directed to close due to periods of local emergency such as bushfire or flood or a pandemic.
- If a session of care falls on a public holiday, families are required to pay normal fees. CCS may be paid for sessions that fall on public holidays.
- Fees are charged for full sessions only (regardless of the actual attendance hours any day).
- Casual days may be offered to families if available within the Service's license.

Overdue Accounts and Late Fees

Parents will be notified when their fee payments are due or in arrears.

- A late payment fee of \$10 will be charged when payments are in arrears without prior arrangements being made. In exceptional circumstances, if the Centre Director believes that the family should be considered to have this fee waived, the Director may arrange this with approval from the Finance Manager. An additional late payment fee will not be incurred until after 10 days or more.

When an account is 9 – 15 days overdue, the family will be contacted by the Office administrator who will email a request for payment within a maximum 2-week period and this will be noted on the family's file.

When an account is 16-30 days overdue, the family will receive an account statement with an alert that notifies them of the overdue status and the late payment fees, calling for immediate payment.

The Centre Director/Office admin will also contact the family to suggest a payment plan if necessary and note the conversation in the family's file.

- The Centre Director and Management Committee will meet to identify any vulnerability for the family and decide on appropriate action to move forward.
- When an account reaches 31 days overdue or \$1,000 in arrears, the family will be given a formal letter requesting immediate payment of the outstanding amount (including late payment fees) and an invitation to contact the Director to arrange a payment. Copies of the letter will be posted to the family's residential address, emailed and placed in the family's file.
- In the event a family whose account is overdue 31 days or in arrears \$1,000 does not establish contact with the Director to arrange payment of the account, their child's place at the service will be forfeited

and the account put out to debt collection. In this event the family can resume services at the centre only when the account has been paid in full and automatic payment arrangements have been agreed to and put in place.

- **Payment Plans**

Families experiencing genuine difficulty with payment of their fees must agree to a payment plan with their Centre Director/Office Admin. The payment plan should be designed to clear debts while maintaining regular payments for any ongoing early childhood education and care services, and it should be sustainable for both parties. The recommended additional payment each fortnight is 25%-50% of the regular fees paid by the family.

Payment Plans must be negotiated and agreed on the basis that ongoing fees for services will remain current and the additional payments are only to clear debts so that the arrears and late payment fees do not continue to increase.

The Centre Director/Office admin will write the payment plan and terms of the agreement in a letter, with the family and Centre Director/Office admin signing two copies. One copy will be kept on the family file at the centre, while the other copy will be given to the family.

Normal full fees are payable for:

- Public Holidays
- Holidays/days off taken by families
- Educators in-service days/Professional Development days.
- Orientation days
- Clean-up day - a children's free day determined annually but usually falling on the last day of the year.

No Child Care subsidy is claimable on these days. All dates are emailed and published.

During prolonged illness, normal fees will be paid for the first two weeks of absence. After that, fees may be negotiated with the director.

Parents/guardians wishing to relinquish part or all of their enrolled days during the year are required to give a MINIMUM of THREE WEEKS NOTICE (operational weeks - not when we are closed during the December/January) in writing. Full fees are payable for the three-week notice period.

1.9 Childcare Subsidy (CCS)

The Childcare Subsidy (CCS) is a payment made by the Australian Government to assist families with the cost of childcare. These payments are usually made directly to the child care provider. All families are encouraged to contact the Family Assistance Office, located at Centrelink Customer Service Centers or by using online services to obtain a Customer Reference Number (CRN) prior to using childcare. Centrelink will process your claim and send you a letter with your CRN. Please provide us with all your CRNs - both parents and those of each child being enrolled. All details must be exactly as you have provided to Centrelink i.e. spelling of names dates of birth and same surnames. We submit this information to Department of Education and Training who then link you to our Centre for payments.

All CCS payments are reconciled by the Australian Tax Office after you have lodged your tax return at the end of the financial year. If parents incorrectly estimate their income and the subsidy is over or under paid the adjusted amount will be recovered or reimbursed via the ATO. NOTE: Applications assessed by Centrelink to determine your entitlements can only be back dated 28 days – please contact Centrelink promptly.

To apply to the Centrelink for Child Care Subsidy parents can call Centrelink Monday to Friday between 8am and 8pm: Telephone: 13 61 50 TTY 1800 810 586 Languages other than English: 13 12 02 Information regarding eligibility and what to do to claim the Child Care Subsidy can be found at: www.centrelink.gov.au <https://www.humanservices.gov.au/individuals/services/centrelink/child-care-subsidy> <https://mychild.gov.au/> <http://docs.education.gov.au/node/29700> <https://docs.education.gov.au/documents/child-care-subsidy-assessment-tip>

To transition, you will need to complete an online Child Care Subsidy assessment using your Centrelink online account through MyGov. You should do this as soon as possible.

You will be asked to provide some new information and confirm your current details, including:

1. Combined family income
2. Activity level of parents
3. Type of child care service

If families do not complete their assessment before 2 July 2018, they may not receive any child care fee assistance.

Child Care Subsidy (CCS)

The Package includes a new Child Care Subsidy, which replaces the current Child Care Benefit and Child Care Rebate. The Child Care Subsidy will be paid directly to services.

There are also changes to the annual cap which will make child care more affordable for most families.

Three things will determine a family's level of Child Care Subsidy:

- A family's annual adjusted taxable income will determine the percentage of subsidy they are eligible for
- An activity test will determine how many hours of subsidized care families can access, up to a maximum of 100 hours per fortnight, and
- The type of child care service will determine the hourly rate cap.

More information about individual subsidy rates and annual cap changes is available in the New Child Care Package brochure.

Some basic requirements must be satisfied for an individual to be eligible to receive Child Care Subsidy for a child. These include:

- the age of the child
- the child meets immunisation requirements
- the individual, or their partner, meets the residency requirements.

Make a claim for child care assistance

The first step is to claim Child Care Subsidy for approved care or registered care based on the type of care that you are using.

1. Get ready to claim. The easiest way to claim is online.

To claim online, you need a myGov account linked to Centrelink.

If you don't have a myGov account or a Centrelink online account you'll need to [set them up](#).

You may need to [confirm your identity](#) with us before you start your claim.

<https://www.servicesaustralia.gov.au/individuals/services/centrelink/child-care-subsidy/how-claim>

Child Care Subsidy for families Monday to Friday 8 am – 8 pm

136150

Languages other than English: 13 12 02

Information regarding eligibility and what to do to claim C.C.S. can be found at:

www.mychild.gov.au/childcarerebate/default.aspx <http://docs.education.gov.au/node/29700>

Child Care Provider Handbook Version 2 June 2019 <https://docs.education.gov.au/node/50791>

1.10 Absence from the Centre

If your child is going to be absent, please notify us as early as possible. Fees are paid for all absences. Child Care Subsidy is available for up to 42 "allowable absences" per financial year for each child across all approved long day care centre. Allowable absences per financial year are 12 public holidays and 30 days without the need to provide documentation such as medical certificates, (as for family's own holidays).

An enrolment will end for Child Care Subsidy purposes if a child does not attend a session of care for 14 continuous weeks. The provider will be notified after four weeks of no sessions of care being reported. If the child starts attending the service again after 14 weeks or more, the provider will need to re-establish the Complying Written Arrangement with the individual and submit a new enrolment notice.

For first and or last day attendance, if your child is absent, NO CCS is applicable. (Note: Fees do apply to Clean Up day at the end of year).

Child Care Subsidy

For further information download the Childcare Provider hand book

<https://docs.education.gov.au/node/50791>

1.11 On Selling booked care

This is an internal system put in place to assist families wanting to temporarily sell unwanted or buy additional days of care. The system aims to save parents money and to allow flexibility in buying extra/casual days on an "as-needs" basis. Management of the system is time consuming and requires constant attention by office staff. Please be clear about your needs as it adds to our workload and increases the potential for error when families continually change their arrangements.

Conditions for using the system are as follows:

1. Families may offer days of booked care, which they do not require, to be purchased by other families at the Centre.
2. Offering a booked day of care for sale is no guarantee that it will be sold. You are still liable to pay normal fees for the day until it is sold.
3. Days will be on-sold in the order in which the office is notified of their availability. E.g. first listed, first sold for any given day. Full day will be sold for full days unless by agreement with the seller to sell a morning or afternoon session of a full day.
4. Families may list requests for days of additional care. The office will notify you if the day becomes available to purchase.
5. Once you have agreed to purchase or sell a day of care you will be contacted in person and then by email to confirm you have officially purchased or sold the care.
Once this is completed you are liable to pay for that care. If your purchase has been finalized and you then no longer require the care, you may on-sell your purchased day again.
6. Days will not be held or reserved.
7. If you do not use a purchased day of care you will still be charged the full cost of the day unless it is resold at your request. Examples could be that the day is no longer needed, your child hasn't attended

child care for 8 continuous weeks, your child care services advises us that your child is no longer attending or your child is absent due to being unwell.

8. Days of care may be listed for sale well in advance and on short notice on the day of booked care. The more notice given, the more likely it is that the day will be sold.

9. Families requiring care are able to put in requests well in advance and on short notice on the morning of the day required.

10. Maximum numbers of children apply, even if the overall number has not been reached. This may mean that an available day cannot be sold, for example, if it's a 4-year old Kinder day.

11. We do not resell booked days during SCHOOL HOLIDAYS!

Attending the Centre

2.1 Inclusion and Equity

At Sunrise we ensure all families, educators, students, volunteers, visitors and children, have the right to be treated equally and with respect regardless of their background, ethnicity, culture, beliefs gender, age, socio-economic status, level of ability, additional needs, family structure or lifestyle. Diversity in all its forms are embraced within our Services to help develop positive and accepting attitudes in children, and to help them gain a better understanding of their care environment, community, country and the world.

The Centre recognizes and values the differences and similarities that exist in children, families, educators and the community and does not tolerate behaviors, language or practices that label, stereotype or demean others.

Cultural Diversity

At Sunrise children are exposed to various cultural learning opportunities. Striving for cultural competence, our educators are open-minded and welcoming to cultural experiences and teachings from families that reflect our diverse community. This is evident throughout all programs and implemented through our connections with families.

Aboriginal and Torres Strait Islander culture is embedded in all educational programs in various ways, including through literature, play spaces, discussions and incidental daily conversations. We are currently establishing our Reconciliation Action Plan and developing this using the Narragunnawali platform. We have a number of Educators and parents involved in a working group that connect on a regular basis to continue on our RAP journey.

2.2 Program

Our program is based on our Centre's Neo-Humanist Education philosophy and values. In our written curriculum we explain the framework from which we work and the broad goals we have developed. Educators make daily observations of the children that inform the foundation for the weekly planned experiences, that is, according to the groups and the individual's current interests and to meet our obligations under the framework.

Parent/Carer are welcome to attend morning circle. Our morning circle goes as follows: with stories, songs and games, a choice of individual and group activities, on parent/carer/or special person can be part of the circle.

We begin with

Good morning dear earth
Good morning dear sun
good morning dear trees and flowers everyone
good morning dear bees and the birds in the tree
good morning to you and good morning to me

Welcome to Country

We acknowledge the Wurundjeri people on whose land we play and learn.....Namaskar

We have relaxation meditation and chant **Ba'ba' Nam Kevalam....Love is all there is**

And finish the circle with a Shloka - Shloka - word shloka means 'song', and originates from the root śru or 'hear'. A shloka is generally a couplet of Sanskrit verse, especially one in which each line contains sixteen syllables. Shlokas, which are repeated to aid concentration in meditation, have its origins from the Vedic period. Indians have used the science of sacred sound for centuries as an aid to humans who seek to communicate with the divine spirit, within themselves and the universe. Recent research into the effects of chanting has discovered a variety of benefits including the effect of raising the level of vibration of the individual practicing the chant. This makes the practitioner gain peace, feel calm and become more centered, which in turn allows the person to channelize the positive energy received in a variety of ways.

**NITYAM' SHUDHAM' NIRABHASAM'
NIRAKARAM' NIRANJANAM
NITYABODHAM' CIDANANDAM'
GURUR BRAHMA NAMAMYAHAM**

To whom create this beautiful universe we are giving thanks
Eternal, pure, indescribable entity
Formless, without blemish
Omniscient, Blissful consciousness
To guru-Brahman, Supreme Consciousness
I offer my salutations.

**Sholkas – Sanskrit language
Pitr puruṣebhyo namah, Rṣi devebhyo namah
Respect and thanks to our ancestors, inventors and who build this universe!**

For your child to fully enjoy this program and for the smooth running of the program, please make every effort to arrive before 9:00am. If you are running late and the morning circle has started, you may enter quietly. If children in the morning circle are already meditating, please wait outside till it is finished.

We aim for the program to be realistic, attainable and address the development of knowledge, understanding processes, skills, dispositions and attitudes

Our program includes respect and support for cultural diversity and encourages positive relationships with families. (refer to daily routine and program top get a snap shot of the day)

Yoga and meditation

In Sunrise, children attend a guided yoga session daily. The class contains activities to warm up, lively stories into which yoga postures and movements are playfully incorporated, as well as calm visualisations and relaxation. Yoga and meditation aids in many areas of development: coordination and balance, concentrated thinking and memory, self-esteem and self-awareness, ethical values and empathy. During the Morning Circle session, children, parent/carer share songs, rhymes and stories, and chant and meditate together. Important events and seasons of nature are discussed. All this is done to enhance a feeling of belonging to a community, which embraces and appreciates cultural, religious and social differences.

2.3 Funding 3-year old and 4-year-old

For 2023 Three- and Four-Year-Old Kinder subsidy will be available across Victoria at participating services.

Sunrise kindergarten programs will receive funding directly from the Victorian Government, we will pass the funding directly back to families. With the kindergarten program within a long day care setting, a Kinder subsidy will offset the kindergarten program component of your out-of-pocket fees either monthly or term basis(TBC).

Funded Places for 4 year old's

Sunrise receives 4-year-old per capita funding for each child from the Victorian State Government for all children who turn 4 years old by April 30th of the year entry and are attending a funded Program. The funding is absorbed by Sunrise and is used in the running of the Kinder Program, meeting the operating costs of the Centre, including salaries; leave provisions, maintenance and equipment.

All children who turn 4 years old by April 30th of the year are enrolled on a funded place and cannot accept funding elsewhere.

Children need to be enrolled for at least **15 hours per week** or 600 hours per year. Kinder runs for 40 weeks (NOT during school holidays) Long day care program runs during school holidays - 6 weeks

Funded Places for 3 year old (NOTE: funding for 2023 is yet to be confirmed – as at 4/8/2022)

From 2022 the Victorian State Government are rolling out 3 year old Kinder funding for all children who turn 3 years old by April 30th of the year entry and are attending a funded Program. The funding will be absorbed by Sunrise and is used in the running of the Kinder Program, meeting the operating costs of the Centre, including salaries; leave provisions, maintenance and equipment.

All children who turn 3 years old by April 30th of the year are enrolled on a funded place cannot accept funding elsewhere.

Funding for hours of Three-Year-Old Kindergarten:

The pro-rata approach for Three-Year-Old Kindergarten will be applied regardless of whether the program is delivered in a long day care.

Three-Year-Old Kindergarten programs delivering 15 hours per week, per child, can receive up to \$2,000 per enrolled child, based on delivery setting. Examples of pro-rata funding amounts are: (See table below)

10 hour	15 hours
---------	----------

\$1,333.33

\$2,000.00

Children need to be enrolled for at **least 10 hours per week** (To be Confirmed by DET). Kinder runs for 40 weeks (NOT during school holidays) Long day care program runs during school holidays - 6 weeks

Our integrated ted Program for 2023 is as follows :

Monday – Friday Kindergarten program : 8:00am – 1:00pm - Long day Care 1pm-6pm
Kindergarten program will start see Victorian term dates

We run an integrated funded Kindergarten Program led by Early Childhood Teacher (ECT) 5 hours a day for 5 days a week

Continued with a Long Day Care from 1pm onwards led by a Room Leader 5 hours a day for 5 days a week.

Long day care re-opens second last week of January 8am – 6.00pm pickup 5.45pm to allow for cleaning!

Second year Funded Places

As per guidelines set by DHS, only children with identified developmental-delay will be considered for a 2nd year funded preschool.

Not sure if your child will start school For further information re school readiness, please arrange a time to talk to Enza or Fleur.

The Kindergarten Fee Subsidy (K.F.S.) is available for some children to attend kindergarten for free or at low cost. Your child is eligible if they are Aboriginal and/or Torres Strait Islander, are a triplet or quadruplet, or if you (or your child) hold an eligible concession card. Please notify us if you believe your child may be eligible for the K.F.S.

Sunrise directly receives a 4-year old per capita funding from the Victorian State Government for all children who turn 4-years old by April 30th of the year of entry and are going to school the following year, unless prior arrangements have been made.

2.4 Transition learning and development statement (T.L.D.S.)

A child's transition learning and development statement summarises their abilities as they start school and identifies their individual approaches to learning. It is passed on to the child's future school. The transition learning and development statement (often referred to as the T.L.D.S.):

- summarises a child's learning and development
- identifies their individual approaches to learning and their interests
- indicates how the child can be supported to continue learning.

The transition learning and development statement is not a report card - the information in the statement helps Foundation teachers get to know the children starting in their class, and to plan appropriate learning and teaching programs.

Requirements

It is a kindergarten funding requirement that every child transitioning to school has a transition learning and development statement.

A copy of the completed transition learning and development statement should always be provided to the family, and permission sought to share the final statement with the school. The child's parent or guardian may choose to opt out of sharing this information with the school.

Where a family provide permission, the transition learning and development statement can be shared with the school in three ways:

- online via the Insight Assessment Platform (I.A.P.)
- emailed via secure mail to the school (if they are not listed in the Online T.L.D.S. tool)
- in hard copy.

Funded kindergarten providers must report on the completion of transition learning and development statements from the previous year through annual kindergarten data collection.

Educators working in services not funded for kindergarten are encouraged to complete a transition learning and development statement for any child in their care, as they make the transition to school.

2.5 Child's Arrival

On arrival you will need to sign in or sign out your child at the 'Kiosk'. If you don't, a staff member will sign in on your behalf and you will need to confirm at the KIOSK the next time you arrive. On drop off and pick up please advise educators so they can keep track of your child's attendance. If you have other children accompanying you at these times, please keep them close to you. Educators cannot supervise other children as well as the Sunrise children.

When you arrive, feel welcome to spend some time with your child in free play, doing puzzles or reading him or her a story.

Leaving your child for the first time can sometimes be difficult. When you are ready to leave, let your child know you are going, that you will return soon and that you love them. It is recommended that the parent leave the child promptly to give the child the opportunity to play with other children and attach to other adults, It is important that we set aside time for us to get to know and develop a trusting relationship with each other before you leave your child. We have found through experience that long extended good-byes make it harder for the child. It is quite normal that there will be a few tears in the early stages. The teachers will do their utmost to comfort your child. If your child remains unduly distressed, you will be contacted. Please feel free to talk to the teachers if you have any concerns. We generally find that once the parent has left, the child settles fairly quickly. Educators recommend that for the first 4 - 6 weeks new children have an early pick up.

Parents/guardians are responsible for:

- completing and signing the authorized nominee section of their child's enrolment form before their child attends the service
- signing and dating permission forms for excursions
- signing the attendance record as their child arrives at and departs from the service
- ensuring educators are aware that their child has arrived at from the service and at pick let educators know
 - providing written authorization where children require medication to be administered by educators/staff, and signing and dating it for inclusion in the child's medication record (refer to Definitions)
- supervising their own child before signing them into the program and after they have signed them out of the program
- familiarizing themselves with the service's Road Safety and Safe Transport Policy

- supervising other children in their care, including siblings, while attending or assisting at the service.
- Reading and keeping up to date all correspondence, email, checking mail and talking to the educators.
 - Packing a vegetarian lunch and water bottle

2.6 Child's Departure

We do close at 6 pm however we ask parent/carer to be at the Centre at 5.45 pm Come early enough to spend a short time with your child in the Centre before going home. This helps him/her to bridge the transition between kindergarten and home. Once again, we remind parents to keep younger siblings close to them.

On departure you will need to Sign out your child at the 'Kiosk'. If you don't a staff member will sign out and you will need to confirm it next time you are in.

At the time of enrolment, you must provide a list of the names of the persons permitted to pick up your child at the Centre. Your child will only be released to those persons. If anyone other than those persons listed on the enrolment form or sign out form is to pick up your child, you must inform us in advance or on the day. That person will be required to provide identification if we have not met them before.

The authorized person nominated to collect your child, notify in case of emergency, consent to medical.

Parents/guardians are responsible for:

- signing the KIOSK record as their child arrives at and departs from the service
- ensuring educators are aware that their child has been collected from the service
- collecting their child on time at the end of each session/day
- alerting educators if they are likely to be late collecting their child
- supervising their own child before signing them into the program and after they have signed them out of the program
- supervising other children in their care, including siblings, while attending or assisting at the service.

2.7 DAILY ROUTINES (approximate times)

8.00	Free play indoors/outdoors. Families and educators discuss
9.15	Morning Circle
9.30 – 10.30	Progressive morning tea, children are encouraged to help themselves Children are presented a kindergarten program
10.20 – 10.45	Leave time if going to the park or Group time, then educators and children prepare for adventures, yoga
12.30/45 – 1.00	Return from park for Lunchtime
1.30 – 1.45	Indoor/Outdoor play
1.30/45 - 3.00	Rest in the yoga room for the children that sleep; time and relaxation for those who do not sleep
3.15	Play/Group time then afternoon tea
3.30 - 6.00	Indoors/outdoors activities

2.8 Park and Adventures

Our outdoor adventures are a part of our daily Kinder program when we go for walking adventures to our local parks, streets and reserves:

- Clauscen St -Park, (cnr. Clauscen & Nicholson St, Fitzroy North)

- Holden Neighborhood Park – Holden St, Fitzroy North
- Park St - Park, Park St, Fitzroy North
- Merri Creek playground, Sumner Ave, Northcote (explore enroute)
- Janet Millman Reserve – Holden St
- Or a walk/Fitzroy North Library or explore around; post a letter (within 1.5km radius)

Our educators work tirelessly to establish this program with support from the Committee of Management. The adventures program commenced in 2009. We are very fortunate to have 5 local playgrounds to explore as well as the Merri creek and bushlands. The special setting offers the chance of endless discovery.

Sunrise Kindergarten successfully piloted the daily adventures program in 2009.

When we began the program Australian and International research shows that children today are spending much more time indoors, mainly in front of screens and participating in structured activities. These activities restrict children from participating regularly outdoors with unstructured activities and exploring natural environments.

Our adventures support children and overall Neo-Humanist Educations philosophy, which promotes learning respect and love for all of creation as well as a realization of the interconnectedness of everything.

The Benefits of Outdoor Play

Through outdoor play we embrace children's ability to explore, create, problem solve, collaborate and imagine. Furthermore, it invites open-ended interactions, spontaneity, risk-taking, exploration, discovery, and connection with nature. This links in with our Neo-Humanist philosophy which fosters an appreciation of the natural environment. It also provides a platform for ongoing environmental education, road safety and encourages children to engage with and build relationships within their community.

Outdoor play improves physical development

Physical skills are important for growth, physical coordination, the movement of the body and brain development. When children play outdoors they increase their ability to balance, jump, climb, throw, run and skip.

Children are natural learners. Daily adventures will provide your child with the time and an ideal environment to learn in uninterrupted play.

Daily adventures are a special part of your child's total Sunrise experience.

They will have the opportunity to play in the rain, roll down grassy mounds, balance along fallen logs, get involved in dramatic play, find insects and draw with sticks in the ground. Each child's developmental progression, advancing skill levels and particular interests are observed by their teachers. The teachers will use this knowledge to support the children's learning just as they do at home kinder.

Teachers will support children as they take the risks and face challenges essential to well-rounded learning.

If the excursion is a regular outing, an authorization from parents/guardians is only required to be obtained once every 12 months.

A new authorization is required if there is any change to the circumstances of the regular Adventures outing.

We generally leave Sunrise between 10.30am-11am and come back between 12- 1pm. However on hotter days we leave straight after Morning Circle to 'beat the heat'.

Our educators' ratio for the regular Adventures is 2-3 educators for our 22 children, depending on the time of the day.

Adventures Risk Assessment Plan has been completed. A copy of the Risk Assessment is available in the office.

The educators bring a first aid kit, water bottles, snacks, emergency details & asthma kits with them as well as their mobile phone.

2.9 Excursions and Incursions

For all other excursions and Incursions, you will be given prior notice to the excursion and the Parent/Carer consent form must be signed and returned to us (If applicable) Parent/grandparents/carer are most welcome to attend to assist with supervision, For Excursion 1:11 ratio child: adult is required to attend excursions; however, 3-4 educators will attend with any volunteers.

Parents/guardians will be notified and asked for their written permission to include their child on excursions. Parents are welcomed and encouraged to attend with the children and are occasionally asked to provide additional assistance or transport when needed. Excursion costs are not incorporated within fees and are an additional expense. See Sunrise Policy 'Excursions and Service Events Policy' - Mandatory – Quality Area 2 for further information. Legislation and standards

Relevant legislation and standards include but are not limited to:

- Education and Care Services National Law Act 2010
- Education and Care Services National Regulations 2011: Regulations 98, 99, 100, 101, 102, 123, 355, 357, 360
- National Quality Standard, Quality Area 1
- National Quality Standard, Quality Area 2:

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: <http://www.legislation.vic.gov.au/>
- Commonwealth Legislation – ComLaw: <http://www.comlaw.gov.au/>

2.10 What your child needs to bring

- Sunrise will provide a Sun Safe hat.
- Leave a change of clothes in your child's bag. All items to be clearly labelled. For cold weather bring warm clothing and winter hat, coat/jacket (for rainy days gumboots and raincoat, if possible).
- One piece of fruit for morning and afternoon snack. This will be divided and shared amongst all the children. A nutritious vegetarian lunch (please exclude red and white meat, eggs, mushrooms, onion, garlic & ALL NUTS) Please use minimum packaging and bring lunches in an insulated lunch box to be left in the pigeon hole. Sunrise is a NUT FREE ZONE.

- Packed lunch, lunches can be warmed up, provided they are in a microwavable container clearly labelled. The educators will microwave your child's lunch (please provide cutlery). All lunches that require heating must be stored in the fridge!
- For afternoon snack, dry biscuits and crackers (rice/corn etc) and raw vegies e.g carrots, cucumber.
- Water bottle with child's name
- Outdoor gear for outdoor play.
- Lightweight reusable bag for wet clothes

2.11 Clothing

Play clothes are the most appropriate to wear at Kindergarten. That is, clothes in which your child can play safely without the worry of becoming dirty or ruffled. We encourage practical neatness in the choice of clothing. Your child should also have proper clothing for the weather conditions. This includes warm clothing in winter including a jacket to put on for outdoor play.

Play can be messy work. This is an important aspect of a play-based curriculum. Learning and experimentation is valued as an essential part of the kindergarten experience. When dressing for kinder, keep in mind that your child may get wet or dirty. We encourage children to wear clothes that wash easily. Independent skills are encouraged when children are dressed in easy to manage clothes, which make self-changing and toileting more successful experiences.

Shoes should also be comfortable and practical. There are many times during the day when children may or may not need their shoes. We advise shoes that are easy to remove and put back on. Sturdy, non-slip footwear is good for running and climbing. Thongs, crocs and gym boots (requiring a lot of lacing, making them tricky to put on/off or posing trip hazards) are not recommended. Labelling all of your child's belongings makes it easier to identify misplaced items.

The importance of children being warm.

Winter can bring its challenges. Some children resist putting on layers, and say they don't feel the cold. Because children have such a high metabolic rate it's very rare that they 'feel' cold even when they are. Before the age of 7, children can have difficulty acknowledging or communicating that they are cold.

How many times have you seen a child shivering with their lips turning blue and full of goosebumps but they insist they are fine?? As young children live in the moment and are so absorbed by everything around them, it can be trickier for them to sense the coldness of their body.

This is not about keeping children indoors in heated rooms, or avoiding children being outdoors in the cold. Our consideration is how to support children to be active and warm, with the right clothing in cold temperatures. When our body is focusing on needing to keep itself warm, the energy it is using is taking away from other areas.

Only when a child is sufficiently warm can their energy be used to support the developing brain, heart, liver, lungs and other organs. Light layers are the key.

By wearing layers it allows the children to remove one or two if

needed. Physical and emotional warmth helps children to feel safe, protected and resilient. This involves the warmth of our nurturing care, the warmth of our environment, and how we support them to keep their physical body warm.

How can you incorporate more warmth into your Winter's day?

Ref : First Door – Early Childhood

<https://www.facebook.com/firstdoortraining/>

2.12 Toileting

Children enrolled need to be toilet trained or toilet training needs to have started. We have limited space for a change table. However, we do have a change mat available for use or, if the child is pull ups and can be changed whilst the child is standing up. If your child is in pull ups please have a chat to the Director.

We encourage your child to practice self-help skills. Dress themselves in clothing and footwear that s/he can easily manage.

Pack an extra change of clothes and pullups.

2.13 Communication with Parents

Everybody has a different communication style and time for communication. We understand that mornings and afternoons can be a little rushed, and not the best time to discuss your child's day.

We have many types of communication we use for families, which include:

- √ Phone call
- √ Emails
- √ Weekly Updates/end of term newsletters
- √ Face to face
- √ Mid-year and End of year interviews
- √ Formal meetings

We endeavor to maintain a policy of open communication between educators and parents regarding the children, Centre activities, events and Centre policies.

Every year a Parents' meeting is held to explain our principles of our Kindergarten Program and share ideas and suggestions. Also, Sunrise Parents' Committee is formed to create events for socializing and fundraising. Be involved; it's fun!

Weekly Update and monthly slide show of the kindergarten program is emailed to parents. This is an invaluable source of information on what is currently happening in the kindergarten program, upcoming events and sharing of anecdotes on the children's experiences throughout their day.

Child's Learning Journey outlines your child's developmental progress and is available by request and regular catchups with the Kinder Teacher and Room leaders

Appointments can be made for more in-depth discussions about your child. The kindergarten teacher keeps a detailed record of each child's development through daily observations. You are welcome to look over these records. However, you must schedule a convenient time with our teacher.

Informal exchanges between parents and educators are welcome, however if a lengthy discussion is required we ask that you make an appointment so we do not disrupt the kindergarten program for that day.

Health & Safety

3.1 Your child's Health

You must keep your child home if he or she is unwell, especially with vomiting, diarrhea, or fever or any contagious symptoms until they have recovered. If your child develops a skin rash or unusual sore, you must consult with your doctor to determine whether it is contagious or not before bringing your child to the Centre.

When there is an outbreak of a contagious illness parents will be notified on our notice board. A child with a fever of more than 37.5 degrees Celsius should be kept at home as this indicates that the child is unwell. It is advised that the child should have a normal temperature for 24 hours and his/her activity level should have returned to normal before returning to the Centre. Please notify us before 9 am if your child will be absent due to illness.

If your child becomes sick while at the Centre, we will contact you or the person designated by you as an emergency contact and ask that the child be picked up within half an hour. This is for the welfare of your own child and that of the others attending the Kindergarten. You will be shown an illness report form and asked to sign.

If your child receives a minor injury at the Centre, the teachers concerned will write an incident report. You will be shown the report at home time and asked to sign. The report details the event and the action taken after the injury.

Any major injury requiring medical attention will be immediately reported to you. If you are not available, those on your emergency list will be contacted. If no one can be contacted, we will contact a doctor or ambulance officer.

3.2 ANAPHYLAXIS See Appendix III

3.3 Dental Care

The Centre encourages parents to pack healthy and nutritious food for their child's lunch. Educators discuss with children about healthy foods and the effect sugar food has on dental health and the importance of mouth hygiene.

The Centre invites dental health care professionals to visit and discuss dental care with children.

3.4 Use and Storage of Dangerous Products

Sunrise follows Victorian WorkCover Authority recommendations regarding storage and use of dangerous products kept in the Centre (e.g. tools, chemicals and medicines). We recommend that parents adhere to safe storage of dangerous products at home.

3.5 Medication Policy and Procedure

Parents and educators have important responsibilities to meet in administering medication to children. In addition to recording daily medication requirements, it is a parent's responsibility to verbally inform educators on arrival that their child requires medication during the day. Parents must be aware that educators will adhere to the following:

- ⇒ Non-prescription medication will only be administered according to the dosage direction on the label of the bottle or package, which must be clearly labeled and Parent to fill in a Medication record form
- ⇒ Prescribed medication will only be given if the label has the child's name printed on it, and educators will only administer the dosage prescribed on the label.
- ⇒ The Centre educators will not administer the first dose of any medication to a child in case the child has an allergic reaction.
- ⇒ Medication that is out of date cannot be administered.

PROCEDURE

Educators Responsibilities:

Educators on early shift must ensure all messages relating to children's medication are passed onto the appropriate educator members.

Educators must ensure all medication is stored in the medication cabinet in each room or the refrigerator in the kitchen (a non-child area) if required.

Before administering any medication, educators need to check with other educator members whether the medication has been administered.

Two educators need to check that the medication to be administered corresponds with the information recorded in the medication book (i.e. child's name, medication, date, time, dose, route).

Once the medication has been administered both educators need to complete and sign the appropriate section of the medication book.

Educators must remind parents to collect their child's medication at the end of the day.

Parent Responsibilities

Educators are to guide parents in meeting the following requirements:

- ⇒ On arrival parents must hand any medication to the educator member on duty, and explain what the medication is, the dose and time it is to be administered.
- ⇒ Parents must inform educators if their child had any medication before coming to the Centre.
- ⇒ Parents must complete the relevant sections of the medication book, stating the child's name, the date and name of the medication, the dose and time the medication is to be administered. Parents must sign this entry.
- ⇒ Parents complete a separate line for each medication or dose that is to be administered during the day.
- ⇒ If medication is written in "as required" parents must include a descriptive reason as to the circumstances under which medication should be administered.

It is the parent's responsibility to collect their child's medication at the end of the day, and to ensure that they are taking the correct medication home.

3.6 Immunization Policy and Procedure

As of 1 November 2018, early childhood education and care services need to ensure parents and carer of children attending their service provide an updated immunization history statement as evidence that their child continues to be up to date with immunizations while attending the service twice per year.

This is in addition to the original requirement, introduced by law in January 2016, which requires children to be fully-vaccinated when enrolling in early childhood services. (No Jab No Play Victoria).

The Australian Childhood Immunization Register will be expanded to capture and report on children's immunization status for payments up to, and including, 19 years of age. Children not up-to-date with their childhood immunizations will need to follow a catch-up schedule.

'Conscientious objections' will be re-termed 'vaccination objections' and will no longer be a valid exemption category. Child care assistance and the FTB Part A supplement will not be paid to customers who fail to comply with immunization requirements, or who do not have a valid exemption.

For more information visit the <https://www.health.gov.au/health-topics/immunisation/immunisation-throughout-life/national-immunisation-program-schedule>

<https://www2.health.vic.gov.au/public-health/immunisation/vaccination-children/no-jab-no-play#:~:text='No%20Jab%2C%20No%20Play',childcare%20or%20kindergarten%20in%20Victoria.>

When an infectious disease is present or suspected at the Centre or at home and a child or educator has not been immunized against this disease, as per the National Immunization Program Schedule, then children or an Educator that has not been immunized will need to be excluded temporarily from the Centre. (normal fees apply if excluded).

PROCEDURE

⇒ An Immunization History Statement from the Australian Immunization Register (AIR) is the only form of documentation accepted for the purposes of enrolling a child in an early childhood education and care service. No Immunization, no enrolments!

⇒ On commencement of employment, educators are given information from the Department of Health about immunization for people who work with children.

⇒ Educators are responsible to keep their immunization status up-to-date.

⇒ It is parents' responsibility to make sure that their child's immunization records are kept up-to-date and parents will be formally requested to update records in writing annually.

⇒ It is the Centre's responsibility to inform parents and educators on matters relating to immunization.

⇒ It is the coordinator's responsibility to inform educators and parents of children who are not immunized of any reported cases of childhood diseases at the Centre. Children and educators who are not immunized will be excluded from the Centre in accordance with the Department of Health and Ageing Immunization Program guidelines.

⇒ Please refer to Public Health and Wellbeing Regulations 2009 for the "Minimum Period of Exclusion from Primary Schools and Children's Service Centers for Infectious Diseases Cases and Contacts" Schedule for cases of, and contact with, infectious diseases, for the required exclusion period.

⇒ Please refer to the Victorian Department of Health Immunization Program for details of immunization requirements.

⇒ Further information about immunization is available from the Health Department of the Yarra City Council (ph. 03 90255555) and at the following websites or via the office staff. Sourced November 2016

www.yarracity.vic.gov.au go to Health + Safety® Immunization

National Immunization Information Line Tel. 1800 671 811

Australian Childhood Immunization Register Tel 1800 653 809

Better Health Channel website: <https://www.betterhealth.vic.gov.au/no-jab-no-play>

3.7 Accident, Injury or Illness

If an accident or injury occurs, or the child becomes ill, the incident will be recorded in the accident/injury/illness or a minor report form. If the educator is concerned about the well-being of the child, the child's parents will be notified.

PROCEDURE

The Kinder Teacher/Educator directly responsible for the child will assess the situation and discuss the child's injury with the Director.

Educators will carry out any basic first aid procedures and continue to monitor the child's general condition.

If the educators have heightened concerns about the child, they will contact the child's parents and outline the nature of the injury and any treatment that has been given. A decision regarding further action will be made in consultation with the parents.

Educators have a legal obligation to record all information in the accident/incident.

- If your child has an accident, is injured or becomes ill, this will be recorded on the record in your child's form. Children do not attend the Service if they are unwell. If a child has been sick they must be well for a minimum of 24-48 hrs before returning to the Service. For example, if a child is absent due to illness or is sent home due to illness they will be unable to attend the next day as a minimum. It is recommended that a child stay at home at least another day after appearing well for full recovery. The Nominated Supervisor may approve the child's return to the Service if families provide a doctor's certificate/clearance certifying that the child is no longer contagious and is in good health.

Parents have an obligation to sign all accident reports as per the Educations & Care Services National Regulations 2012.

- If your child is unwell DO NOT BRING them in. Coughs, colds, runny noses, fevers of 37.5 degrees Celsius and above or if you suspect they are coming down with something are indicators. This is to mitigate the spread and to protect the staff & children as per Health and Safety guidelines and our Sunrise Policy.
- If they become unwell or your child is not themselves you must pick them up within 30 mins (please have your phones on). If you are not contactable, we will call your other emergency contact to pick up your child.
- Similarly, for parents who are feeling unwell themselves, please find alternative arrangements to drop off and pick up your child.

3.8 COVID-19

COVID-19 is a new strain of coronavirus that was originally identified in Wuhan, Hubei Province, China in December 2019. The World Health Organization (WHO), has declared that COVID-19 outbreak as a

'pandemic'- a Public Health Emergency of International Concern (effective 11 March 2020). This is mainly due to the speed and scale of transmission of the virus in countries around the world, including Australia.

COVID-19 is transmitted from someone who is infected with the virus to others in close contact through contaminated droplets spread by coughing or sneezing or by contact with contaminated hands or surfaces. According to the Department of Health, the time of exposure to the virus and when symptoms first occur is anywhere from 2-14 days.

Symptoms can range from a mild illness, similar to a cold or flu, to pneumonia. People with COVID-19 may experience:

- o fever
- o flu-like symptoms such as coughing, sore throat and fatigue
- o shortness of breath

The [Australian Government](#) is constantly updating the current status of COVID-19 including health recommendations, travel restrictions, and a vast collection of resources and information to help people make informed decisions.

As this information is changing rapidly, our Service is constantly monitoring health alerts and implementing measures suggested by key health experts to minimize the transmission of COVID-19. Our Service has a range of comprehensive policies in place to guide best practice in relation to health and safety, dealing with infectious diseases and maintaining a child safe environment. Our duty of care and responsibilities to children, parents, families and all staff to provide a safe environment is of utmost importance.

The evolving nature of COVID-19 and the unprecedented steps required to protect our community as recommended by the Australian Government, has resulted in the development of a specific policy to assist our Service manage this pandemic.

- See latest advice from <https://www.coronavirus.vic.gov.au/>

3.9 Child Safe Environment – National Principals for Child Safe Standards

- provide a safe environment for all children which ensures their safety, health and wellbeing
- promote the cultural safety of all children
- identify, reduce and remove risks of child abuse
- intervene when a child may be at risk of abuse or neglect
- involve children in child safety including listening to children and incorporating their views about how to provide a safe environment
- make staff aware of their legal and duty of care obligations to report child abuse and neglect

- responding to requests, sharing and requesting information to promote child wellbeing or safety and/or manage risks of family violence.



3.10 Head Lice and

Nits

Sunrise recommends parents to take immediate steps if they find head lice and/or nits in their children’s hair. At enrolment, parents are requested to give permission for educators to check their child’s hair. Educators should do that after explaining to the child the reason and wear disposable gloves.

If it is evident that there are lice/nits, the parents will be notified by phone and the child has to be picked up.

Children with head lice/nits are required under the Health (Infectious Diseases) Policy to exclude the child from Sunrise Kindergarten care until 24 hours after treatment.

Recommendation is to wait 24 hrs once treated before returning to Sunrise, with no nits or lice in the hair. It is important to follow the instructions on the treatment pack which usually recommends to do a follow up treatment several days later.

If we detect head lice or eggs again, you will need to bring the child home & repeat the process.

3.11 Sun Safe

All children and educators at the Centre need to dress in a way that ensures protection from the elements during outdoor time. A “No adequate dress = No outdoor play/work” policy applies to all months of the year. The Sun Safe policy applies whenever the UV Index levels reach 3 and above. In Victoria this generally applies from September through to April. Family and visitors are requested to follow the procedures of this policy when attending the Centre.

⇒ The UV exposure index is displayed each day on the office room notice board

⇒ All children and educators are to wear appropriate clothing and hats while outdoors. Sun protective clothing is essential from September till April as UV radiation levels are strongest at this time of year. During other months of the year educators are expected to use good judgment in assessing the situation on a daily basis and consider safe UV exposure.

⇒ The Centre will ensure there is an adequate supply of hats for every child and educator members. These hats will be selected as per the specifications of the current Sun Safe protective hats criteria.

- ⇒ The Centre shall maintain sufficient shaded areas in the outdoor playground.
- ⇒ Children will be encouraged to play in shaded areas of the playground.
- ⇒ When setting up the playground during the summer months, educators will ensure that equipment and play experiences are set up in shaded areas.
- ⇒ The Centre shall provide SPF 30+ broad spectrum, water resistant sunscreen for both children and educators. Children will be encouraged to apply their own sunscreen with the educator's supervision and the use of a full length mirror. Parents may wish to supply an alternative sunscreen if their child is sensitive to the one provided by the Centre.
- ⇒ Following the written parental consent/instructions on the child's enrolment form educators will apply sunscreen to children 20 to 30 minutes before going outside. This will be reapplied every 2 or 4 hours (dependent on the sunscreen used) when children are outdoors.

Applying sunscreen every 2 hours - how does it work in our setting?

1. Parents apply on arrival
2. (UV above 3) we apply at the park or if we stay at Sunrise we apply at the service
3. We re-apply after rest time in the afternoon.

Sunscreen is to be stored high out of children's reach.

- ⇒ With written parental consent on the child's enrolment form, children with naturally very dark skin (skin that rarely burns) are not required to wear sunscreen.
- ⇒ Outdoor play during peak daily UV radiation times (10am – 3pm EST and 11am – 4pm DEST) will be minimized .
- ⇒ Learning about skin, healthy UV exposure and ways to protect skin from the sun will be incorporated into the children's program. The importance of wearing hats, appropriate clothing and sunscreen and the "No adequate dress, No outdoor play/work" policy will be discussed with children.
- ⇒ Educators will act as role models by wearing hats and applying sunscreen to themselves.
- ⇒ The Centre will provide parents with information relating to sun protection, via the newsletter, notice board displays, and the Parent Resource Library.
- ⇒ Parents are asked to dress children in loose fitting clothing that protects as much of the children's skin as possible. Shirts/T-shirts that cover the shoulders have collars and sleeves that are at least elbow length and longer style shorts and skirts are most suitable for sun protection. Sunglasses that are close fitting, cover as much of the eye as possible and meet Australian standards 1067 (Sunglasses – Category 2, 3 or 4) are recommended. Educators must put a name tag on these. Baseball caps are not accepted as adequate protection against the sun.
- ⇒ Educators and children will need to bring coats (or an extra layer of clothing), boots, and hats/beanie to wear outside during the winter months.
- ⇒ An outdoor curfew will be set during both the winter and summer months. This time will be continually assessed and changed by team leaders' and determined by the changing weather conditions.

Reviewed November 2019 Sourced: www.Sunsafer.com.au → protecting others, in early childhood services.

3.12 Information and Communication Technology (ICT)

- understand and follow procedures to ensure the safe and appropriate use of ICT at the service, including maintaining secure storage of information
- take responsibility to protect and maintain privacy in accordance with the service's Privacy and Confidentiality Policy
- are aware that only those persons authorised by the Approved Provider are permitted to access ICT at the service

- understand what constitutes illegal and inappropriate use of ICT facilities and avoid such activities.

Values

Sunrise Kindergarten and Long Day care is committed to:

- professional, ethical and responsible use of ICT at the service
- providing a safe workplace for management, educators, staff and others using the service's ICT facilities
- safeguarding the privacy and confidentiality of information received, transmitted or stored electronically
- ensuring that the use of the service's ICT facilities complies with all service policies and relevant government legislation
- providing management, educators and staff with online information, resources and communication tools to support the effective operation of the service.

Parents/guardians are responsible for:

- reading and understanding this Information and Communication Technology (ICT) Policy
- complying with all state and federal laws, the requirements of the Education and Care Services National Regulations 2011, and all service policies and procedures
- maintaining the privacy of any personal or health information provided to them about other individuals e.g. contact details.

There is strictly NO sharing of photos or information to other platforms from our website or emails or written material. When it comes to your own children, it is your choice what you share outside.

Remember though that young children cannot make their own decisions about what gets published online so you have a responsibility to make sure whatever is shared is in your children's best interests.

Sometimes other children in the centre may feature in the same photos, videos and stories as your children. In these cases, never duplicate or upload them to the internet/social networking sites or share them with anyone other than family members without those children's parents' permission."

Volunteers and students, while at the service, are responsible for following this policy and its procedures.

PARENT INFORMATION

4.1 NUTRITION VEGETARIAN PHILOSOPHY & POLICY

Recognizing the effect of diet on mind and behavior as well as on the growth of the body, we encourage only healthy vegetarian foods at school. Please do not bring in red or white meat, nuts, egg, mushroom, garlic, onion, sweets or dyed drinks. Children are encouraged to:

- ⇒ Enjoy their meals and snacks, and the positive socialization associated with these routines
- ⇒ Experience healthy eating and the benefits of making good food choices
- ⇒ Learn the connection between nutrition and health, including drinking adequate quantities of fresh water
- ⇒ Experience meals from a broad range of cultures
- ⇒ Develop a positive relationship with and understand the value of food
- ⇒ Learn the role of hygiene at mealtimes.

STRATEGIES

To achieve these goals, the educators at this Centre will implement the following:

- ⇒ Give children the message that all food provided at the Centre has equal value and will not be used as a reward, bribe or reprimand.
- ⇒ Support parents wishing to breastfeed their children while in childcare.
- ⇒ Present food in an appealing way offering a range of colors, textures, flavors and diversity that gives children a variety of choice, and is age/stage appropriate.
- ⇒ Recognize and respect the factors that influence children's food choices and values e.g. religious beliefs, past experiences, cultural differences etc.
- ⇒ Cater for children with specific dietary requirements.
- ⇒ Create opportunities for children to participate in food preparation, and encourage the value of food as a social activity.
- ⇒ Educators will model and encourage children to try different foods, develop an understanding of appropriate serving sizes and the implications of waste.
- ⇒ Consistently emphasize to children the need and reasons for hygiene, dental practice and care by encouraging them to:
 - _ wash their hands before and after eating
 - _ eat food from their own lunch box rather than from other peoples' lunch box
 - _ throw away food that has been on the floor,
 - _ finish each meal with a piece of fruit

Sunrise strives to be a rubbish-free Centre. We request parents to use none/less wrappings when packing children's lunches.

4.2 Birthdays

Birthdays are special as they help each child to realize the rhythm of the year as well as being an occasion for the child to feel especially sociable and joyful. When it is your child's birthday, we welcome a cake or a treat such as biscuits or a slice (preferably a healthy type). Hand all food directly to educator members. Remember children who have been diagnosed as at risk of anaphylaxis are enrolled at this centre. Please give educators a list of ingredients in your child's cake – (Exclude eggs and nuts). We especially request food to be 'as healthy' as possible! We ask that lollies and other "sweet treats' are kept for the home party and not bought into the Centre.

A further note on birthdays:

Birthdays are special days and educators like to celebrate with the children at the Centre. Often children invite educators to their "home" party. Generally educators choose not to attend as it creates a ripple effect and all children want educators to come to their home party. Children find this difficult to understand. We ask you to explain to your child that they have their birthday party at the Centre with their friends and teacher while the home party is for family & friends.

4.3 Toys from home

Children often feel a need to bring toys from home. We understand this need and we recognize the difficulties it presents at times that are fraught and stressful – like trying to get out the door and to work on time. However, we ask that you encourage your child not to bring their home toys. Comfort and security toys/rugs etc. are an exception to this request. Infants in particular need to have something that looks, smells and feels familiar to them.

Please understand that we cannot be responsible for the care of home toys. Children can be devastated if their toys are broken or lost and staff find it almost impossible to keep track of home toys.

We ask that toys that are particularly attractive (and vulnerable) e.g. special Barbie dolls, Thomas Tank, Spiderman toys etc. are left at home.

4.4 Your child's work

Your child's work/art/creations are kept in his or her pigeonhole. Please collect it and take it home to see how and what your child is doing.

4.5 Relaxation and Sleep

Our Service defines 'rest' as a period of inactivity, solitude, calmness, or tranquility, and can include a child being in a state of sleep. Considering the busy and energetic nature of children's day, we feel that it is important to participate in a quiet/rest period during the day in order to rest, relax, and recharge their body.

All children are encouraged to rest after lunch each day. Children's rest time will vary according to needs. Whilst sleeping is not necessary, resting the mind and body with some quiet private time is, for example, sitting quietly on a mat with a book. Educators will often give older children the option to use this time to listen to a story, read a book and hear relaxation music. We will consult with families about their child's individual needs, ensuring all parties are aware of the different values, cultural and parenting beliefs and practice, or opinions associated with sleep requirements.

Child Transition to Rest Time:

- Each child's face and hands are to be washed before transitioning to sleep and rest time. Encourage older children to do this for themselves.
- Remove excess clothing including hooded clothing, jewelry and shoes from all children. Encourage older children to do this for themselves.

- Ensure clothing is appropriate to the season and room temperature. If children change clothes, respect their need for privacy.
- Ensure there is sufficient lighting for staff to observe children resting and enable children to undertake quiet activities.
- Provide well-ventilated areas for sleeping and resting.

Sleep and Rest Time:

Staff must adequately supervise children during sleep and rest time in accordance with relevant legislative requirements. Children:

Ensure children's needs for sleep and rest are met, having regard to each child's age and development.

- Routines and environments should be flexible enough to support children who do not require a sleep and those who seek rest and relaxation throughout the day
- Provide quiet play activities for children who choose not to sleep or rest

<http://www.kidsafevic.com.au>

<https://rednose.org.au/section/safe-sleeping> updated August 2019

4.6 Complaints

All complaints and concerns will be acknowledged and discussed first in a meeting with the parent or guardian and the Director. The minutes and or documents of these meetings will be brought forward to the Management Committee Meeting. The action to the complaints and concerns will be decided in the Management Committee Meeting. This process should be prompt i.e. done at the earliest convenience. The parents can also report any complaints to the responsible office, the Department of Education and Training (DET)

[General Enquiries](#)

Email: nwvr@edumail.vic.gov.au Phone: 1300338738

Bendigo office

Phone: 03 5440 3111

Fax: 03 5442 5321

Postal address: PO Box 442, Bendigo, Victoria 3552 Location: 7-15 McLaren Street, Bendigo, Victoria 3550

Coburg office

Phone: 03 9488 9488

Fax: 03 9488 9400

Postal address: Locked Bag 2001, Coburg, Victoria 3058 Location: Level 2, 189 Urquhart Street, Coburg, Victoria 3058

4.7 Behavior Guidance

Our behavior guidance policy at Sunrise Kindergarten and Long Day Care Centre is based on the idea that all opportunities are learning experiences for the child. Behavior guidance is all the things educators do and say to help children learn and demonstrate acceptable behavior. The aim is for children to improve guiding and controlling their own behavior and to rely less on carer to guide them.

At Sunrise all educators understand the importance of creating and maintaining warm and caring relationships with the children. As with children's general learning, educators use their knowledge to help children to develop skills to guide their own behavior. Educators support children in learning to do the "right" thing and wanting to do it. Behavior guidance does not include any acts of punishment. Although the educators are required to show firmness at times, they are always respectful to the child.

The Centre also recognizes that the children have the right to be safe and not to be disturbed by the other children in their activities and play.

A series of Classroom and Playground Rules have been made with the children. These are followed in the Centre and include:

- Be kind to plants.
- Be kind to animals.
- Be kind to everyone.
- Use your words.
- Use your ears.

4.8 Ways in which parents can help

The educators contribute to the program displayed in the hallway. You are most welcome to go through and see what has been happening at Sunrise. Please feel free to discuss the program with educators. It will let you know where/how ideas have emerged from and where to from here?

A suggestion box is placed at the entry or chat to the educators, where you can write suggestions or agenda items for Parents' Committee meetings or the program. Minutes from the meetings will be sent out via email.

Please feel free to share with us any of your talents and interests, (e.g. cooking, gardening, music and dance, crafts, nature objects, feeding/bathing a new baby, sport, and language other than English.)

Throughout the year there are a small number of initiatives that raise money for the kindergarten. Fund-raising events will be held periodically to raise money for specific items that will benefit the children. Planning and carrying out these events is possible only by our collective effort and we encourage your participation.

The centre holds 1-2 working bees each year and participation from all families is encouraged as together we can make our centre truly great. Any person who is handy and willing to help out on a needs basis for maintenance would be greatly appreciated.

At the beginning of the year we will have a Parent information evening, Welcome picnic for all families and other information evenings which you are invited to attend.

4.9. Conclusion

Parents are welcome to drop in at any time to check on their child. If the teachers observe your child having any problems or difficulty, the Director or Teacher will inform you. You may be asked to come in for a meeting with the Director and the Teacher to discuss the matter. It is best for the child when the kindergarten and parents work together in overcoming problems.

The Director and Teachers are always happy to discuss any issues but for mutual convenience, please arrange a specific time to meet.

We value your comments and suggestions.

We hope that your child's time here is a positive and enjoyable learning experience. Thank You, Enjoy and have fun!

Baba Nam Kevala..... Love is all there is 

APPENDIX I

PHILOSOPHY OF SUNRISE

The educational philosophy of Sunrise Kindergarten recognizes the importance of learning respect and love for all. It is called Neo-Humanism. Neo-Humanism expands the underlying spirit of humanism, which is love for fellow beings to encompass love of all the creation as well as a realization of the interconnectedness of all aspects within it.

One of the goals of Sunrise Kindergarten is to develop this feeling of interconnectedness and to nurture a sentiment of love and respect for the environment and everything in it. This is accomplished through the application of the principles of Neo-Humanism in the classroom.

The elements of the program are carefully planned to encourage children to deepen their concern for the welfare of others and extend it to other living things such as plants and animals. In this way, they come to realize that all living beings are interrelated and that the welfare of others is inseparable from their own. Through the presentation of themes, the behavior of educators and activities such as animal care and gardening, ecological awareness is developed and the children learn to care for and nourish their environment and its inhabitants.

This broadens the mental horizons of children, promoting an outlook free from prejudice and narrowness. For this reason, cultural respect and appreciation are encouraged and planned within the program.

Another equally important goal is to develop the full potential of each child – physically, emotionally, socially, intellectually and spiritually. This is accomplished by providing a wide variety of developmentally-appropriate childhood experiences throughout the day. In short, we hope to infuse the children with a sentiment of respect so they will grow into individuals who care for and benefit the world in which they live.

We seek to create a Neo-Humanistic environment to mirror these ideas. The physical environment is aesthetically pleasant, attractive and uncluttered. A warm and homelike atmosphere is maintained. Learning materials are displayed for easy child access and plants and animals are an integral part of the learning experience. The environment includes adults modelling caring behavior and exhibiting empathy towards people, plants, animals and non-living things. Adults and children respect and care for each other and the environment.

Educators model good relationships with each other and the management works to consolidate good relationships. Ideally, these principles are not only modelled by the teachers but form a part of their own attitudes towards life and learning.

Because we advocate a non-harming attitude towards all living creatures, the NH education supports a sentient vegetarian diet. Some mutative (containing restless, stimulated energy) foods stimulate the mind and body, tending to make one restless, while other static foods are not beneficial to the mind and may be harmful to the body. A sentient diet excludes all meat and meat products, chicken, caffeinated beverages, excessive herbs and spices, eggs, fish, shell-fish, onions, garlic, mushroom and fungi, alcohol, tobacco, fermented, stale or spoiled food.

THE BASIC PRINCIPLES OF NEO-HUMANISTIC EDUCATION

1. To awaken a thirst for knowledge in the child which becomes the child's own motivation to self-actualize

We trust, believe in and respect children. This belief and trust is based on the premise that each child has an innate desire to learn and develop themselves. We strive to awaken the thirst for knowledge that is already inside them. This recognizes that a wealth of potential lies in every child and that it is a basic desire in everyone to strive for something great.

Neo-Humanistic Education facilitates the development of the human personality: physical, cognitive, creative, communication skills, spiritual well-being, emotional expression and social skills (an appropriate way of interacting with the environment based on respect). Each child develops at their own pace and our education system aims to meet their individual needs.

2. An Ethically-based Education

Ethics or pro-social development is the essence of the child's moral development. Values form the basis of a balanced individual and a harmonious and well-integrated society. Neo-Humanism has ten ethical concepts that are encouraged and modelled. They are:

- non-harming
- truthfulness
- non-stealing
- universal love
- simple living
- clean and clear
- happy hearted
- helpful hands
- inspirational study
- meditation and self-improvement.

Children should see teachers set an example by modelling these concepts in their own interactions. Making an effort towards following these guidelines themselves, teachers will reaffirm that most learning occurs through trial and error. They adopt the attitude that mistakes (even their own) are learning experiences for the children.

3. Awakening of Spiritual Awareness

The entire learning process of Neo-Humanistic Education is rooted in the conviction that the universe is an integrated whole. This idea fosters a deep sense of connection to self and others. It causes a shift in viewpoint from a mechanistic and materialistic one to one of wholeness and interdependence. Spiritual appreciation means a commitment to care for all creation and to encourage the innate desire to learn "Who am I?" and "What is my destiny?"

4. Integrated Approach to Learning

Instead of compartmentalizing knowledge into isolated academic disciplines, Neo-Humanistic Education encourages a multi-disciplinary exploration. It is focused on the process and not on an end-product. Education is the living experience of the world as a dynamic and interrelated whole. Early childhood education includes a child-directed approach and child-directed play, and in later years, self-chosen projects to stimulate a joy for learning. Collaborative learning takes place when the children learn to work and solve problems together during the learning process. They work together in small groups and free conversation occurs throughout the cooperative learning time.

5. Cultivation of Aesthetics in All Disciplines

In Neo-Humanistic Education, aesthetic appreciation and experience suffuse all aspects of learning. The curriculum includes organized exploration to develop the creative imagination. The subtle expression of beauty in music, art, literature, environment and other areas uplifts human life and nurtures a greater awareness. Aesthetic appreciation also refers to the way things are done. There should be some order and system in the activities, in the way the children do them and in the classroom itself.

6. Local and Multi-cultural Recognition and Inclusion

Neo-Humanism recognizes the importance of culture in forming a person's self-image and esteem. It emphasizes the teaching of local languages and traditions and acknowledges the beauty and importance of all cultures. Every student in the class should feel that their culture is appreciated and valued. Children learn to appreciate and embrace cultural similarities and diversities. Collectively, they move towards a global future of harmony and peace.

7. A New Environmental Consciousness

Environmental education imparts the skills and values necessary for responsible stewardship of our planetary resources. It also helps children develop an intimate, living relationship with the web of life around them. Children are born with both the potential for analytical thought and for synthesized, critical thinking. Neo-Humanistic Education cultivates especially the development of the latter. Children learn how to build a sustainable society for the future.

8. Exemplary Role of the Educator

The role of the educator is of paramount importance. Example is one of the most effective methods of teaching. Therefore, teachers should strive to embody the noblest qualities of

humanity in their day to day conduct. They also require a sound knowledge of child development and psychology. Teachers must also be good observers. Through observation, they will gain an understanding of each child's progress and development. Observation also enables the teacher to know what activities and programs are successful with the children and which are not. With this understanding, they plan, carry out and assess their work. Teachers provide a proper learning environment by arranging materials and experiences to provide maximum opportunities for the children to interact and learn. They create a safe environment that is, at the same time, conducive to originality and risk-taking. Teaching should be an empowerment process for the children and the road to greater and greater independence, self-motivation, problem solving and team working. Additionally, the teacher helps bridge the gaps between families, the school and the community.

9. Spirit of Service

Neo-Humanistic Education does not view education as a passport to prestige and privilege but a responsibility to serve others. Art, science and knowledge are dedicated to service and welfare for all. The spirit of helping others is encouraged in children from their earliest years.

10. Expanded Social Consciousness and Sense of Justice

Neo-Humanistic Education encourages active participation in positive social change. Children need to develop a social consciousness and sense of justice. By developing rationality and heightened awareness they can discern exploitative strategies and counteract divisive sentiments which cause suffering to all beings. They are motivated towards a more just and progressive society.

APPENDIX II

CODE OF CONDUCT

Values

Sunrise Kindergarten and Long Day Care Centre

- respects the rights of the child and values diversity
- values the contribution of Aboriginal children, children from a culturally and linguistically diverse background and children with a disability
- has zero tolerance of discrimination
- maintains a duty of care (*refer to Definitions*) towards all children at the service
- is committed to the safety and wellbeing of all staff and the members of our service's community
- is committed to supporting staff to act cohesively and ethically as a team and provide an environment that is conducive to children's learning and development
- provides a safe and secure environment for all at the service
- provides an open, welcoming environment in which everyone's contribution is valued and respected
- is committed to communicating openly and honestly
- is committed to continually learning how to be inclusive and respectful of cultural needs
- encourages relationships that are based on the principles of mutual respect, equity and fairness.
- encourages both adults and children to identify and raise concerns through the appropriate channels to maintain a culture of reporting and pro-actively responding to concerns
- encourages volunteers, students, parents/guardians and visitors to support and participate in the program and activities of the service.

Scope

This policy applies to the approved provider, persons with management or control, nominated supervisor, persons in day-to-day charge, early childhood teachers, educators, other staff, students, volunteers, parents/guardians, children and others

attending the programs and activities of [Company], including during offsite excursions and activities.

BACKGROUND AND LEGISLATION

Codes of conduct establish standards of behaviour to be followed and define how individuals are expected to behave towards each other, towards the children in their care, and towards other organisations and individuals in the community.

The approved provider, nominated supervisor, early childhood teachers, educators and all other staff have a duty of care to the children attending the service and must ensure 'that every reasonable precaution is taken to protect children being educated and cared for by the service from harm and from any hazard likely to cause injury' (*National Law: Section 167*).

The *National Quality Standard* requires that all staff be respectful and ethical and that 'professional standards guide practice, interactions and relationships' (*National Quality Standard: 4.2 and 4.2.2*).

Employers also have a legal responsibility to provide, as far as is practicable, a safe workplace that is free from discrimination, bullying and harassment.

Child Safe Standard 3 requires services to develop and review codes of conduct that establish clear expectations for appropriate behaviour with children including:

- how to respond to risks adults may pose to children or that children may pose to each other
- how to ensure the cultural safety of Aboriginal children and culturally and linguistically diverse children
- how to be inclusive of all children, including children with a disability.

A Code of Conduct should be informed by the service's philosophy, beliefs and values, and based on ethical principles of mutual respect, equity and fairness. Consideration should be given to the Victorian Teaching Profession *Code of Conduct and the Code of Ethics* and to the Early Childhood Australia's *Code of Ethics* in developing the code of conduct.

The approved provider must ensure that the nominated supervisor, early childhood teachers, educators, other staff, contractors, volunteers, students on placement, parents/guardians, children and others attending the programs and activities of [Company] adhere to the expectations outlined in the Code of Conduct when communicating to and interacting with:

- children at the service and their parents and family members
- each other
- others in the community.

Legislation and Standards

Relevant legislation and standards include but are not limited to:

- Charter of Human Rights and Responsibilities Act 2006 (Vic)
- Child Safe Standards (Vic)
- Children, Youth and Families Act 2005 (Vic)
- Child Wellbeing and Safety Act 2005 (Vic)
- Disability Discrimination Act 1992 (Cth)
- Early Childhood Australia's Code of Ethics (2016)
- Education and Care Services National Law Act 2010: Sections 166, 167, 173, 174

- Education and Care Services National Regulations 2011: Regulations 83, 155, 156, 157, 168, 170, 171, 174, 175, 176
- Equal Opportunity Act 2010 (Vic)
- Fair Work Act 2009 (Cth)
- Fair Work Regulations 2009 (Cth)
- National Quality Standard, Quality Area 4: Staffing Arrangements
- Occupational Health and Safety Act 2004
- Occupational Health and Safety Regulations 2007
- Racial Discrimination Act 1975
- Racial and Religious Tolerance Act 2001 (Vic)
- Sex Discrimination Act 1984 (Cth)
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Conduct
- Victorian Institute of Teaching the Victorian Teaching Profession Code of Ethics

The most current amendments to listed legislation can be found at:

- Victorian Legislation – Victorian Law Today: www.legislation.vic.gov.au
- Commonwealth Legislation – Federal Register of Legislation: www.legislation.gov.au



DEFINITIONS

The terms defined in this section relate specifically to this policy. For regularly used terms e.g. Approved provider, Nominated supervisor, Notifiable Complaints, Serious Incidents, Duty of Care, etc. refer to the Definitions file of the PolicyWorks catalogue.

Behaviour: the way in which one acts or conducts oneself, especially towards others.

Bullying: Repeated verbal, physical, social or psychological behaviour that is harmful and involves the misuse of power by an individual or group towards one or more persons. Bullying occurs when one or more people deliberately and repeatedly upset or hurt another person, damage their property, reputation or social acceptance.

Ethical conduct: Behaviour which reflects values or a code of conduct.

Harassment: When someone is demeaning, derogatory or intimidating towards another person. Harassment includes:

- racial taunts
- taunts about sexual orientation or gender identity
- sexual harassment: unwelcome physical, verbal or written behaviour of a sexual nature
- repeated insulting remarks.

Investigator: A person/staff member assigned or organisation engaged with the responsibility of investigating suspected breaches of the Code of Conduct by the Approved provider

Physical attack: the direct or indirect application of force by a person to the body of, or to clothing or equipment worn by another person, where that application creates a risk to health and safety.

Respect: Demonstrating regard for the rights of individuals, for different values and points of views.

Sexual harassment: includes offensive gestures, leering, staring or suggestive comments about a person's physical appearance, inappropriate physical contact,

unwanted invitations of a sexual manner, sexually orientated jokes, sending of obscene letters, notes, telephone texts or emails.

Support: Work in a co-operative and positive manner.

Threat: a statement or behaviour that causes a person to believe they are in danger of being physically attacked.

Unreasonable behaviour: includes actions of individuals or a group and may involve using a system of work as a means of victimising, humiliating, undermining, or threatening.

Verbal harassment: includes name-calling, offensive language, putting people down.

Source

- Early Childhood Australia, *Code of Ethics*: www.earlychildhoodaustralia.org.au/our-publications/eca-code-ethics/
- United Nations, *The Universal Declaration of Human Rights*: www.un.org/en/universal-declaration-human-rights/
- United Nations, *Convention on The Rights of the Child*: www.unicef.org/crc/
- Victoria Legal Aid: www.legalaid.vic.gov.au
- Victorian Institute of Teaching – *The Victorian Teaching Profession Code of Conduct and Code of Ethics*: www.vit.vic.edu.au
- Commission for Children and Young People: www.cyp.vic.gov.au

Appendix III

Anaphylaxis policy

Allergic reaction: A reaction to an allergen. Common signs and symptoms include one or more of the following: hives, tingling feeling around the mouth, abdominal pain, vomiting and/or diarrhea, facial swelling, cough or wheeze, difficulty swallowing or breathing, loss of consciousness or collapse (child pale or floppy), or cessation of breathing.

No food sharing: The practice where the child at risk of anaphylaxis eats only that food that is supplied or permitted by the parent/guardian, and does not share food with, or accept other food from any other person.

Nominated Educator member: The child's direct Educator member who liaises between parents/guardians of a child at risk of anaphylaxis.

Communication plan: A plan that forms part of the policy outlining how the centre will communicate with parents and Educator members in relation to the policy and how parents and Educator members will be informed about risk minimization plans and emergency procedures when a child diagnosed at risk of anaphylaxis is enrolled in the service.

Risk minimization: The implementation of a range of strategies to reduce the risk of an allergic reaction including removing, as far as is practicable, the major sources of the allergen from the centre, educating parents and children about food allergies and washing hands after meals.

At the moment no nuts are allowed in the Centre.

Risk minimization plan: A plan specific to the centre that specifies each child's allergies, the ways that each child at risk of anaphylaxis could be accidentally exposed to the allergen while in the care of the centre, practical strategies to minimize those risks, and who is responsible for implementing the strategies. Families of children at risk of anaphylaxis should develop the risk minimization plan and the child's direct educators at the centre and should be reviewed at least annually, but always upon the enrolment or diagnosis of each child who is at risk of anaphylaxis. Secretary: Refers to Secretary of the Department of Education and Training Service community: all adults who are connected to the children's service.

Educator members: Educators employed on a permanent basis by the children's centre
Procedures

1 Sunrise Kindergarten and Long Day Care Centre shall: In the children's centre :

- Ensure that all educator member have completed first aid and anaphylaxis management training that has been approved by the Secretary by January 2012 then at least every 3 years and a refresher course every 12 months.
- Ensure there is an anaphylaxis management policy in place containing the matters prescribed in Division 3 Medical condition policy of National Regulation.
- Ensure that the policy is provided to a parent/guardian of each child diagnosed at risk of anaphylaxis at the centre.
- Ensure that all educator members in the centre whether or not they have a child diagnosed at risk of anaphylaxis in the program undertakes training in the administration of the adrenaline auto- injection device and cardio- pulmonary resuscitation every 12 months (National regulation r.136 part 4.4). It is recommended that practice with the trainer auto-injection device is undertaken on a regular basis at educator meetings, preferably quarterly.

2. At Sunrise Kindergarten where a child diagnosed at risk of anaphylaxis is enrolled the director /assistant director shall also:

- Conduct an assessment of the potential for accidental exposure to allergens while child/ren at risk of anaphylaxis are in the care of the centre and develop a risk minimization plan for the centre in consultation with the families of the child/ren
- Ensure that a notice is displayed prominently in the main entrance of the children's centre stating that a child diagnosed at risk of anaphylaxis is being cared for or educated at the service.
- Ensure educator members on duty whenever a child diagnosed at risk of anaphylaxis is being cared for or educated have completed training approved by the Secretary in the administration of anaphylaxis management (r.136 part 4.4) and that practice of the adrenaline auto-injection device is undertaken on a regular basis, preferably quarterly, and recorded
- Ensure that all agency/casual educator members in the centre have completed training approved by the Secretary in the administration of anaphylaxis management including the administration of an adrenaline auto-injection device, awareness of the symptoms of an anaphylactic reaction, the child at risk of anaphylaxis, the child's allergies, the individual anaphylaxis medical management action plan and the location of the auto-injection device kit

- Ensure that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the centre and its educational programs without the device (r.90 of national regulation)
- Implement the communication strategy and encourage ongoing communication between parents/guardians and educator members regarding the current status of the child's allergies, this policy and its implementation (r.90 of the national Regulations)
- display an Australasian Society of Clinical Immunology and Allergy inc (ASCIA) generic poster called Action Plan for Anaphylaxis in a key location at the service, for example, in the children's room, the educators' room or near the medication cabinet
- display an Emergency contact card by the telephone
- ensure that a child's individual anaphylaxis medical management action plan is signed by a Registered Medical Practitioner and inserted into the enrolment record for each child (r.90). This will outline the allergies and describe the prescribed medication for that child and the circumstances in which the medication should be used
- Ensure that all educator members in the centre know the locations of all the anaphylaxis medical management plans and that individual copies are kept with the auto-injection device kit in the children's rooms (r.90 of the National Regulations).
- Ensure that the educator members accompanying children outside the centre carry the anaphylaxis medication and a copy of the anaphylaxis medical management action plan with the auto-injection device kit (r.90 (2,3)).
- Ensure a spare adrenaline auto-injection device is located in the office in an insulated container. In the event of a child's adrenaline auto-injection device misfiring, the spare adrenaline auto – injection device will only be administered after consulting a paramedic when dialing 000
- Ensure a copy of the child's anaphylaxis medical management action plan is visible and known to educator members in the centre
- Follow the child's anaphylaxis medical management action plan in the event of an allergic reaction, which may progress to anaphylaxis
- In the situation where a child who has not been diagnosed as allergic, but who appears to be having an anaphylactic reaction:
 1. Call an ambulance immediately by dialing 000
 2. Commence first aid measures
 3. Contact the parent/guardian and,
 4. Contact the person to be notified in the event of illness if the parent/guardian cannot be contacted.
- Practice the administration procedures of the adrenaline auto-injection device using an auto- injection device trainer and "anaphylaxis scenarios" on a regular basis, preferably quarterly at educators' meetings
- Ask all parents/guardians as part of the enrolment procedure, prior to their child's attendance at the centre, whether the child has allergies and document this information on the child's enrolment record. If the child has severe allergies, ask the parents/guardians to provide a color medical management action plan signed by a Registered Medical Practitioner and with a current photo of the child (not more than 6 months old)
- Ensure that an anaphylaxis medical management action plan signed by the child's Registered Medical Practitioner and a complete auto-injection device kit (which must contain a copy the child's anaphylaxis medical management action plan) is provided by the parent/guardian for the child while at the centre

- Ensure that the auto-injection device kit is stored in a location that is known to all educator members, including agency/casual educators (on a hook beside the child's allergy management action plan; easily accessible to adults (not locked away); inaccessible to children; and away from direct sources of heat
- Ensure that the auto-injection device kit containing a copy of the anaphylaxis medical management action plan for each child at risk of anaphylaxis is carried by an educator accompanying the child when the child is removed from the centre or the home e.g. on excursions that this child attends
- Ensure the educator member regularly checks the adrenaline auto injection device expiry dates on all adrenaline auto injection devices. (The manufacturer will only guarantee the effectiveness of the adrenaline auto injection device to the end of the nominated expiry month)
- Provide information to the centre community about resources and support for managing allergies and anaphylaxis via a resource folder located in the centre resource area and,
- Comply with the procedures outlined in Schedule 1 of the policy.

Parents/guardians of children shall:

- Inform the director/assistant director and their child's direct educators at the children's centre, either on enrolment or on diagnosis, of their child's allergies
- Develop an anaphylaxis risk minimization plan with the director
- Provide the centre with an anaphylaxis medical management action plan signed by the Registered Medical Practitioner giving written consent to use the auto-injection device in line with this action plan
- Provide the centre with a complete auto-injection device kit
- Ensure that the adrenaline auto- injection device is clearly labelled with the child's name
- Regularly check the adrenaline auto-injection device expiry date
- Assist educator members by offering information and answering any questions regarding their child's allergies
- Notify the centre and their child's direct educators of any changes to their child's allergy status and provide a new anaphylaxis action plan in accordance with these changes
- Communicate all relevant information and concerns to the director/assistant director and the child's direct educators, for example, any matter relating to the health of the child
- Comply with the centre's policy that no child who has been prescribed an adrenaline auto-injection device is permitted to attend the service or its educational programs without that device. • If possible, leave allergy medication permanently at the centre. It is the parents/guardians responsibility to ensure that the adrenaline auto- injection device is signed into the log book kept in the medical cabinet in the relevant children's room
- Comply with the procedures outlined in Schedule 1 of the policy.

6. Related documents

Related documents at the service:

- Enrolment checklist for children at risk of anaphylaxis (Schedule 2 of the policy)
- Brochure titled "Anaphylaxis – a life threatening reaction", available through the Royal Children's Hospital, Department of Allergy
- Relevant service policies such as:

1. Food and Nutrition

2. Hygiene
3. Food Safety
4. Asthma
5. Inclusion and Diversity

Contact details for resources and support

- Australasian Society of Clinical Immunology and Allergy (ASCIA), at www.allergy.org.au, provides information on allergies. Their sample Anaphylaxis Action Plan can be downloaded from this site. Contact details for Allergists may also be provided.
- Anaphylaxis Australia Inc, at www.allergyfacts.org.au, is a non-profit support organization for families with food anaphylactic children. Items such as storybooks, tapes, auto-injection device trainers and so on are available for sale from the Product Catalogue on this site. Anaphylaxis Australia Inc provides a telephone support line for information and support to help manage anaphylaxis. Telephone 1300 728 000.
- Royal Children's Hospital, Department of Allergy, at www.rch.org.au, provides information about allergies and the services provided by the hospital. Contact may be made with the Department of Allergy to evaluate a child's allergies and if necessary, provide an adrenaline auto-injection device prescription, as well as to purchase auto-injection device trainers. Telephone (03) 9345 5701.
- Royal Children's Hospital Anaphylaxis Advisory Support Line provides information and support about anaphylaxis to school and licensed children's services, educators and parents. Telephone 1300 725 911
- Department of Education and Training website at www.education.vic.gov.au/anaphylaxis provides information related to anaphylaxis, including frequently asked questions related to anaphylaxis training.

Training

- Access the Department of Education and Training website for information about free training for educator members in services where there is a child diagnosed at risk of anaphylaxis enrolled at:
www.education.vic.gov.au/anaphylaxis .

- There are a range of providers offering anaphylaxis training, including Royal Children's Hospital Department of Allergy, first aid providers and Registered Training Organizations. Ensure that where there is a child diagnosed at risk of anaphylaxis enrolled in the service the anaphylaxis management training undertaken is accredited.

7. Evaluation

The Director/Committee of Management shall:

- Discuss with educator members their knowledge of issues following participation in anaphylaxis management training
- Selectively audit enrolment checklists (e.g. annually) to ensure that documentation is current and complete
- Discuss this policy and its implementation with parents/guardians of children at risk of anaphylaxis to gauge their satisfaction with both the policy and its implementation in relation to their child
- Respond to complaints and notify the Department within 48 hours (r.105)
- Review the adequacy of the response of the centre if a child has an anaphylactic reaction and consider the need for additional training and other corrective action.

The director shall :

- conduct 'anaphylaxis scenarios' at educators' meetings
- organize practice sessions at educator meetings in adrenaline auto-injection device administration procedures to determine the level of competence and confidence in locating and using the auto injection device kit
- ensure the auto injection device trainers are stored prominently in the educators' room so that educators can access the information in the resource kits
- monthly review each child's auto-injection device kit to ensure that it is complete and the auto- injection device is not expired and,
- Liaise with parents of children at risk of anaphylaxis.

Parents/guardians shall:

- Read and be familiar with the policy
- Identify and liaise with the director/assistant director and their child's direct educator and, • bring relevant issues to the attention of both the director/assistant director and their child's direct educators.

Key Source Documents

Department of Education and Early Childhood Development, Model Policy, January 2011

ASCIA- Australasian Society of Clinical Immunology and Allergy Inc.

The Anaphylaxis policy is linked to the National Quality Standards.

Quality area 2: Children's health and Safety

Standard 2.1: Each child's health is promoted

Standard 2.3: Each child is protected

Quality area 6: Collaborative partnerships with families and communities

Standard 6.1: Respectful supportive relationships with families are developed and maintained

Quality area: 7 Leadership and service management

Standard 7.3: Management and administrative systems enable the effective provision of a quality service.

Standard 7.6: Information is exchanged with families on a regular basis.

Risk minimization plan

The following procedures should be developed in consultation with the parent or guardian and implemented to help protect the child diagnosed at risk of anaphylaxis from accidental exposure to food allergens:

In relation to the child at risk:

- This child should only eat food that has been specifically prepared for him/her
- All food for this child should be checked and approved by the child's parent/guardian and be in accordance with the risk minimization plan
- There should be no trading or sharing of food, food utensils and containers with this child
- In some circumstances it may be appropriate that a highly allergic child does not sit at the same table when others consume food or drink containing or potentially containing the allergen. However, children with allergies should not be separated from all children and should be socially included in all activities
- Increase supervision of this child on special occasions such as excursions and incursions.

In relation to other practices at the centre:

- Ensure tables and bench tops are washed down after eating

- Ensure hand washing for all children before and after eating and, if the requirement is included in a particular child's anaphylaxis medical management action plan, on arrival at the children's centre
- Restrict use of food and food containers, boxes and packaging in crafts, cooking and science experiments, depending on the allergies of particular children
- All children need to be closely supervised at meal and snack times and consume food in specified areas. To minimize risk children should not wander around the centre with food
- The risk minimization plan will inform the children's service's food purchases and menu planning
- All educator members should be instructed about measures necessary to prevent cross contamination between foods during the handling, preparation and serving of food – such as careful cleaning of food preparation areas and utensils and,
- All parents/guardians will be asked not to send food containing specified allergens or ingredients as determined in the risk minimization plan.

Enrolment Check list for Children at Risk of Anaphylaxis

- A risk minimization plan is completed in consultation with the parent/guardian, which includes strategies to address the particular needs of each child at risk of anaphylaxis, and this plan is implemented
- Parents/guardians of a child diagnosed at risk of anaphylaxis have been provided a copy of the service's anaphylaxis management policy
- All parents/guardians are made aware of the Anaphylaxis management policy
- Anaphylaxis medical management action plan for the child is signed by the child's Registered Medical Practitioner and is visible to all educators. A copy of the anaphylaxis medical management action plan is included in the child's auto injection device kit
- Adrenaline auto-injection device (within expiry date) is available for use at any time the child is in the care of the centre
- Adrenaline auto-injection device is stored in an insulated container (auto injection device Kit), in a location easily accessible to adults (not locked away), inaccessible to children and away from direct sources of heat
- All educators, including agency/casual educators, are aware of each auto-injection device kit location and the location of the anaphylaxis medical management action plans.
- Educators who are responsible for the child/ren diagnosed at risk of anaphylaxis undertake accredited anaphylaxis management training, which includes strategies for anaphylaxis management, risk minimization, recognition of allergic reactions, emergency treatment and practice with an auto-injection device trainer, and is reinforced at quarterly intervals at educator meetings and recorded annually
- The center's emergency action plan for the management of anaphylaxis is in place and all educators understand the plan
- Parent/guardian's current contact details are available.
- Information regarding any other medications or medical conditions (for example asthma) is available to educators and,
- If food is prepared at the centre has measure in place to prevent contamination of the food given to the child at risk of anaphylaxis.

Appendix VI

Mandatory Reporting Procedures for Early Childhood Providers

Protecting children is everyone's business. Early Childhood Professionals have a significant role and our duty of care for Protecting Children to report suspected cases of child abuse. Centre staff have a moral, obligation to report suspected child abuse. All Educators and staff have basic training in the area of recognizing the behavioral indicators of child abuse. In responding to concerns about a child's wellbeing a referral may be made to the "Child First" program or to the Department of Human Services Child Protection Unit Victoria.

It is the Directors responsibility to ensure the parents and children utilizing the centre have their rights upheld, respected and supported - this particularly applies when adults are experiencing difficulties in their role as parents.

Duty of care is a common law concept that refers to your responsibility to adequately protect children in your care from harm. It applies to all educators and staff members within any Victorian early childhood service and it is usually expressed as a duty to take reasonable steps to protect children from injury that is reasonably foreseeable.

The courts will objectively determine what constitutes "reasonable steps". This will depend on the individual circumstances of each case, including the nature of the service and your role within it. The courts have found that the standard of care owed by early childhood service providers to children is high.

You may breach your duty of care towards a child if you fail to act in the way a reasonable or diligent professional would have acted in the same situation.

In relation to suspected child abuse, examples of "reasonable steps" within an early childhood service will vary depending on the nature of the service, but at a minimum would likely include:

- acting on concerns and suspicions of abuse quickly and in the child's best interests

- seeking appropriate advice or consulting when unsure
- reporting suspected child abuse to Department of Health and Human Services (DHHS)

Child Protection, Child First and/or Victoria Police

- sharing information, upon request, to assist DHHS Child Protection or Victoria Police to investigate the suspected child abuse and protect and/or promote the wellbeing and development of a child
- notifying regulator where appropriate or required.

To ensure that you fulfil your duty of care obligations for all children who are involved in, or affected by, the suspected child abuse, it is strongly recommended that you follow.

https://www.education.vic.gov.au/Documents/about/programs/health/protect/EarlyChildhood_FourCriticalActions.pdf

The following procedures are set in place to ensure that:

- Parents are informed of any concerns staff have about the welfare of their children prior to a report being made.
- The rights of the child are upheld.
- The rights of the parents are upheld.
- Staff concerns are addressed in a planned and objective manner.
- The law is adhered to.
- Instances of suspected abuse are to be reported to the Directors.
- The Directors will consult with the family concerned before taking any action.
- In conjunction with the family, the Directors will help to arrange appropriate family support.
- The Directors will clearly outline to the family the course of action, if any, is going to take.
- The Directors will follow the “Step by step guide to making a report to Child Protection or Child First” as a guide to making a report.
- The Directors may take action prior to consulting parents only if it is believed the child is at extreme and immediate risk and in need of urgent protection. If appropriate a nominated member of the Board of Management as the Approved Provider will be included in this process.
- In the event of a notification regarding suspected abuse being made the Co-Ordinator

(Nominated Supervisor) will inform the Department of Education and Training and the Board as the Approved Provider.

Sources:

FOUR CRITICAL ACTIONS FOR EARLY CHILDHOOD SERVICES

Responding to Incidents, Disclosures and Suspicions of Child Abuse

PROTECT



It is strongly recommended that **ALL** early childhood service staff follow these **Four Critical Actions** as soon as they witness an incident, or form a reasonable belief that a child has, or is at risk of being abused. This means acting even when you're not sure and have not directly witnessed the abuse (e.g. if another person tells you about the abuse). A reasonable belief is a deliberately low threshold. This enables authorities to investigate and take action.

Following these actions will support you to:

- best protect children in your care
- meet your legal obligations and Duty of Care.*

It is also strongly recommended that you use the **Responding to Suspected Child Abuse Template** to keep clear and comprehensive notes. MCH services may opt to use this form, but **must** still utilise their existing information management systems.

1 RESPONDING TO AN EMERGENCY

If there is no risk of immediate harm, go to **Action 2**.

If the child is at immediate risk of harm you **must** ensure their safety by:

- separating alleged victim and others involved
- administering first aid
- calling **000 for urgent medical and/or police assistance** to respond to immediate health or safety concerns
- identifying a contact person at the service for future liaison with police

Where necessary you may also need to maintain the integrity of the potential crime scene and preserve evidence.

* In Victoria there are a range of legal obligations which set out the actions you **must** take if you suspect a child has, or is at risk of being abused. Some of these obligations apply differently across the range of licensed, approved and other early child services and can vary depending on your role within the service. For further information on how these obligations apply to you see the **Identifying and Responding to All Forms of Abuse in Early Childhood Services**.

2 REPORTING TO AUTHORITIES

As soon as immediate health and safety concerns are addressed you **must*** report all incidents, suspicions and disclosures of child abuse as soon as possible. Failure to report physical and sexual child abuse may amount to a criminal offence.

Q: Where does the source of suspected abuse come from?

WITHIN THE SERVICE

VICTORIA POLICE
You **must*** report all instances of child abuse which are led by a staff member, contractor or volunteer, or child* to Victoria Police.

REPORT TO MANAGEMENT
You **must** report to your approved provider or licensee.

NOTIFY THE REGULATOR
Licensed or approved early childhood services* **must also** report to their Quality Assessment and Regulation Division.

Notifications may be made at www.acecqa.gov.au/national-quality-agenda-it-system or by contacting **1300 307 415**.

WITHIN THE FAMILY OR COMMUNITY

DHHS CHILD PROTECTION
You **must*** report to DHHS Child Protection if a child is considered to be:

- in need of protection from child abuse
- at risk of being harmed (or has been harmed) and the harm has, or is likely to have a serious impact on the child's safety, stability or development.

VICTORIA POLICE
You **must also*** report all instances of suspected sexual abuse (including grooming) to Victoria Police.

REPORT TO MANAGEMENT
You **must** report to your approved provider or licensee.

NOTIFY THE REGULATOR
Approved and licensed early childhood services* **must** notify the Quality Assessment and Regulation Division of any serious incidents, circumstances, or complaints which raise concerns about the safety, health, and wellbeing of a child being educated and cared for by a service. Notifications may be made at www.acecqa.gov.au/national-quality-agenda-it-system or by contacting **1300 307 415**.

If you believe that a child is not subject to abuse, but you still hold **significant concerns** for their wellbeing you must still act. This may include making a referral or seeking advice from Child FIRST (in circumstances where the family are open to receiving support), or to DHHS Child Protection or Victoria Police.

3 CONTACTING PARENTS/CARERS

You **must** consult with DHHS Child Protection or Victoria Police to determine what information can be shared with parents/carers. They may advise:

- **not to contact** parents/carers (e.g. in circumstances where the parents are alleged to have engaged in the abuse, or the child is a mature minor and does not wish for their parent/carer to be contacted)
- **to contact** the parents/carers and provide agreed information as soon as possible (for licensed and approved services it is a requirement that parents/carers are notified within 24 hours if the suspected abuse occurred at the service)

4 PROVIDING ONGOING SUPPORT

Your service **should*** take reasonable steps to make a child feel safe and supported whilst they are attending the service. Your service should also consider providing support for children impacted by abuse. E.g. referral to wellbeing professionals. MCH nurses should follow the MCH Service Practice Guidelines to determine appropriate support.

You **must** follow the **Four Critical Actions** every time you become aware of a further instance or risk of abuse. This includes reporting new information to authorities.

CONTACT	
DHHS CHILD PROTECTION AREA North Division 1300 664 9777 South Division 1300 655 795 East Division 1300 360 391 West Division (Rural) 1800 075 599 West Division (Metro) 1300 664 9777	QUALITY ASSESSMENT AND REGULATION DIVISION NORTH WESTERN Loddon Mallee (03) 5440 3111 Northern Metropolitan (03) 8397 0372 SOUTH-EASTERN Gippsland Area (03) 5127 0400 Southern Metropolitan (03) 8765 5787 NORTH-EASTERN Eastern Metropolitan 1300 651 940 Hume (03) 8392 9500 SOUTH-WESTERN Barwon South West (03) 5225 1001 Western Metropolitan (03) 8397 0246 Grampians (03) 5337 8444
AFTER HOURS After hours, weekends, public holidays 13 12 78	
CHILD FIRST www.dhhs.vic.gov.au	
VICTORIA POLICE 000 or your local police station	

- <http://services.dhhs.vic.gov.au/child-protection>
- <https://providers.dhhs.vic.gov.au/sites/dhhsproviders/files/2017-06/stpe-by-step-guide-making-report-child-protection-child-first.pdf>
- https://www.education.vic.gov.au/childhood/professionals/health/childprotection/Pages/ecunders_tanding.aspx

Authorization

This policy was adopted by the Approved Provider of Sunrise Kindergarten and Long Day-care June/July 2022
Next review date: July 2023