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Home



We welcome children of all backgrounds to explore and play in our safe learning environment, and for families to take advantage of our extensive support services. Our staff will work with you, and the community, to provide the best possible learning and wellbeing outcomes for your child.

There are many opportunities for you and your family to connect with our centre. We encourage you to get involved with the programs and services we offer.

Find out more about our goals and our focus in our philosophy statement (PDF 50KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hackham_west_childrens_centre_philosophy.pdf).

Getting involved

We support family involvement in decision making about the services and programs offered in our children's centre. This includes becoming a member of the parent engagement group. To find out more contact our community development coordinator or director.

If you'd like to volunteer with us in other ways, we'd love to hear from you. See [volunteering in schools, preschools and children's centres](https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres) (<https://www.education.sa.gov.au/parenting-and-child-care/volunteers/what-volunteers-need-know/volunteering-schools-preschools-and-childrens-centres>) and have a chat to us about how you can get involved.

Acknowledgement of Country

We acknowledge the traditional owners of the land we are on and pay our respects to their Elders past and present, and extend that respect to other Aboriginal people who are present today.

Immunisations

When you enrol your child with any of our services or programs you will be asked to provide evidence of their immunisation status

(<https://www.education.sa.gov.au/supporting-students/health-e-safety-and-wellbeing/early-childhood-services-immunisation-requirements>).

Contact us

Preschool director: Miss Bec Ward

Phone: (08) 8382 6161

Fax: (08) 8326 8268

Email: dl.3638.leaders@schools.sa.edu.au

Street address: 9 Vintners Walk Hackham West SA 5163

Postal address: 9 Vintners Walk Hackham West SA 5163

Learning and care

We offer a number of programs and services to support your child's early years learning

(<https://www.decd.sa.gov.au/teaching/curriculum-and-teaching/primary-and-secondary-curriculum/curriculum-taught-south-australia>).

Preschool

We invite you to join the governing council, which meets twice a term to make sure the centre runs smoothly. Read through what a governing council does

(<https://www.decd.sa.gov.au/sites-and-facilities/governing-councils/understanding-governing-councils/what-governing-council-does>) and speak to us to register your interest.

When your child can start preschool

All children are entitled to access at least 1 year of preschool.

If your child turns 4 before 1 May, they can start preschool at the beginning of the year. If your child turns 4 on or after 1 May, they can start the next year.

If you want to delay your child's start to preschool or you're not sure about when they should start, please talk to us about your options.

If your child is Aboriginal or under guardianship (in care) they are eligible for 12 hours of preschool after they turn 3. They will then be eligible for 15 hours per week of preschool in the year before they start school.

Early entry

Your child may be able to come to preschool a term earlier if they:

- have additional needs or disability
- are learning English as an additional language or dialect
- are at significant risk because of family circumstances.

Early entry is for up to 3 hours per week, if places are available.

Access is decided on a case-by-case basis.

Please contact us if you want more information about early entry.

Enrolling your child

You can register your interest to enrol your child with us by using the preschool registration of interest form (<https://www.education.sa.gov.au/doc/preschool-registration-interest-form>). This form is also available from us.

Try to register your interest by 30 June, but you can do this any time during the year.

Priority will be given to children living in our catchment area (<https://www.preschools.sa.gov.au/hackham-west-childrens-centre#location>). If you don't live in our catchment area you should indicate at least 2 other preschool options on your form.

If we can give your child a place with us we'll send you an offer letter in term 3 (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can accept the offer by filling in and sending back the acceptance slip by the due date.

Before your child starts

Before they start preschool your child can come to pre-entry transition visits. These will be in November and will be a chance for your child to meet the staff and other children.

Fees

We ask you to contribute towards the cost of your child attending preschool.

The parent contribution is \$85.00 per term (<https://www.decd.sa.gov.au/teaching/south-australian-state-schools-term-dates>). You can choose to pay the total amount at the beginning of each term or to pay instalments of \$8.50 each week.

When to pay

We will invoice you each term via your child's information pocket.

Payments are due by week 4 each term.

Please contact us if you are having difficulty paying.

How to pay

Cash or cheque

You can pay by cash or cheque at the centre.

If our office staff are not available to take payment, please put the payment in a sealed envelope with your child's name and payment amount on the front. Put it in the fees box located by the over-3's heater (near the entrance).

Envelopes are available on top of the fees box.

EFT information

You can pay by direct deposit.

BSB: 105144

Account number: 042340740

Please put your eldest child's name in the notes as the reference.

Preschool session times

Your child can attend preschool for up to 15 hours per week.

Monday	Tuesday	Wednesday	Thursday	Friday
–	8.30am to 1.30pm	8.30am to 1.30pm	8.30am to 1.30pm	–

What to bring

Children need to bring these items each day:

- bag
- change of clothes
- drink bottle containing water
- fruit for morning snack (leave this in their bag)
- packed lunch (place in the lunch trolley)
- nappies if required.

Please write your child's name on all their belongings.

What not to bring

Children should not bring these things:

- food containing nuts (some children have nut allergies that can be dangerous)
- unhealthy food or drink (lollies, chocolate, chips, fizzy drinks)
- toys from home.

Long day care

Long day care is full or part-day childcare for babies, toddlers and children under the age of 6. It provides play-based educational care from qualified teachers or children's services professionals using the National Quality Framework

(<https://www.education.sa.gov.au/parenting-and-child-care/child-care/services-and-programs/out-school-hours-care-oshc/managing-oshc-service/national-quality-framework-nqf>).

We suggest that you and your child attend our centre for an orientation visit before starting childcare with us.

Your child may attend full-time, part-time or occasionally.

Hackham West Childrens Centre parent handbook

www.preschools.sa.gov.au/hackham-west-childrens-centre

Times

Monday	Tuesday	Wednesday	Thursday	Friday
7.00am to 6.00pm	7.00am to 6.00pm	7.00am to 6.00pm	7.00am to 6.00pm	7.00am to 6.00pm

Cost

Full day (7.00am to 6.00pm) - \$105.00

Before preschool session (7.00am to 8.30am) - \$19.75

Morning session (7.00am to 1.30pm) - \$68.75

Afternoon session (1.30pm to 6.00pm) - \$47.75

Full week (7.00am to 6.00pm Monday to Friday) - \$510.00

What to bring

Children need to bring these items each day:

- whole piece of fruit to share
- formula if required.

Additional information

We are registered to receive childcare subsidy. You can claim through Centrelink, who will pay up to 85% of your childcare fees.

See our priority of access procedure (PDF 37KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hackham_west_childrens_centre_priority_of_access_0.pdf) and childcare fees (PDF 48KB) (https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hackham_west_childrens_centre_fees.pdf) for more information.

Playgroup

Playgroup is an interactive, fun opportunity for children and parents to play and learn together. Playgroups are usually supported by an early childhood professional who will give support, information and advice about children's health, learning and development.

Families with a child aged 5 and under are welcome to join others to learn together through play, stories and song.

Times

Saturdays, 10.00am to 11.30am.

Cost

No cost.

What to bring

Please bring:

- SunSmart hat
- sunscreen
- clothes for messy outdoor nature play.

Additional information

Older siblings are welcome.

Disability support

There is support available for children with disability (<https://www.education.sa.gov.au/supporting-students/children-disability-and-special-needs>). Talk to us for more information.

Health and wellbeing

Occupational therapy and speech pathology

Supporting children's development, our Speech Pathologist and Occupational Therapist are available to discuss your child's participation in everyday activities and routines.

Times

Mondays, Tuesdays and Thursdays. Contact centre for details.

Cost

No cost.

Additional information

Contact us or pop in to the centre, or the Children's Centre Unit at Hackham West R-7 School.

Family practitioner

Our family practitioner works alongside vulnerable families and children to help them better understand and respond to their child's needs. They work with parents, our staff and other organisations to help families find relevant services to maintain safe, caring and resilient relationships for child development.

Family practitioners can provide short-term counselling for families to help with:

- domestic violence
- housing
- drug and alcohol problems
- mental health
- follow up and advocacy.

Please contact us if you think you need help from a family practitioner.

Community services

Community health and wellbeing options for South Australian families include:

Child and Family Health Services (CaFHS) (<http://www.cyh.com/Content.aspx?p=361>)

Child and Adolescent Mental Health Services (CAMHS)
(<http://www.wch.sa.gov.au/services/az/divisions/mentalhealth/index.html>)

Disability Services (<https://www.sa.gov.au/topics/care-and-support/disability>) / NDIS
(<https://www.ndis.gov.au/index.html>)

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>)

Women's and Children's Health Network
(
<http://www.sahealth.sa.gov.au/wps/wcm/connect/public+content/sa+health+internet/about+us/our+local+health+networks/womens+and+childrens+health+network>)

Greatstart parenting information
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>)

Community engagement

Community Programs

Our Community Development Coordinator, Bel, is available to support and encourage families to actively participate in all aspects of our centre. We partner with other agencies to plan and organise a range of programs, some have free crèche provided.

We are always open to suggestions from the local community for future programs.

For more information about activities and opportunities for you to be involved:

- Like our Facebook page
- See the latest What's On
- Drop in for a visit
- Contact Bel on 0438 862 295

Coffee and Chat

A group session to chat with our Family Practitioner and Occupational Therapist about the successes and challenges of parenting. Children are welcome.

Times

Monday, 9.15am to 11.00am during term.

Cost

No cost.

Additional information

Held at the Children's Centre Unit at Hackham West R-7 School (<http://www.hackwestr7.sa.edu.au/>).

Learning Together: Sing and Move

A music and movement program for families with young children. All children up to school age welcome. We sing, dance, and play musical instruments.

Times

Mondays, 10.00am to 10.45am. Contact us for dates.

Cost

No cost.

Additional information

Held at the Vintners Walk site.

MyTime

A support group for parents and carers of a child with a disability, developmental delay or chronic health condition.

This program provides carers with time to relax and socialise, sharing ideas with others in similar situations. Enjoy fun activities including massages, manicures, craft and more.

Free creche available (bookings essential).

Times

Tuesdays, 9.30am to 11.30am for 8 weeks each term. Contact us for dates.

Cost

No cost.

What to bring

Children in creche need to bring these items:

- hat
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack.

Additional information

Held at the Children's Centre Unit at Hackham West R-7 School (<http://www.hackwestr7.sa.edu.au/>).

Conversation Corner

A friendly play and chat session with Bel, our new Community Development Coordinator, in the park. Everyone welcome.

Times

Wednesdays, 9.00am to 10.00am during term.

Cost

No cost.

What to bring

Please wear sunscreen and a hat plus bring a drink bottle containing water.

Additional information

Held next to the Butterfly Garden on Vintners walk.

Circle of Security Parenting

A program to help you strengthen a positive relationship with your child and understand what children need and when. It will also help you remain calm in times of stress and identify moments where change is possible.

A free creche is available (bookings essential).

Times

This program is usually run alternative terms. Contact us for dates of next program.

Cost

No cost.

What to bring

Children in creche need to bring these items:

- hat
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack.

Additional information

Held in the Children's Centre Unit at Hackham West R-7 School (<http://www.hackwestr7.sa.edu.au/>).

Bringing up Great Kids

The program helps parents learn important self-care strategies to manage difficult times. Discover the messages behind children's behaviour. Reflect on how your own upbringing can influence parenting. Support your child to develop a positive sense of themselves.

Free creche available (bookings essential).

Times

This program is usually run alternative terms. Contact us for dates of next program.

Cost

No cost.

What to bring

Children in creche need to bring these items:

- hat
- change of clothes
- nappies if required
- drink bottle containing water
- healthy snack.

Additional information

Held at the Children's Centre Unit at Hackham West R-7 School (<http://www.hackwestr7.sa.edu.au/>).

Saturday Family Playgroup

All families with a child under 5 are welcome to enjoy our large and well equipped yard alongside other families from the community. New activities weekly and free snack.

Times

Every Saturday 10.00am to 11.30am including school holidays but check our Facebook page each week to confirm.

Cost

No cost

What to bring

Please wear sunscreen and a hat plus bring a drink bottle containing water.

Additional information

Held at the Vintners Walk site.

Other programs

Each term we endeavour to offer a variety of programs to support you, this can include cooking together, art therapy, Kids n Dads group, and other parenting courses. See the latest What's On for our current programs.

Times

Contact us for details.

Cost

No cost.

Reports and plans

National Quality Standard rating

Our services are assessed and rated against 7 quality areas of the National Quality Standard.



Overall Rating: Exceeding NQS

Quality Area Ratings

- | | | |
|----------|--|---------------|
| 1 | Educational program and practice: | Exceeding NQS |
| 2 | Children's health and safety: | Exceeding NQS |
| 3 | Physical environment: | Meeting NQS |
| 4 | Staffing arrangements: | Exceeding NQS |
| 5 | Relationships with children: | Exceeding NQS |
| 6 | Partnerships with families and communities: | Exceeding NQS |
| 7 | Leadership and service management: | Exceeding NQS |

Rating for: Hackham West Children's Centre

Rating issued: February 2018

Copyright ACECQA (<https://www.acecqa.gov.au/copyright>)

Quality improvement plan

An assessment of the programs we offer against the National Quality Standard and national regulations. It identifies areas for improvement and includes our philosophy statement.

Quality improvement plan (PDF 218KB)

(https://www.preschools.sa.gov.au/sites/g/files/net4016/f/hackham_west_childrens_centre_qip.pdf)

Annual report

A report on our progress, achievements, highlights and challenges for the year.

Annual report (PDF) (http://docs.decd.sa.gov.au/Sites/AnnualReports/3638_AnnualReport.pdf)

Family support

Giving your child a strong start in the early years

Research tells us that quality education and care early in life leads to better health, education and job outcomes in adulthood. Children are learning and growing from the time they are born. The greatest influence on a child's future health, development and happiness is in the first 5 years of life.

We're working with families to take a 'learning together' approach about child development in the early years.

Parenting resources

Several early childhood parenting resources are available to help your child learn and grow right from the start.

Little Big Book Club (<http://www.thelittlebigbookclub.com.au/>) supports parents to read, sing and play with their children from birth, with access to book recommendations, reading packs and resources.

Dad's Read (<http://dadsread.org.au/>) offers advice for fathers to encourage reading together with their child.

Parenting SA (<https://www.education.sa.gov.au/parenting-and-child-care/parenting/parenting-sa>) has free parenting factsheets, videos and upcoming seminars on many parenting topics.

Positive Parenting program
(<http://www.triplep-parenting.net.au/au-uk/en/find-help/triple-p-parenting-in-south-australia/?itb=bc37e109d92bdc1ea71da6c919d54907>) has free seminars, workshops and one-on-one sessions for parents of children aged 3 to 12 years.

Learning with your child (GreatStart)
(<https://www.education.sa.gov.au/parenting-and-child-care/parenting/learning-your-child-greatstart>) gives parents everyday learning ideas and activities to help build their child's maths and language skills.

Raising Children Network (<http://raisingchildren.net.au/>) provides up-to-date, evidence-based, scientifically validated information about raising children and caring for yourself as a parent or carer.

HACKHAM WEST CHILDREN'S CENTRE

5.2 SUPPORTING POSITIVE BEHAVIOUR

AIM

The aim of this policy is to provide positive guidance for all children attending the centre. We believe that positive guidance will assist in creating a positive, safe and respectful environment where children feel safe and respected and free from bullying.

PHILOSOPHICAL PERSPECTIVE

The centre's positive behaviour guidance policy is based on the belief that children need to be respected, as well as respect themselves, others and their environment

PROCEDURE

The educators and professionals will work as a team to develop boundaries that support positive behaviour in all children ensuring consideration of cultural backgrounds and additional needs. Strategies will include children being given the opportunity to:

- Learn to interact in relation to others with care empathy and respect as they develop their sense of identity.
- Develop a sense of belonging, fairness and respect for diversity and their environment.
- Have a strong sense of social, emotional wellbeing and security
- Develop a range of skills and processes such as problem solving and regulating their own behaviour.
- Be effective communicators expressing ideas and feelings positively in verbal and non verbal interactions.

POSITIVE GUIDANCE STRATEGIES.

Behaviour management is carried out in a positive way.

- It is the behaviour that is rejected, not the child.
- 'being with' procedure will be used rather than 'time out'.

Educators will use pro-active rather than reactive procedures.

- Where possible Educators will become aware of potential problem situations, plan alternative activities and redirect children before problems occur.
- Educators, parents/guardians and children will establish a set of simple consistent guidelines and strategies to meet the child's individual needs.
- Educators will set up an environment that is engaging and promotes positive interaction between children.
- Educators will develop positive connections with the children eg. "Being there" using positive reinforcement and where possible Educators will redirect or ignore less desirable behaviour. Educators will encourage children to take responsibility for their own behaviour eg. cleaning up flicked paint.
- By adding an additional toy or removing a toy which is being argued over
- Encouraging the child to think of a different way to solve the problem
- Guiding cooperative behaviour, eg taking the child's hand and helping him/her to pick up the block
- By ensuring immediate attention is given to children who have been hurt in preference to those who have inflicted the hurt

Educators will model acceptable behaviours and language by:

- Using inclusive language that is calm and respectful. eg. Recognise your "shark music"
(Shark music involves painful feelings and memories that may emerge from past experiences that may influence our responses and state of mind. Martin, Cooper, Hoffmann & Powell, 2001, Ref TtLG Program Manual, pg 106)

- Using non-violent behaviour (discouraging guns, other weapons and violent play)
- Wearing hats outside
- Using manners such as 'please' and 'thank you'
- Ensuring they act politely when interacting with each other, with parents, children, students and visitors
- Apologising and explaining if they make a mistake or use unacceptable behaviour and language
- Avoiding sarcasm
- Respect children's emotions and take time to find the cause of the emotion
- Express instructions using positive language eg 'Please walk inside' rather than 'don't run'
- Encourage the children to use anti-victim language, such as 'I don't like it when you hit me, it hurts' or 'please stop, it hurts when you hit me'
- Focussing on the underlying cause of the child's behaviour rather than just the behaviour.
- Discuss the behaviour eg 'hitting hurts. "Joe" is crying because his arm is sore where it was hit'.

Educators will not:

- Use words which label a child as naughty
- Use any physical or humiliating punishment
- Talk negatively especially about children and families in front of other children, families etc.
- Influence others to have a negative picture of the child by labelling the child on his/her behaviour

Although we do not use the word "bullying" through the above positive strategies, we are discouraging any form of bullying.

EVALUATION:

The aim is being met when children and adults:

- create a happy, calm and safe & secure environment
- confidently explore their environment, within agreed boundaries
- demonstrate an understanding of acceptable behaviour
- show respect for each others safety and belongings
- have empathy for others.

NEXT REVIEW: March 2013

SOURCES:

- DECS Reflect, Respect, Relate 2008
- Martin, Cooper, Hoffmann & Powell, 2001, Ref TtLG Program Manual
- Cooper, Hoffman and Powell, 2009 Circle of Security, Circle of Security Parenting, A Relationship Based Parenting Program.
- Belonging, being and becoming. 2009

HACKHAM WEST CHILDREN'S CENTRE

1.4 CHILD PROTECTION

AIM

*The aim of this policy is to provide a non-threatening, reassuring and caring environment for every child.
'Creating child-safe environments is not just the responsibility of government, but for all us as individuals, families and communities working together'*

Hon. Jay Weatherill

PROCEDURE

Curriculum

Ensure that curriculum strategies for Child Protection are an integral part of the centre:

- to ensure an integrated approach to child protection curriculum within the centre
- be aware of community support services- eg agencies, counselling and to refer when necessary.
- the Family Services Coordinator involvement would be advisable.
- to maintain absolute confidentiality and follow *Information Sharing Guidelines*
- Preschool staff participate in Child Protection Curriculum Training and information and /or have access to the DECD resource- '*Keeping Safe Child Protection Curriculum*'

Ensure that all educators, staff members and volunteers are informed that they are mandated to notify any suspicion of child abuse

Ensure that all adults working in the centre have a:

- current Department for Communities and Social Inclusion (DCSI) Child-Related Employment Screening
- current Responding to Abuse and Neglect – Education and Care training

Follow DECD *Child protection in schools, early childhood education and care policy*

Initial concerns about any child will be documented in an objective format following *Process for Monitoring Child and Family Behaviour* and reported to the Director (if absent- or the Director is the person involved- the Assistant Director or a Team Leader).

It is required - as mandated notifiers - for educators, who are unsure if there are reasonable grounds, to make a notification, to contact and consult with the Child Abuse Report Line on 13 14 78, complete a Mandatory Notification Record and discuss their report with the Director.

Information Sharing Guidelines are used to support inter-agency efforts to improve family and community safety.

EVALUATION:

This policy is to be viewed to be working effectively when:

- All staff report suspicious incidents.
- Incidents of suspected child abuse are dealt with in a caring and professional manner.
- All educators involved in any child protection issue receive appropriate access to support services.

SOURCES:

- 'Keeping Safe child Protection Curriculum' 2017
- Child Protection in Schools, Early Childhood Education and Care Services 2015
- Managing allegations of sexual misconduct in SA education and care settings.2013
- Protective practices for staff in their interactions with children and young people.2017
- HWCC Process for monitoring concerning child and family behaviour 2017

HACKHAM WEST CHILDREN'S CENTRE

2.9 EMERGENCY RESPONSE PLAN TO A DISASTER OR CRITICAL INCIDENT

A critical incident is any serious or threatening event.

AIM:

To provide a plan (a Counter Disaster plan) to manage situations effectively and to ensure that all children, educators and visitors follow procedures that will as far as possible - maximise safety and reduce danger.

PURPOSE:

In a critical incident/disaster the priority of the educators is for the safety of the children in their care.

Possible types of danger could include- earthquake, flood, storm, explosion, fire, bushfire, chemical spill, road/air accident, siege or bomb.

The most senior educators present will be responsible for deciding on the safest action and the safest position for all children, educators and visitors to gather.

The current invacuation and evacuation procedure to be followed are attached to this policy and will be displayed at each exit.

An evacuation and/or an invacuation practice are undertaken as a regular practice of the centre (at least once a term).

- This is reviewed afterwards by leadership and the Work Health and Safety (WHS) Officer.
- Staff will then discuss at the next staff meeting
- Any modifications to procedures will be communicated promptly with all staff through the communication book.
- The WHS officer is responsible for updating the attachment to this policy and those displayed at exits.

Invacuation

- If the danger is outside the site e.g emergency services activity in close proximity or dangerous wildlife , the position for children, staff and any visitors would be inside (if appropriate, in the staff/family room area).
- If the danger is on site e.g a person threatening staff or children, educators will endeavour to secure the area where children are being gathered by locking doors, windows and activating the duress alarm if possible or calling 000 for emergency services.

Evacuation

- If the danger is within the building, e.g fire or a person threatening staff or children, educators will gather children in the yard by the Vintners Walk gate. The Responsible Person in Charge will call 000 for emergency services.

Those in leadership or senior roles (such as the Director or Assistant Director) will report the incident to parents and guardians as soon as it is safe to do so and also to the District Office, Noarlunga House (8207 3770) and to the Manager, School Care (0401 719 572) if urgent. The latter will notify the necessary corporate staff.

EVALUATION:

This policy is viewed to be working effectively when all disasters and critical incidents are handled by staff in an organised and calm way.

NEXT REVIEW: January, 2019

SOURCES:

EMERGENCY EVACUATION

THREE SHORT WHISTLES

Person who sees emergency situation to alert another adult to the risk and proceed with evacuation.

Blow whistle 3 short times – repeat. Whistles are located at all exit doors

‘Responsible person in Charge’ to collect

- Emergency keys at Over 3 double door
- Allergy buddy kits x2 –includes first aid kit
- Over 3 sign in book
- Under 3 sign in book
- Educator sign in book
- Visitor Register
- Phone

‘Responsible Person in Charge’ to call emergency services for assistance 000

State: Hackham West Children’s Centre

Corner of Vintners Walk and Fairview Grove

ENTER FROM FAIRVIEW GROVE

Phone number: 8382 6161

All other educators to collect children and evacuate to Eastern gate on Vintners Walk

Sleep rooms will be checked and cleared by the nearest educator who will report to ‘Responsible person in Charge’ when completed.

‘Second in charge’ checks all other rooms.

Educators to check off sign in books to ensure all people are safe.

If further evacuation is required all educators and children will leave via the Eastern gate on Vintners Walk to the reserve adjacent to the site.

Educators to follow the instructions from emergency services.

No one is to re-enter the building until it is deemed safe to do so by the attending emergency services.

Responsible Person in Charge

- 1.Maddy Stewardson
- 2.Bec Ward
- 3.Diploma educator who opened the centre-Andrea Waye or Kathee Bowyer
- 4.Diploma educator who closes the centre-Andrea Waye or Kathee Bowyer

EMERGENCY INVACUATION

ALERT EDUCATORS “SPECIAL GROUP TIME”

Person who sees emergency situation to alert another adult if possible and proceed with invacuation.

Start ‘Special group time, inside quickly’. Direct children to invacuation space.

‘Responsible Person in Charge’ to collect

- Emergency keys at Over 3 double door
- Allergy buddy kits x2 – includes first aid kit
- Over 3 sign in book
- Under 3 sign in book
- Educator sign in book
- Visitor Register
- Phone

‘Responsible person in Charge’ to call emergency services for assistance 000

State: Hackham West Children’s Centre

Corner of Vintners Walk and Fairview Grove

ENTER FROM FAIRVIEW GROVE

Phone number: 8382 6161

All other educators to collect children and invacuate to the library corner in the over 3 room unless directed to sleep room 2 in the under 3 room. This decision will be made by ‘Responsible Person in Charge’ dependent on where the threat is occurring.

Sleep rooms will be checked and cleared by the nearest educator who will report to ‘Responsible person in charge’ when completed.

‘Second in charge’ to complete yard check and all rooms for children.

Educators to check off sign in books to ensure all people are safe.

Educators to follow the instructions from emergency services.

No one is to leave the building until it is deemed safe
to do so by the attending emergency services.

Responsible Person in Charge

- 1.Maddy Stewardson
- 2.Bec Ward
- 3.Diploma educator who opened the centre-Andrea Waye or Kathee Bowyer
- 4.Diploma educator who closes the centre-Andrea Waye or Kathee Bowyer

4th November 2017

HACKHAM WEST CHILDREN'S CENTRE

2.13 Administration of First Aid

AIM:

To manage, record and report first aid in minor, moderate, serene instances.

PROCEDURE:

- In the event of an injury to a child in care at the Centre, prompt first aid will be applied by an educator trained in First Aid.
- Where emergency action is taken, an educator trained in First Aid, will remain with the child until parent/guardian(s) arrive or a trained medical officer takes over.

FIRST AID QUALIFICATIONS

A minimum of one educator who has completed the current approved Early Childhood First Aid training (HLTAID004) will be present at the site at all times.

EMERGENCY SERVICES COSTS

- The Centre will be not responsible or liable for any costs due to medical or emergency treatment, including the cost of an ambulance.
- We recommend that parents/guardians check their ambulance/private health insurance to for coverage details.

RECORDING PROCEDURE

- See attached *First Aid Recording Procedure – Incident, injury, trauma and illness*

EVALUATION:

This policy is to be viewed as working effectively when children's first aid needs are met.

NEXT REVIEW: October 2019

SOURCES:

- Incidents, injury, illness and complaints in early childhood services – DECD intranet
- First aid preschools – DECD intranet

HACKHAM WEST CHILDREN'S CENTRE

7.3 GOVERNING COUNCIL STRUCTURE

AIM:

To appoint and maintain a Governing Council in accordance with DECD School and preschool governance policy, Governance Arrangements for Children's Centres and our centre Constitutions.

PROCEDURE:

Members:

Members will be elected in accordance with the DECD School and preschool governance policy and the centre's constitutions.

Members are required to nominate for Long Day Care and/or preschool Governing Council representation.

The council must consist of no less than five members and no more than 20 members.

Staff from both services will be represented on the Governing Council as voting members.

Members can be either parents of children attending the centre, up to 3 community members who have specific skills that will contribute the effectiveness of the Governing Council and staff. Parents must hold the majority above all other members.

Meetings:

An Annual General Meeting (AGM) will be held once a year.

A process will be held for each service to:

- Nominate for the Governing Council
- Accept the previous years minutes
- Receive reports from:
 - Chairperson's
 - Treasurer's
 - Director's

Governing Council meetings will be held no less than eight times a year, with no longer than 90 days between meetings.

Proper minutes will be kept for each meeting held and available for access by members of the centre.

EVALUATION:

This policy is viewed as working effectively when the centre is following DECD School and preschool governance policy, Governance Arrangements for Children's Centres and our centre Constitutions.

NEXT REVIEW: October 2019

SOURCES:

- DECD School and preschool governance policy 2017
- DECD Governance Arrangements for Children's Centres 2015
- Hackham West Children's Centre Preschool and Child Care Constitutions 2006

HACKHAM WEST CHILDREN'S CENTRE

2.5 HEALTH

AIM

The Children's Centre is committed to providing a safe environment for educators and children by establishing effective procedures for preventing the spread of illness and disease.

PROCEDURE

All injuries that require first aid will be communicated to families verbally and in writing via an *Injury, Incident, Trauma or Illness Record* within 24 hours.

If symptoms indicate that the child:

- May be contagious ie discharge from eyes or blisters on hands, feet and mouth
- Has a temperature above 38 degrees Celsius and is exhibiting signs of being unwell
- Has vomited
- Excreted two loose bowel motions

Parents/ guardians will be contacted and asked to arrange for their child to be collected within 1 hour. Emergency contacts from the enrolment form will be contacted when the Centre cannot make communication with a parent/guardian. Parent/guardian will be asked to sign the *Injury, Incident, Trauma or Illness Record* when collecting their child.

Infectious conditions will be handled according to guidelines set out in "Staying Healthy" 5th edition 2012

- This is available, at the centre, to look at upon request. Exclusion periods will be in accordance with this resource's guidelines.
- Children may return to the centre after the prescribed exclusion described in 'Staying Healthy' 2012 or upon receipt of a medical clearance certificate from a legally qualified medical practitioner.

Any persons aware of any current outbreaks of infectious diseases, within their family, are asked to notify the centre. This includes parents, staff, volunteers and relief staff.

The Centre undertakes to inform all parents of any current outbreaks of infectious diseases verbally and via posting information on disease such as symptoms and treatment in high traffic areas such as on the main entrance to the centre.

The Centre will notify the Department of Health of any notifiable disease.

Diets

- Medically diagnosed allergies or supported dietary restrictions must be communicated with the centre via the use of the *Modified Diet Care Plan* form.
- Parent/Guardian dietary preferences may be communicated with the centre via a Change of Details form.

Medication

- Educators are unable to administer medication, over the counter or prescribed, to children unless the following conditions are met.
 - Medication, both prescription and over the counter, must be in its original container and must be labelled with a pharmacy label (it is illegal for educators to accept medication without the original container or child's name).
 - The child has had the medication previously. Educators are unable to administer the first dose of a new medication.

Hackham West Children's Centre reviewed July 2016 next review July 2018

- A *Medication Authority* form is completed by a medical professional. A signed letter from a doctor stating the child's name medication name, form, route, dose and period of time the medication will need to be administered at the centre for will also be accepted.
- A *24 Hour Medication Authority* may be filled out by a parent/guardian when requesting educators to administer medication for less than a 24 hour period or in the interim when a parent/guardian is unable to obtain a *Medication Authority* prior to needing educators to administer their child's medication.
- Only one *24 Hour Medication Authority* may be completed in a four week period and parent/guardian authorisation is strictly limited to a 24 hour period.
- Long term medications will be stored securely in the clearly labelled pockets of the Allergy Buddys in the Over 3 and Under 3 spaces.
- Short term medications will be stored in a basket labelled with individual child's name in the cupboard marked First Aid in the kitchen.
- Nappy Creams will be stored above nappy change station for easy access
- All documentation relating to each child's medication (*Medication Authority* and *Individual Medication Log*) will be stored with corresponding medication.

Procedure for Administration of Medication

- Educators are not employed as medical educators and are not legally permitted to make medical decisions.
- Diploma or above qualified educators will administer necessary medicines and medical treatments using the following procedure:
 - The expiry date of the medication is checked to ensure that it is in date.
 - The educator follows the instructions as detailed on the *Medication Authority/24 Hour Medication Authority*.
 - Prior to administering the medication it must be checked by a second staff member.
 - Once the medication has been administered both staff sign the *Individual Medication Log* and record administration of medication on day sheet.
- *Individual Medication Logs* are available to be viewed by parents on request

Paracetamol

- No paracetamol will be administered by educators at the Children's Centre.
- If a child shows symptoms of a high temperature, the educators will contact the parents who will be given full details of symptoms.
- The educators will then request the parent to organise the child to be collected from the centre and complete an *Injury, Incident, Trauma or Illness Record*.

Illness

- The centre does not have the facilities or the educators to care for sick children; therefore children who are unwell or have infections or contagious illnesses cannot be accepted at the centre.
- The Director may require a Medical Certificate before a child can return to the centre.
- Parent/Guardian(s) will be contacted if their child becomes ill during attendance at the centre.
- In the case of an outbreak of a notifiable/communicable disease, the Doctor and laboratory diagnosing the disease are required by law to notify all cases to the Communicable Disease Control Branch of the S.A. Govt. Dept. of Health (as outlined in 'You've Got What?' 5th edition). The handbook is available at the centre.

Rectal Valium and other invasive treatment

- Where a child may require rectal Valium or other invasive treatment, the centre is unable to administer the medication, following legal decisions and advice from DECD.

- The Director will work with parents and health professionals & endeavour to establish emergency procedures so that suitably qualified personnel may effectively treat the child.

Information relating to the Centre's exclusion of common illnesses.

The following requirements provide guidelines on common childhood illness, please refer to "Staying Healthy" or 'You've Got What?' for more detailed information.

Chicken Pox

- Exclude until all blisters have dried. This is usually at least 5 days after the rash appears.

Conjunctivitis

- Exclude until there is no discharge

Diarrhoea

- Exclude until there has been no loose bowel motion for 24 hours

Fungal infections

- Exclude until the day after antifungal treatment has been commenced

Hand, Foot and Mouth Disease

- Exclude until all blistered have dried up

Head Lice

- Exclude until effective treatment has commenced

Hepatitis A

- Exclude until a Medical Certificate of recovery is produced, but not until 7 days after the onset of jaundice or illness

HIV & Hepatitis B&C

- Exclusion is not necessary. Educators will follow procedures on pages 5-6,5-7,5-8,5- 9 & 5-10 'Staying Healthy in Child Care'

Human Parvovirus B19 (slapped cheek)

- No exclusion necessary

Impetigo

- Exclude until antibiotic treatment has commenced. Sore must be covered with a dressing.

Measles

- Exclude for at least 4 days after appearance of rash

Meningitis

- Exclude until Medical Certificate of recovery is produced

Mumps

- Exclude for 9 days or until swelling goes down

Rubella

- Exclude until fully recovered or at least 4 days after the onset of the rash

Rash

- Rashes may or may not be contagious, educators will discuss with parent and reserves the right to exclude a child with a rash until a medical certificate is produced

Scabies

- Readmit the day after appropriate treatment has commenced

Streptococcal Infection

- Exclude for at least 24 hrs & until the person feels well (sore throats, scarlet fever)

Thrush

- Do not exclude, ensure good hand washing and cleaning procedures are used

Whooping Cough

- Exclude for 5 days after starting antibiotic treatment

Worms

- Exclude if loose bowel motion are occurring. Exclusion not necessary if treatment has occurred

EVALUATION:

This policy is to be viewed as working effectively when the spread of communicable diseases is controlled. Attendance of sick children is avoided.

NEXT REVIEW: July 2018

SOURCES:

- 'You've Got What?' Prevention and control of notifiable and other infectious diseases in children and adults. 4th edition 2009 (Dept. of Health)
- 'Staying Healthy' Preventing infectious disease in early childhood education and care services. 5th Edition 2012 (National Health and Medical Research Council)
- Policy 2.16 Infection Control, HWCC Policy Folder.
- "Health Support Planning in Education and Children's Services' 2006 DECD

HACKHAM WEST CHILDREN'S CENTRE

2.3 NUTRITION

AIM

The Centre aims to develop positive eating habits & provide a wide variety of nutritious, safe and culturally appropriate foods to meet children's daily requirements.

PROCEDURE

PLANNING & PREPARATION

- Information will be sought from families regarding their child's eating patterns, cultural background and special dietary needs. This information will be obtained at the time of enrolment and as circumstances change.
- The Cook will undertake professional development relating to nutrition in young children and food handling.
- Menu planning will be a team effort involving the Cook, families, Director, Assistant Director & Educators.
- Weekly menus will be displayed to provide easy access to families.
- Recipes from the Centre menu will be made available to families on request, and from time to time displayed in the centre.
- The menu will continually be reviewed and updated.
- Children's age and development will be considered when providing food - eg finger food, blended food and food requiring utensils.
- Precautions to prevent choking will be followed according to the Child and Youth Health Network guidelines '*Chocking on food and other objects*' including:
 - hard fruits and vegetables likely to cause choking will be very finely sliced, grated, cooked or mashed.
 - pips, stones and hard seeds will be removed.
 - round foods like grapes and cherry tomatoes will be cut in half
 - meat will have any gristle, bones or skin removed and cut into small pieces, minced, shredded or slow cooked.
 - other high risk foods will not be provided eg – popcorn, nuts, lollies, corn chips and hard crackers that don't dissolve or break up easily.
- Preschool children will be guided by the DECD '*right bite Easy Guide to... Healthy Food and Drink Supply for South Australian Schools and Preschools*' to select food and drink to promote healthy eating.'
- Preschool children will be encouraged to keep fruit in own bag and eat whole pieces of fruit.

INFANTS

- Our Centre supports and encourages breast feeding.
- Breast milk will be heated by being placed in a container of hot water. Formula will be made with water provided by parents or pre boiled water supplied by the centre. The water/premade formula will be heated in the microwave in 10 second bursts. Once heated all bottles will be shaken and tested for correct temperature before being given to children. Refer to CYN '*Bottle feeding – feeding your baby with formula*'
- Families will be consulted about the menu for their babies and the introduction of new foods. Refer to National Health and Medical Research Council '*Infant Feeding Guide*

DIETARY GUIDELINES

- National Health and Medical Research Council, Australia Dietary Guidelines recommends that '*Children and adolescents should eat sufficient nutritious foods to grow and develop normally.*'
- The menu will be planned to provide a balanced intake from the five food groups:
 1. Grains and Cereals: Pasta, rice, bread, breakfast cereals and other products
 2. Fruit: and
 3. Vegetables: a broad range including a variety of colours, textures, vitamins and nutrients
 4. Meat and Alternatives: unprocessed meat, fish, eggs, legumes and lentils

5. Dairy Foods: milk, yoghurt, cheese and custard.

- The selection of foods will be broad to maximise the opportunity for a balanced intake of vitamins and nutrients.
- Foods will be selected to reflect a variety of colours, textures, flavours, odours, shapes, sizes, etc.
- Families are asked to provide a whole piece of fruit each day to contribute towards morning or afternoon fruit platters.

SPECIAL DIETARY REQUIREMENTS

The Centre will undertake to cater for variations in diet as required by health, cultural or religious needs/beliefs/concerns.

- Families are asked to discuss these issues at the time of enrolment and as situations arise.
- All necessary information must be provided to the Centre to clearly inform staff of children's special requirements.
 - For medical dietary requirements a '*Modified diet care plan*' form needs to be completed by a health professional.
 - For non-medical requirements a 'Change of Details' form needs to be completed by a Parent/Guardian.
 - If these requirements need updating a new form must be completed and provided to the centre.
- Families may be required to provide special diet foods if the centre does not normally stock these items.
- Information regarding all children's allergies, special dietary requirements and medical conditions will be prominently displayed in the kitchen and in the Under 3 and Over 3 spaces. This information will be prepared by the sites Work Health Safety representative.
- Our Centre has chosen
 - not to give honey to children under 12 months
 - to be a nut aware centre
 - to not use any products that a child or staff member at the centre has an anaphylactic allergy to

GUIDELINES

Fat

- Very little fried food is served to the children, eg sauté as a cooking process.
- Cooking methods which use little or no fat are used: eg curries, casseroles, bakes or stir-fries.
- High fat foods are limited eg processed meats, high fat crackers and pastries.
- Children over 1 year will be offered cow's milk that is pasteurised and homogenised, from age 1 to 2 years full cream, and either full cream or reduced fat once over 2 years old.
- Lean meat will be used.

Fibre

- A variety of cereal foods and breads are used, eg rice, noodles, spaghetti, pasta, wholemeal and grain bread and wholemeal flour.
- At each snack time, a fruit or vegetable or bread/cereal based food will be offered.

Salt

- No salt is added to the food whilst cooking or at the table.
- Canned foods will be used when alternatives are not available and low salt varieties will be used where possible.
- Fresh meat and vegetables are used in preference to preserved foods.

Sugar

- Minimal sugar is added to food (only when it is vital for the cooking process)
- Foods will be sweetened by the use of grated carrots, dried fruits, fresh fruits such as bananas and, apple juice and pureed fruits
- Preference will be given to fruit canned in natural juices (unsweetened).
- No cordial or juice will be used unless for medical reasons.

Water

- Filtered water will be available at all times and educators will ensure it is offered frequently to protect from dehydration.

Infant fluids

- Water, infant formula or expressed milk will be given as a drink to infants until 12 months of age, unless the families instruct educators otherwise using a 'Change of Details' form.
- Families will be required to supply appropriate infant formula or expressed breast milk.

Vitamins and Minerals

- To ensure adequate iron, lean red meat will be offered four times a fortnight and white meat or fish offered three times a fortnight.
- When white meat is served another iron rich food will be included
- Vitamin C rich foods will be offered with vegetarian meals.
- Preference will be made to provide wholegrain or wholemeal bread.

Preservatives and food colourings

- Fresh food is used in preference to preserved or packaged foods.
- Frozen or dried foods are used in preference to canned foods or meats which have preservatives added, such as corned beef and cold meats.
- Canned tuna is used to avoid complication with bones.

Health, hygiene and education

- Our Centre will provide clean and pleasant surroundings to create a relaxed and safe environment to make meal times a positive experience.
- Educators will sit with children and supervise children at all times when they are eating.
- Foods being served to the children will be discussed with them to encourage children to eat well and try new food experiences.
- Children will not be forced to eat. Parents will be advised when their child is not eating well.
- Food will not be used as a punishment, either by its provision or its denial.
- The amount that individual children consume will be recorded daily for parent's perusal.
- Food will be accessible between regular meals if required to meet a child's individual needs.
- Children will be encouraged to use a variety of eating implements when it is considered developmentally appropriate.
- Children will be encouraged to serve and clean away for themselves at meal times.
- Children will be provided with opportunities to be involved in the food preparation under educator's supervision, allowing them to learn about healthy food.
- Families will be provided with information about good nutrition and balanced, varied meals, via pamphlets, newsletter articles and notices.

Birthdays and special occasions

- Families wishing to supply a special treat to share at the centre for their child's birthday are asked to bring in a whole piece of fruit eg a watermelon or rockmelon as we cannot accept cakes or other foods that do not meet this nutrition policy.
- Healthy food options will be considered for theme days and fundraising.
- The centre does not use chocolates in fundraising activities.

EVALUATION:

The policy is viewed to be working effectively when children are encouraged and observed to be having a healthy and balanced diet. Children and staff enjoy healthy options.

NEXT REVIEW: November 2019

SOURCES:

- Child and Youth Health, South Australia; *Bottle Feeding – Feeding Your Baby Formula* 2017
- Department for Education and Child Development – right bite
www.decd.sa.gov.au/eatwellsa/files/links/EAT_WELL_BOOKLET_FINAL.pdf
- Australian Government - National Health and Medical Research Council – Department of Health and Ageing – Eat for Health Australian Dietary Guidelines 2013
- Australian Government - National Health and Medical Research Council – Department of Health and Ageing – Infant Feeding Guidelines (Summary) 2013

HACKHAM WEST CHILDREN'S CENTRE

6.4 OTHER ADULT INVOLVEMENT AND VOLUNTEERS

AIM:

To provide opportunities for members of the Community to become involved in all aspects of the Child Care Centre.

PROCEDURE:

The Centre encourages parent/guardian(s), students and other Community people to volunteer their time, e.g. gardening and maintenance, fundraising, office works, newsletter, committee.

They will require an interview with the Director to arrange agreed tasks and times. At their interview volunteers will be provided with a Volunteer Role Description, Volunteer Information Pack and Volunteer Agreement.

To be eligible as a volunteer at the Centre people must:

- Hold or obtain a current Department for Communities and Social Inclusion (DCSI) Child-Related Employment Screening
- No DCSI Screening is required if a parent/guardian wishes to volunteer for an excursion or another activity that their child is participating in or will be benefiting from, this includes Governing Council
- Undertake the Responding to Abuse and Neglect Induction for Volunteers and understand their reporting responsibilities
- Complete the Volunteer Application Form that includes their details, that of an emergency contact and referees
- Sign and return their Volunteer Agreement
- Undertake a site induction

Volunteers will sign in upon entering the building and sign out as they leave. During their time at the centre they will work under the constant supervision of staff members.

If any changes occur that may impact the validity of the volunteers DCSI clearance they must be communicated with the Director immediately.

EVALUATION:

This policy is to be viewed as working effectively when a variety of Community members share their skills to benefit the Child Care Centre.

NEXT REVIEW:

October 2019

SOURCES:

- DECD Volunteer Policy 2016
- DECD Screening and Suitability Policy – Child Safety 2016

Hackham West Children's Centre Philosophy



We value being welcoming, supportive, nurturing, reflective & kind

Our Place:

- Hackham West Children's Centre is a welcoming and inclusive centre offering long day care, kindergarten and allied health services across two sites. We are located amid a hub of other services including the local primary school and community centre.
- Our integrated kindergarten and care environments engage children from birth to five and include a vast natural play space inspiring imaginative play-based learning.
- Our community programs and services support families in their parenting roles and we welcome families' active involvement in decisions about the direction of the centre
- We are committed to providing safe spaces for children and families to connect, belong, learn and thrive. We listen and we care.

We believe:

- that children are individuals and develop best when they feel safe, have an active voice in their learning and feel supported to gain confidence to explore, grow and learn.
- that families are the most important people in children's lives. When we partner with them and listen, we can help them to be the best they can be to support their child's learning and growth.
- that we make sense of the world through relationships, who we are, where we belong and who we belong with. Therefore, honest, trusting, reciprocal relationships are the keystone of our centre and the pivotal part of our commitment to families and children.
- that working collaboratively as an integrated multi-disciplinary team and drawing on the varied skills, backgrounds and experiences of individuals enables us to support ourselves and our community to thrive and grow.
- that the community is our strength and our voice. Our community is made up of children, families, extended families, friends, volunteers, businesses and supportive agencies. Strong communities have strong outcomes for children and families.
- a safe, stimulating, supportive and sustainable environment promotes engagement of our children and families
- the environment in which we all grow and learn provides opportunities for understanding our world and those we share it with.

We will:

- ✚ provide high quality learning environments that are responsive to each child's emotional, physical and educational needs and interests.
- ✚ encourage and support children's explorations and provide a safe base for them to reconnect.
- ✚ provide safe environments that lift up children's voices and support them in becoming confident, caring and kind individuals.
- ✚ welcome and listen to all families and acknowledge their central role in their child's life. We acknowledge that families come in a variety of configurations and that each and every one is valuable and important.
- ✚ strive to meet the changing needs of each individual family and help enhance the self-worth and strength of every person who comes through the door by building and maintaining safe and trustworthy relationships.
- ✚ be committed to developing our personal and professional knowledge and to providing a supportive network to strengthen our practice.
- ✚ provide regular opportunities to reflect on our practice in a variety of team settings acknowledging the diversity and flexibility within the team.
- ✚ as professionals be kind, thoughtful and respectful towards each other ensuring staff feel safe and valued.
- ✚ provide a variety of programs to engage children and families within the centre. These programs will be accessible, adaptable, relevant and designed with our families and community in mind. All staff will have a knowledge of these programs and engage and refer families.
- ✚ invite families to events that promote family and community inclusion which aim to strengthen connections in each child's world.
- ✚ endeavour to provide high quality and responsive community programs that are supported by skilled professionals.
- ✚ be evidence informed when providing opportunities for children and families to engage with programs.
- ✚ help children understand the importance of their role in their environment by encouraging and modelling care and appreciation of our space and those within it.
- ✚ provide environments for our children and families that promote a culture of wonder and curiosity in their world.
- ✚ commit to learning together about the small and achievable steps we can take towards embedding more sustainable practices.

HACKHAM WEST CHILDREN'S CENTRE

2.1 REST AND SLEEP

POLICY STATEMENT

- Effective rest and sleep strategies are important factors in ensuring a child¹ feels secure and safe in a child care environment.
- The service's Rest and Sleep Policy is based on recommendations from the recognised national authority Red Nose.
- The service consults with families about their child's individual needs and to be aware of the different values and parenting beliefs, cultural or otherwise that are associated with rest.
- If a family's beliefs and practices are in conflict with Red Nose, then the service will not endorse an alternative practice, unless the service is provided with written advice from a medical practitioner.
For example, only in rare medical conditions is it necessary for a baby to sleep on its stomach or side. The service will only endorse this practice if the baby's medical practitioner supports the alternative sleeping practice in writing with sound medical reasons.
- The centre defines 'rest' as a period of solitude, calmness or tranquillity, and can include a child being in a state of sleep.
- Hackham West Children's Centre has a duty of care to ensure that all children are provided with a high level of safety when resting or sleeping while in care.
- It is understood by educators, children and families that there is a shared responsibility between the service and other stakeholders that the Rest and Sleep Policy and procedures are accepted as a high priority.
- In meeting the service's duty of care, it is a requirement that management and staff implement and adhere to the service's Rest and Sleep Policy.

PROCEDURE

The primary safe resting and sleeping practices for children in care at this service are:

- All children will be placed on their back to rest when first being settled for a rest. If a child who has not been observed being able to roll from back to front repeatedly turns onto their side or stomach during sleep, then they will be immediately returned to sleeping on their back. If a child capable of rolling turns onto their side or stomach during sleep, then they will be allowed to remain in their own sleeping position.
- All children will rest with their face uncovered.
- Children's rest environments are well ventilated and free from cigarette or tobacco smoke as detailed in HWCC Drug, Alcohol and Smoking Policy.
- The rest environment, equipment and materials will be safe and free from hazards as detailed in HWCC policies.

¹ For the purpose of this policy, a child or children is defined as a person or group of persons aged from birth to eighteen years (UNICEF).

- Educators monitor resting children at 10 minute intervals. This high level of monitoring is in response to the identified presence of risk factors to SUDI, such as children born prematurely and of a low birth weight.

Safe resting practices for babies²

- Babies will be placed on their back to rest.
- If a medical condition exists that prevents a child from being placed on their back, the alternative resting practice must be directed in writing by the child's medical practitioner.
- If a baby who has been observed repeatedly rolling from their front to back turns over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest. Babies that are not yet rolling must be returned to sleeping on their backs
- At no time will a baby's face be covered with bed linen.
- To prevent a baby from wriggling down under bed linen, they will be placed with their feet closest to the bottom end of the cot.

Wrapping

- Only light cotton wraps are to be used.
- Ensure that children are only wrapped below the neck to avoid their face being covered.
- Keep the arms of children aged 0-3 months (or until their startle reflex has disappeared) in when wrapping them.
- The arms of children whose startle reflex has disappeared must be left out when wrapping them.
- Wrapping is to be stopped when the child begins to resist wrapping.
- Quilts and duvets will not be used as bed linen. Pillows, soft toys, lamb's wool and cot bumpers are not recommended.
- Light bedding is the preferred option, which must be tucked in to prevent the baby from pulling bed linen over their head.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a baby to rest on their back. Sleeping bags should not have a hood.

Safe resting practices for toddlers³

- When a child is observed attempting to climb out of a cot they will be transitioned to sleeping on a mattress. This is typically between 2 and 3.5 years of age, but may be as early as 18 months.
- Mattresses will be positioned away from the walls and each other.
- Toddlers will be placed on their back to rest, unless otherwise directed in writing by the child's medical practitioner.
- If toddlers turn over during their sleep, allow them to find their own sleeping position, but always lay them on their back when first placing them to rest.
- At no time will a toddler's face be covered with bed linen.
- If using a cot, toddlers will be placed with their feet closest to the bottom end of the cot to prevent them from wriggling down under bed linen.
- Quilts and duvets will not be used to cover toddlers in a cot or on a mattress. Pillows, soft toys, lambs wool and cot bumpers are not recommended.
- Light bedding is the preferred option, which must be tucked in to prevent the toddler from pulling bed linen over their face.
- Sleeping bags with a fitted neck and arm holes are an alternative option to bed linen and encourage a toddler to rest on their back. If parents request to continue using the sleeping bag option when the toddler rests on a mattress, then the service will comply.

² For the purpose of this policy, a baby is defined as a child aged from birth to eighteen months.

³ For the purpose of this policy, a toddler is defined as a child aged from eighteen months to three years.

- Quiet experiences will be offered to those toddlers who do not fall asleep.

Safe resting practices for preschool children⁴

- Preschool children will be placed on their back to rest. If they turn over during their sleep, allow them to find their own sleeping position but always ask them to lay on their back when first placing them to rest.
- At no time will a preschooler's face be covered with bed linen when they are sleeping.
- Light bedding is the preferred option.
- Quiet experiences will be offered to preschoolers who do not fall asleep.

Safe resting practices for a child who is unwell

Refer to the service's First Aid and Supporting Positive Behaviour policies for additional information.

- A child will be placed on their back to rest when displaying signs of being unwell. If a child turns onto their side or stomach during sleep, then allow them to find their own sleeping position.⁵
- All children will rest with their face uncovered.
- Children who are unwell will be given the highest supervision priority and monitored constantly especially if the child has: a high temperature, vomited or received minor trauma to their head.

Protective behaviours and practices

Supervision of resting children

- All children who are resting will be supervised by educators.
- Students or volunteers will not be left unsupervised when settling children for a rest.
- All children who have fallen asleep in the service will be monitored regularly with specific attention to breathing patterns.
- Adults will not rest or sleep in same environment as a child or group of children.
HWCC staff check the rest environment of all children every 10 minutes. Educators observe the following:
 - the position of each child's body in their cot or on their mattress;
 - each child's breathing rate. If a child is not breathing then the educator will commence the first aid plan for a non-breathing child;
 - the arrangement of bed linen. If a child's face is covered, the staff/carer will immediately uncover the child's face; and
 - the environment. Educators will monitor the temperature, the security of each cot (for example, are the sides of the cot up and/or locked) and environment safety (for example, location of heaters or hanging cords near cots).

First aid plan for a non-breathing child

- Provide necessary first aid. Please refer to the HWCC policy folder to locate the First Aid Policy.

Settling children for rest

- The techniques and strategies for settling children before and during a rest period are varied and are in accordance with the HWCC philosophy. HWCC value the right of each child to be emotionally and physically secure. Educators abide by current best practice principles. The techniques and strategies for settling a child/children for rest may reflect the:
 - individual needs of the child or group of children;
 - parenting beliefs and values of families accessing the service;
 - professional philosophy, knowledge and experience of staff/carers;
 - cultural and religious practices;

⁴ A preschool child can be aged from three years to the child's formal year of pre-primary school.

⁵ Please consider the age of the child, the nature of the illness or injury and the availability educators.

Unwell children should be constantly supervised. All babies should be placed on their back to sleep if they are unwell. The service should describe how it provides the safest strategies for children who are resting and unwell.

- frequency of days that the child attends care;
- circumstances or events happening at home;
- consistency of practices between home and care;
- child's general health and wellbeing;
- status or condition of the rest environment; and
- use of comforters or resting aids (including dummies and security blankets).
- There is no definitive recognised authority for settling practices for resting children. However, there are general best practice standards. When considering settling procedures for resting children, it is important for educators to:
 - meet the individual needs of children;
 - maintain health and safety practices;
 - minimise any distress or discomfort;
 - acknowledge children's emotions, feelings and fears;
 - avoid using settling and resting practices as a behaviour guidance strategy because the child begins to relate the rest environment, which should be calm and secure, as a disciplinary setting; and
 - understand that young children (especially from 0 to 3 years of age) settle confidently when they have formed bonds with familiar and trusted staff/carers. Services should prioritise their staffing needs with individuals who are familiar with the young children in care before using relief staff whom children may not know.

Educators, students and volunteers as role models

- Children learn through example and role modelling is an important strategy in child care to maintain quality standards.
- Educators, students and volunteers must comply with the Rest and Sleep Policy.

The rest environment and equipment

Provision and maintenance of rest and sleep equipment and environment

- Every 10 minutes the service will conduct a safety check of the resting environments, equipment and/or aids. If staff/carers identify any hazards they will lodge a report as instructed in the Maintenance of Building and Equipment Policy.
- Hanging cords or strings from blinds, curtains, mobiles or electrical appliances must be tied away from cots or mattresses to prevent a child from choking or hanging.
- The service does not permit the use of hot water bottles, electric blankets or heated wheat bags in children's cots or on mattresses. These items present a risk of children either being scalded or developing hyperthermia (overheating).
- If children are allowed to rest outdoors, the service may decide to identify how they will maintain a safe environment for children when resting. For example, when on an excursion staff may need to consider the resting facilities at a park or at the local swimming pool.

Cots

The following information is directly referenced to: Red Nose (2015)

- All new and second hand cots sold in Australia must meet the Australian Standards for Cots and be labelled AS 2172. Cots that are not labelled with the Australian Standards will not be used by the service.
- Educators will ensure that all cots are placed in area that is a safe distance from heaters, electrical appliances and hanging cords or string.
- Educators will not place an extra mattress or padding under or over the manufacturer's cot mattress.
- Educators will look for the following hazard signs:
 - loose or broken parts;
 - missing or loose knobs, screws or sharp catches;

- peeling, cracking paint or splintered wood; and
- any design flaw that reduces the safety of the cot. For example, missing or broken safety latches to sides.
- Educators will report any hazards as detailed in the service's Maintenance of Building and Equipment Policy.
- Note: Educators should assess whether older babies or toddlers have the ability to climb over the sides of a cot as this presents a safety risk.

Mattresses

- Cot mattresses should be in good condition, clean, firm, flat and must fit the cot base with no more than a 25mm gap between the mattress and the sides of the cot.
- Soft mattresses increase the risk of SIDS as it encourages a baby to roll onto their stomach.
- A poor fitting mattress increases the size of the gap between the mattress and the sides of the cot. If lodged in the gap, a baby is unable to move their neck and head, which may cause them to stop breathing.
- Staff/carers will report any hazards as detailed in the HWCC Occupational, Health, Safety and Welfare Policy.

Weighted Blankets

- Weighted blankets are used as a therapeutic tool to provide deep pressure to children.
- When used during sleep or rest the blanket must only be used when an educator is present in the same room.

Prams, strollers and bouncers

- Children will be restrained at all times when in a pram or stroller. If a child falls asleep in a pram or stroller they will be transferred to a cot/mattress as soon as possible.
- Children will be restrained at all times when in a bouncer. If a baby falls asleep in a bouncer they will be transferred to a cot immediately.
- Loose restraints are a safety risk and may lead to choking or hanging.
- If the service provides prams or strollers then they must meet the Australian Standards 2088:2000.
- Children are not left unattended in prams or strollers.
- Staff/carers will restrain children correctly as directed by the manufacturer.
- A five-point restraint (defined as: straps over each shoulder, a waist belt and a crotch strap between the legs that all meet and are secured) is recommended and should replace existing restraints. (ACCC, 2006)
- Staff/carers will not overload the handles of prams or strollers with bags (or other materials) as this may force the pram or stroller to flip backwards due to the difference in weight distribution.
- Staff/carers will report any hazards as detailed in the HWCC Occupational, Health, Safety and Welfare Policy.
- Prams or strollers should not be used to restrain children as part of the service's behaviour guidance procedures.
- Note: Staff/carers should assess whether older babies or toddlers have the ability to climb out of a pram or stroller as this presents a safety risk.

Hygiene practices

- Each individual babies' cot is labelled with their name and is reset after use. Their cot is disinfected and bedding is cleaned at the end of the child's week at the centre or as needed.
- After each use the children's resting mattresses are cleaned with disinfectant and bedding is washed.

- Other resting materials or aids, such as cushion covers, will be cleaned after use.

Rest environment aesthetics

- During rest periods, lighting is dimmed, calming music is played and comfortable temperatures are maintained.

Rest and sleep times of the day

- Staff are observant and responsive to each individual child's sleep needs.
- Children who are observed showing signs of tiredness are provided with the opportunity to sleep or rest in a quiet, comfortable and safe environment, regardless of the time of the day.
- A comfortable, quiet and safe environment is available for children who request a rest at any time of the day.
- In order to maintain consistency between routines at home and at the centre a scheduled rest period is provided after lunch for those children requiring a rest.
- Quiet experiences and calm spaces are available to children throughout the day.

Sleepwear

The following is a list of suggestions:

- Staff/carers monitor the temperature of the rest environment and address children's clothing needs.
- Children's sleepwear meets Australian Standards.
- Children's jumpers with hoods, hair clips, jewellery and amber teething necklaces are removed before rest to minimise the risk of choking.
- Sleepwear should take into consideration the:
 - child's age;
 - safe resting practices established by the service;
 - temperature of the rest environment;
 - bed linen used for resting; and
 - child's individual needs.

Communicating with different stakeholders

Children

Children are encouraged to sleep according to parent's guidelines and an educator's assessment of the child's needs each day. The length of sleep is based on each child's individual needs and parent's guidelines.

Families

In the event that a request is made to vary the sleep time policy, such as a parent asking for a child to be settled with a bottle or with a sleeping arrangement that is different to the Centre's policy, they will be informed of any associated risks.

- Rest strategies and practices are outlined in the back of the Policy Folder.
- Information regarding SIDS & Kids Safe Sleeping Practices will be displayed on noticeboards and available to access via the SIDS and Kids Safe Sleeping Child Care Kit located in the Directors office.
- Educators communicate children's sleep and rest times to families via, Day Sheet and discussion with families.

- Educators communicate children's sleep and rest times to each other during shift changes throughout the sleep room check record, day sheet and verbally.

Educators

Educators will gain information about each child's needs from

- The child's enrolment form.
- Verbal discussion with parents on a day to day basis as well as at termly during a review of each child's sleep and toileting needs.
- Educators receive regular first aid training in resuscitation as defined by licensing regulations/best practice standards.

Management

- Rest and sleep needs, strategies and any concerns are discussed at staff meetings and any further information can be provided through the staff newsletter.
- Staff with early childhood approved first aid training in resuscitation are on duty at all times.

Excursions

- Educators will be aware of each child's need to have an opportunity to rest or a calming experience, while on a longer excursion. Staff will monitor children who may sleep during travel to or from an excursion.

EVALUATION:

This policy is to be viewed as working effectively when the rest and sleep needs of children are being met safely.

NEXT REVIEW: September 2019

SOURCES:

- [Red Nose: Sids and Kids Infant Safe Sleeping Child Care Kit 2015](#)
- [Sids and Kids Publication 2017: Cot to Bed Safety](#)
- Red Nose (2015). *Sudden Unexpected Death in Infants (SUDI) frequently asked questions: SIDS & Kids: Safe sleeping in child care kit*. NSW: Author.
- UNICEF (n.d.). *Fact sheet: A summary of the rights under the Convention on the Rights of the Child*. Retrieved January 18, 2007, from http://www.unicef.org/crc/files/Rights_overview.pdf

HACKHAM WEST CHILDREN'S CENTRE

2.8 SUNSMART

With Australia having the highest incidence of skin cancer in the world with over 750,000 skin cancers treated each year and 2,000 skin cancers each day, there is significant concern to encourage SunSmart practices and lifestyle.

'Skin damage, including skin cancer, is the result of cumulative exposure to the sun. Children have delicate skin which places them at particular risk of sunburn and skin damage. Sun exposure during the first 10 years of life has a significant impact on the likelihood of developing skin cancer later in life. Most skin cancers are preventable by protecting skin from overexposure to the sun.' The Children's Centre, by encouraging and modelling effective and appropriate skin protection practices, can assist in lowering the risk of future skin cancer.

Our policy is based on the guidelines and checklist from Cancer Council SA and the National SunSmart Early Childhood Program.

AIM:

- *To promote among our educators, families and their children a positive lifestyle and attitude in helping to reduce skin damage, including skin cancer, as a result of overexposure to the sun's ultraviolet (UV) rays*
- *To develop a whole centre approach and awareness to structuring a more appropriate outdoor learning environment and centre timetable*

PROCEDURE:

- This policy is to be implemented throughout the year and, in particular, from the beginning of August to the end of April and at other times of the year when UV index is 3 or above.
- All children and staff- including students and volunteers- will wear appropriate hats- either broad brimmed, legionnaire or bucket style (hats need to have at least a 5cm brim for children under 5 years of age and 6cm for older children and adults). These need to be worn outside throughout the year. If a child has no hat, there will be a limited amount of spare hats available (only to be worn for that day by the child and washed afterwards). If there is no appropriate hat (inc. spare hat), child can only play in a sun-protected area.
- Babies under the age of 12 months should be kept out of the direct sunlight as much as possible and always be protected by shade, clothing and hats. Where necessary, a suitable SPF 30+ broad spectrum sunscreen should only be applied to exposed skin that is not protected by clothing or hats.
- Appropriate sun protective clothing to be worn- Promote clothing that protects as much skin as possible- such as longer shorts and skirts and tops with collars and elbow-length sleeves. Clothing that is inappropriate-such as singlet, tank or midriff tops or strappy dresses will not be allowed.
- Ensure that adequate shade is provided outdoors and staff use available areas of shade as much as possible.
- Extra care will be taken over the middle of the day when the UV levels are at their peak and outdoor activities will be scheduled outside these times where possible.
- Educators- including all staff, volunteers and students- will act as positive role models by practising SunSmart behaviour (including wearing hats, sun protective clothing and applying sunscreen).
- SPF30+ broad spectrum, water resistant sunscreen is applied 15-20 minutes prior to going outside. Sunscreen is to be applied to all exposed areas. Staff as a team will determine their own routine and program of reapplication of sunscreen after 2 hours if outdoors, into the timetable.

Reapplication may be required more often if outdoors for extended periods or during water activities.

- Appropriate information on skin protection will be incorporated in the curriculum.
- SunSmart practices are positively reinforced and promoted regularly at the centre – on enrolment of their child, all new families will be informed about the SunSmart Policy and given an appropriate centre hat (an extra hat can be purchased later if required). Parents/ guardians will be asked for signed permission for staff to apply sunscreen. They will also be asked to apply SPF30+ broad spectrum sunscreen to their child before the arrival of their child everyday at the centre. Parents will be encouraged to supply SPF30+ broad spectrum, water resistant sunscreen if their child has sensitive skin or a skin allergy.
- When the UV level drops below 3 (around May to July), the centre can relax their sun protection practice and allow children and staff to enjoy the winter sun and receive vitamin D, vital for the development and maintenance of strong, healthy bones. UV levels can be monitored via the SunSmart app or www.myuv.com.au during these months and sun protection used as required when the UV levels are 3 or above.
- All new staff members and volunteers are informed about the SunSmart Policy.
- Positive reinforcement of SunSmart behaviour will occur through newsletters and displays at the centre.
- The policy will be reviewed regularly (at least every 3 years by Cancer Council SA) to ensure the policy remains current and relevant.

EVALUATION:

This policy is viewed to be working when educators and families are working in partnership to provide a SunSmart environment.

SOURCES:

- Guidelines and checklist from Cancer Council SA's SunSmart early childhood policy guidelines based on the National SunSmart Early Childhood Program.

NEXT REVIEW DATE: May 2020

HACKHAM WEST CHILDREN'S CENTRE

2.6 NAPPY CHANGE

AIM

Children will have their individual toileting needs checked every 1.5 – 2 hours and changed when required. Educators will interact with children in a warm and respectful manner while toileting children. Educators will liaise with parents in finding out the individual needs of a child's toileting. Safety and hygiene will remain paramount at all times.

PROCEDURE

Nappy changes:

- Nappy change times are a special 1:1 time for interactions between educators and children where positive relationships will be formed. In this time songs, stories, massage and responding to children's cues will be used to aid in attachment and primary care giving.
- Ensure the nappy change area is clean & hands are washed.
- Older children can climb the steps to the change mat. If lifting the child onto the change mat, make sure this is accordance with Occupational Health and Safety regulations regarding lifting.
- **NO ONE WILL LEAVE A CHILD UNATTENDED ON THE CHANGE TABLE.**
- Place paper barrier or paper towel on the change table when attending children with bowel motions, vomit or injuries involving blood.
- Educators need to wear gloves at all nappy change times.
- Educators will prepare wipes and select the appropriate sized nappy for the child.
- After cleaning the child the educator will remove the gloves while rolling over the used nappy and wipes, so the outside of the glove is on the inside.
- The nappy will be disposed of in a nappy bin.
- If nappy rash is present and the parent/guardian has provided nappy cream and a *Medication Authority*, the educator will apply the cream using clean gloves.
- Once the nappy has been changed either help the child down the steps or place the child down.
- Children will be encouraged to wash their hands with soap and water.
- Educators will wipe the change area with disinfectant and paper towel and this will be disposed of with the nappy in the bins provided.
- Educators will wash and dry their hands.
- The child's toileting or nappy change will be documented on the Day Sheet.

For children who are toileting

- Staff will liaise with parents to gain an understanding of each child's individual needs.
- Children will be given the choice of sitting on the toilet at nappy change times and this will be documented on the Day Sheet.

EVALUATION

This policy is viewed to be working effectively when:

- Nappy and toileting experiences are positive and respectful to the individual child.
- Families are consulted about the individual needs of nappy change and toileting for their children.
- All Children's nappy and toileting needs are documented for all staff to follow.

NEXT REVIEW: October 2019

SOURCES:

- Staying Healthy in Child Care 5th edition 2012
- Anne Stonehouse, Positive toileting and nappy changing, 2008