

BOUNDARY LANE CHILDREN'S CENTRE

# HANDBOOK FOR FAMILIES



128-146 Burren Street  
Newtown NSW 2042

Ph: 9351 0134

Email: [boundary.lane@sydney.edu.au](mailto:boundary.lane@sydney.edu.au)

## **CONTENTS**

Welcome

Philosophy

Management Structure

Parent Involvement

Administrative Information

- ❖ Admissions Policy
- ❖ Enrolment
- ❖ Alteration of Enrolment
- ❖ Fees
- ❖ Records

Curriculum

Interaction with Children

Routines

- ❖ Settling In
- ❖ Arriving and Leaving
- ❖ Rest and Sleep
- ❖ Mealtimes
- ❖ Nappy Changing and Toileting

Behaviour

Policies

Attachments

- Code of Ethics
- Organisation Chart
- Staff List

## **WELCOME**

We cordially welcome you and your child to Boundary Lane Children's Centre. Now that you and your child have become part of the Boundary Lane extended family, we seek your help in making your child's experience a happy and rewarding one.

We ask that you keep this handbook for further reference during your child's stay at Boundary Lane Children's Centre. Boundary Lane CC has an open-door policy so please feel free to ask any questions; your constructive comments and suggestions are very welcome at any time.

Boundary Lane Children's Centre is licensed to provide education and care for 62 children a day in the 0–5-year age range. Children may use the centre on a full-time or part-time basis. The Centre is open from 7:30am to 6pm, Monday to Friday. The centre closes on all public holidays and a couple of weeks over the Christmas and New Year period.

The Centre employs a director, 2 early childhood teachers, 12 TAFE trained, 2 certificate III educators, part-time admin assistant, and 2 part-time cooks (job sharing).

## **PHILOSOPHY OF BOUNDARY LANE CHILDREN'S CENTRE**

We appreciate that teaching and learning have taken place on this land for thousands of years, and acknowledge the Cadigal/Gadigal people of the Eora Nation as the traditional owners of the land.

We recognise the importance of diversity and inclusive practices through providing an equitable, accessible, affordable, and high-quality service.

We believe learning is influenced by social and cultural contexts, and that meaningful relationships between children and adults are vital to this process.

As members of a very dedicated team, we believe in the importance of strong and positive relationships between children and educators. We therefore highly value the consistency and continuity of our educators.

### **The Child**

Our children are at the core of everything we do. We believe that each child has a right to be loved, valued, cared for and supported. We empower children and help them to make choices that encourage confidence and positive development.

We acknowledge that the formative years are a special time in a child's life and that play is essential during this exciting period of learning and discovery.

We believe in viewing children as unique individuals, as well as fostering their ability to interact positively within a group.

For children of preschool age, we emphasise programs designed to extend their abilities and confidence, supporting their transition to school.

## **Families**

We believe that all families, cultures, religions, beliefs, and values should be respected and reflected equitably in our service. We aim to create a tolerant and respectful environment by exposing children and families to these differences.

We recognise that each child is part of a family and a community that includes adults and children who have significant relationships with that child. We respect the family as the primary caregivers and believe it is important to encourage their input and support them by working together in partnership.

## **Educators**

Our educators are dedicated, qualified professionals who constantly aim to deliver the highest possible level of care through the development of reciprocal relationships, and the provision of quality education and care to children and their families.

We believe in encouraging and supporting our educators as they continue their lifelong learning through professional development, further studies, and interacting with children, families, and the community.

Our educators strive to create and maintain an engaging environment that is filled with interesting and motivating resources, in order to encourage exploration, a sense of achievement, and fun!

## **MANAGEMENT STRUCTURE**

Boundary Lane Children's Centre is licensed to provide a high quality, educational, long day care programme for 62 children per day between the ages of 0 - 5 years.

Boundary Lane Children's Centre is managed by Abercrombie Street Child Care Limited, a company incorporated through the University of Sydney. The Management and control of the business and affairs of the Company is vested in a Board of Directors, comprising Senate members of the University of Sydney and non-Senate members elected from the Company membership. Membership of the Company is open to staff and students at Sydney University and to Community members. The majority of the non-Senate members elected to Board must either have a child in attendance at Boundary Lane or have their child's name on the waiting list. The Board meets at least 4 times a year.

(See attachments for details of current organisational structure)

## **PARENT INVOLVEMENT**

The centre has an open-door policy and welcomes the participation of families in their children's care and education and actively encourages such participation. We aim to provide an environment where families feel comfortable discussing matters concerning their child. We also aim to provide helpful written communication.



Parents and families are welcome to visit the centre at any time to observe and participate and are encouraged to talk to staff at arrival and departure times. Developmental records are kept monitoring the children's progress and can be discussed with a staff member at any time.

At the beginning of every year the centre holds meetings for parents and staff to meet each other and to discuss plans/goals for the year. We aim to have several social functions throughout the year, for example, breakfasts to which the community is invited as well.

These activities have been affected in recent years due to Covid19 restrictions. However, we hope to be able to invite families to join staff for social functions in the near future

Information including programmes and menus is displayed on notice boards around the centre.

Parents are encouraged become members of the Company (Abercrombie Street Child Care Ltd) and to stand for election to the Board of Management at the annual AGM

## **ADMINISTRATIVE INFORMATION**

The Centre is open for 50 weeks of the year between 7.30am and 6pm Monday to Friday. The Centre closes annually for a 2 -week period over Christmas. Fees are not charged during this period.

### **Admission policy**

Places are allocated according to Federal Government guidelines. These include priority to children whose parents are working or seeking work, studying, or disabled and children at risk. Further priority is given to low-income families, single parents, children from Aboriginal, Torres Strait Islander or multi-cultural backgrounds and disabled children. The centre gives priority to siblings of children already at the centre to keep families together.

The waiting list is maintained by the Director and is confidential. The centre allocates places according to the position on the waiting list within the guidelines above.

### **Enrolment**

Our enrolment process is completed online through Smart Central, our Child Care Management software. We will send you an offer of enrolment stating the days agreed upon, your child's start date, the current daily fee and the amount of Bond required. We will include an electronic link to the enrolment document, this can only be submitted once all required information has been completed and documents uploaded (birth certificate, up to date immunisation statement, asthma/allergy action plan etc). If you are eligible for Child Care Subsidy (CCS) please ensure your application has been lodged with Centrelink before enrolling and that both parent and child have a CRN. A reminder that ALL new enrolments (siblings) do require a new application for CCS for that child. If a child does not attend on the first or last date of enrolment Centrelink do not pay CCS for that entire week.

### **Alteration of enrolments**

Four weeks written notice must be given to cancel or change enrolment. If less than four weeks' notice is given, fees for the full four weeks are still payable. If a child is absent for more than two weeks without notifying the centre, their place may be reallocated. If parents wish to reapply to the centre, the normal procedure of the waiting list will apply.

**IMPORTANT:** For new enrolments, places will be confirmed when the payment of bond is received. **Once a place has been accepted and bond paid to secure the place, if parents then change their mind before they start attending Boundary Lane CC the bond will not be refunded**

## Fees

Fees are to be paid weekly via direct debit administered through Smart Central/Child Care Easy Pay, our Child Care Management program. BLCC administration does not have direct access to your bank details.

Fees are due for all the days that the child is enrolled, regardless of attendance and any Public Holidays not falling within the annual closure period.

The Commonwealth Government provides assistance to families to help with the cost of childcare, through the Child Care Subsidy scheme. All parents are eligible and need to apply to through Centrelink/MYGOV.

On enrolment, parents are to pay a holding fee/bond equivalent to two weeks fees. The bond is retained until the child leaves the centre, at which time it is refundable (please see our fee policy)

## Records

The Centre keeps a record for each child including enrolment information, observation records and progress reports.

Access to these records is limited to staff who need to use this information and confidentiality is maintained. Parents and guardians are welcome to see their child's records.

Information regarding children's day to day activities are posted on Kinderloop, parents are invited to join the BLCC Kinderloop group by email upon enrolment.



## CURRICULUM

The Curriculum encompasses all the learning experiences and routines that occur at the centre throughout the day. The program is based on children's interests and observations of each child to foster intellectual, social, creative, and motor development and independence.

The centre aims to provide a variety of activities, active and quiet, group and individual, structured, and unstructured. We encourage children to take on new challenges with more emphasis on the process than the product. The centre takes an anti-bias approach giving all children access to activities including children with special needs. We respect each family's culture and language, looking at similarities as well as differences and valuing diversity.

Where special needs are identified, we will endeavour to meet the needs of the child at the centre and help the family access any other resources needed.

Discovering the world firsthand is an important part of the Boundary Lane program and excursions are seen as valuable learning experiences. The centre plans short distance excursions, for example, walks to the local park as well as long distance excursions involving different modes of transport.



Planning suitable activities takes into consideration the age, needs, interests and safety of the children. Children have several excursions each year and parents are required to give written permission. Parents are welcome and needed to help supervise the excursions.

## INTERACTION WITH CHILDREN

Boundary Lane Children's Centre strives to provide a safe and healthy learning environment for all children. The main responsibility of staff is interacting with all children positively and professionally. Group times routine (am tea/lunch/pm tea) in small groups and excellent educator:child ratio gives our teachers opportunities to spend quality time with children in their care.

## ROUTINES

Children in childcare spend a lot of time in routine activities such as eating, sleeping and toileting. Children do not distinguish between learning, playtime, and other times so it is important that routines are viewed as an integral part of the program.

Routines such as washing, eating, and sleeping also serve as valuable learning experiences. They help children to learn habits of health and safety, as well as to develop healthy attitudes about their body and its functions.

Daily Routine charts are displayed in rooms for parents and educators to consult.

## Settling in

Children's needs vary when first starting in a childcare centre. Parents are encouraged to come and have transition visits on a suitable time for both sides before the official start date. The transition visits help the child settle in and provide an opportunity for the parents to get to know the staff and how the centre functions. Parents are also welcomed to stay with their child a while in the mornings, but the centre realises this is not always possible. Children may like to bring in a favourite security toy or blanket initially. Other toys are discouraged as they may be broken or lost and often lead to arguments.

## Arrival and departure\*

Parents are encouraged to stay for a few minutes in the morning with their children and to leave them with an educator who will help them settle in.

Before leaving your child, it is important for parents to tell their children that they are going, and, when saying goodbye, to let them know that they will be returning. If children become distressed on parting, a cuddle from a teacher and interesting activities will usually distract them. Parents are welcome to stay at the centre as long as they like but **once goodbyes have been said, parents should leave immediately** as repeated farewells are upsetting for children.

It is important for parents to talk to educators as they arrive to collect their child to find out all the news of what has happened during the day.



Children must be signed in on arrival and signed out on departure. Children will only be released to an authorized person (see Safety Policy).

\*These procedures have been amended as required during Covid19 pandemic and are updated according to current Govt policy and recommendations. Families are notified by email of any changes to drop off and pick up procedures.

### **Fine for late collection of children**

Children are required to be collected by 6 pm. If a child remains in the centre after closing time a penalty will apply (please see Late Collection Policy)

### **Rest and sleep**

Sleep routines are flexible to meet the varying needs of each child. Older children have one sleep a day after lunch. A programme of quiet activities is provided for non-sleepers who are encouraged to have some quiet time in the sleep room first.

Younger children who need two sleeps a day usually sleep after morning tea and after early afternoon tea and babies sleep whenever they need.

Babies less than one year old are not put to sleep face down unless we have written authorisation from a doctor because sleeping face down is known to be a risk factor for Sudden Infant Death Syndrome.



### **Mealtimes**

The centre aims to provide attractive, nutritious food in a pleasant environment.

Mealtimes are a relaxed affair, catering to each child's needs. Eating is a social time and children learn new skills by observation and imitation. Children will not be forced to eat but encouraged to try different foods. Extra helpings are readily available.

Babies are demand fed on milk provided by the parents and solids are commenced in consultation with the parents. Mothers are welcome to breastfeed at the centre.

Weekly menus are displayed. What each child ate for lunch is recorded on the whiteboards in each room. Please don't send food from home as it causes arguments.

### **Nappy changing and toileting**

Nappy changing time is an occasion when a young child has the caregiver's undivided attention. It is a time for talking, playing, laughing, and showing affection.

The Centre's procedure for nappy changing is displayed on top of the change tables. Parents are requested to follow this procedure while at the centre to reduce the risk of passing infections from child to child.



Parents and staff should decide together when the child is ready to begin toilet training and will develop a plan together. Children must be ready to participate willingly. Punishment will not be used for accidents only positive reinforcement will be used.



## BEHAVIOUR

Children need to feel safe, secure and to know the limits on their behaviour. They need to develop awareness of appropriate and inappropriate behaviour and the effect of their behaviour on others while developing their capacity for self-discipline.

It is important that this be achieved within an environment that enhances a child's feelings about themselves, fostering self-esteem and self-worth.

The Centre's Behaviour Policy aims to identify and praise appropriate behaviour consistently and avoid making a child feel bad about him or herself. Staff aim to set clear limits and ensure children understand the consequences of their actions.

The Centre also aims to minimise conflict by providing appropriate activities and to encourage children's social development by giving them the strategies to deal with conflict. Children should be helped to learn to share, assert themselves and deal with anger.

## Health and Immunisations

Only children whose immunisations are **fully up to date** for their age OR who have a **medical reason not to be immunised** OR they are **on a catch-up schedule** can be enrolled in Early Childhood Education services.

Please make sure you provide a copy of your child's immunisation statement/report to BLCC every time your child has a new immunisation. You can download your child's Immunisation History Statement through MYGOV or the Medicare app.

Please be aware that children who have not had all the recommended immunisations (according to the Government schedule) for their age may need to stay at home during a disease outbreak. This is to protect the child and stop the spread of disease. (See BLCC Immunisation Policy)

You may receive a reminder through Smart Central when your child's next immunisation is due.

Information on how to obtain your child's Immunisation History Statement can be found here: -

<https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>

## **BOUNDARY LANE POLICIES**

Included in the Handbook for your information and interest are some of the Boundary Lane Children's Centre's Policies. To view all BLCC policies please ask to see the Policies folder located at reception desk.

### **Administration of Authorised Medication Policy**

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#### **Aim**

All educators at Boundary Lane Children's Centre can safely administer any medication as necessary to children with the written authority of the child's parents. It is important to follow strict procedures to promote the health and wellbeing of each child using the service.

#### **Implementation**

- The service will ensure that the Administration of Authorised Medication Record is completed for each child who requires medication. A separate form must be completed for each medication if more than one is required.
- Medication may only be administered with written authority signed by the child's parent or other person that is authorised by the child's parents.
- Medication provided by the child's parents must include the following:
  - Original container. Medication will only be administered from the original container.
  - Original label that is clearly readable.
  - Child's name clearly on the label.
  - Any instructions attached to the medication or related to the use of the medication.
  - Any verbal or written instructions provided by the child's registered medical practitioner.
- Any person delivering a child to the service must not leave medications in the child's bag or locker. Medication must be placed in the Medication Box in the fridge upon arrival.

#### **For anaphylaxis or asthma emergencies:**

- In the event of an emergency, the service must follow the Incident, Injury, Trauma and Illness Policy and complete the Incident, Injury, Trauma and Illness Record.
- If none of the child's nominated contacts can be reasonably reached, the service must contact a registered medical practitioner or an emergency service on 000.
- In the event of an emergency and where the administration of medication must occur, the service must attempt to receive verbal authorisation from a parent then written notice must be provided to this parent.
- For anaphylaxis or asthma emergencies, medication may be administered to a child without an authorisation and parents should be informed as soon as possible.
- The child will be positively reassured, calmed and removed to a quiet area under the direct supervision of a suitably experienced and trained educator.

**Administration of Authorised Medication Record**

Child's full name: \_\_\_\_\_

Child's Date of Birth: \_\_\_\_\_

**Please ensure the following & tick where compliant:**
☐ Original container      ☐ Original label      ☐ Child's name clearly on label

Full Name of Medication	Expiry or Use-By Date	Reasons for Administration	Dosage Required	Administration Instructions

Any additional instructions: \_\_\_\_\_

Storage instructions (including storage location): \_\_\_\_\_

<b>Time &amp; Date Medication Administered</b>	<b>Dosage Administered</b>	<b>Name &amp; Signature of person who Administered the Medication</b>	
Date		Name	
Time		Signature	
<b>Time &amp; Date process Witnessed</b>	<b>Was the Identity of the Child Checked</b>	<b>Was the Dosage of the Medication Checked</b>	<b>Name and Signature of Witness</b>
Date	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	Name
Time	<input type="checkbox"/> No	<input type="checkbox"/> No	Signature
<b>Time &amp; Date Medication Administered</b>	<b>Dosage Administered</b>	<b>Name &amp; Signature of person who Administered the Medication</b>	
Date		Name	
Time		Signature	
<b>Time &amp; Date process Witnessed</b>	<b>Was the Identity of the Child Checked</b>	<b>Was the Dosage of the Medication Checked</b>	<b>Name and Signature of Witness</b>
Date	<input type="checkbox"/> Yes	<input type="checkbox"/> Yes	Name
Time	<input type="checkbox"/> No	<input type="checkbox"/> No	Signature

## **Immunisation and Disease Prevention Policy**

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### **Aim**

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

### **Implementation**

#### **The Australian Government National Immunisation Program:**

<https://www.health.gov.au/initiatives-and-programs/national-immunisation-program>

#### **Local NSW Public Health Unit Contact Details**

<https://www.health.nsw.gov.au/Infectious/Pages/default.aspx>

### **Immunisation Records**

- Parents who enrol their child are required to provide evidence of their child's immunisation record.
- Acceptable immunisation records are:
  - Immunisation History Statement provided by the Australian Childhood Immunisation Register
- <https://www.servicesaustralia.gov.au/individuals/services/medicare/australian-immunisation-register/how-get-immunisation-history-statement>
- If there is a case of a vaccine preventable disease, and your child has not been fully immunised for that disease, they may be excluded from school or childcare for a period of time.

### **Children with Overseas Immunisation Records**

- Parents are responsible for having their child's overseas immunisation record transcribed onto the Australian Childhood Immunisation Register (ACIR) by a medical practitioner, registered nurse, midwife or a person authorised by the Health department.

### **Exclusion Periods**

- Whilst the service actively encourages each child, educator and family member using the service to be immunised, we recognise that immunisation is not compulsory.
- If a child's immunisation record is not provided upon enrolment or not updated, then the child will be recorded as being not fully immunised.
- To be fully immunised your child needs to have received all vaccines recommended for their age as part of the National Immunisation Program (NIP).
- If a child is not fully immunised and has been in contact with someone with a vaccine preventable disease outside of the service, they may need to be excluded from the centre for a period of time.
- It is the responsibility of families to inform the service if their child has been a close contact of someone with a vaccine preventable or infectious disease.

- Occupational recommendations apply for the immunisation of educators at the service. As there are no mandatory requirements under the law for educators to be immunised (apart from Covid19 vaccinations), educators who are not immunised may use their best judgement to decide whether they exclude themselves from the service during an outbreak of an infectious disease. All educators at BLCC are fully immunised against Covid19 according to Govt requirements

### **Immunisation Related Payments for Parents - Child Care Subsidy**

The Child Care Subsidy (CCS) applies to children who are fully immunised or have an approved exemption from immunisation. For parents to receive benefits without their child being fully immunised your healthcare provider needs to certify that:

- your child has a medical reason not to have a particular vaccination; or
- your child has had a disease and has a natural immunity; or
- a particular vaccine is unavailable.
- Information on how a child's immunisation status affects payments made to a family, and more information on exemptions is available on the following website:

<http://www.medicareaustralia.gov.au/public/services/acir/family-assist.jsp#N10059>

- Parents are responsible for payment of fees while their child is excluded under all circumstances.

### **Infectious Diseases Policy**

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#### **Aim**

Immunisation is a simple, safe and effective way of protecting people against harmful diseases before they come into contact with them in the community. Immunisation not only protects individuals, but also others in the community, by reducing the spread of disease.

#### **Implementation**

- The centre will use the Recommended Minimum Periods of Exclusion to exclude children and educators and inform parents of exclusion periods for infectious diseases.
- All appropriate notifications to the local Public Health Unit are available under the 'Infectious Diseases requiring Notification to the local Public Health Unit' and must occur within 24 hours. The Nominated Supervisor is responsible for notifying the local Public Health Unit.
- Children might be brought to care with symptoms or signs of illness or while in care suddenly develop an illness that has not been diagnosed by a doctor, and that might be potentially infectious or potentially life-threatening for the child. Therefore, when children get unwell while they are in care parents will be asked to come and collect their children immediately.

**If an infectious disease arises at Boundary Lane CC we will respond to any symptoms in the following manner:**

- Isolate the child from other children and ensure the child is comfortable and appropriately supervised.

- Contact the child's parents. If the child's parents are unavailable, we will contact the next nominated person. We will inform the contact of the child's condition and ask for a parent or other authorised person to pick the child up as quickly as possible. Any person picking the child up from the service must be approved by the child's parents and be able to show identification
- Ensure all bedding, towels and clothing which has been used by the child is washed.
- Ensure all toys used by the child are thoroughly washed
- Provide information in the child's home languages to the best of our ability (if necessary)
- Inform all service families and educators of the presence of an infectious disease
- Ensure confidentiality of any personal health related information obtained by the service and educators in relation to any child or their family
- If a child or educator has been unable to attend the service because of a **serious infectious illness** a doctor's certificate which specifically states the child/educator has been cleared to return to the service should be provided when they return.

### **Infectious Diseases requiring Notification to the local Public Health Unit**

Infectious Diseases notification should be directed by telephone to the local Public Health Unit and should be initiated within 24 hours of diagnosis.

NSW local Public Health unit directory and contact details are available on the following NSW Health website: <http://www.health.nsw.gov.au/PublicHealth/Infectious/phus.asp>

All infectious diseases notification forms are available from Public Health Units and on the NSW Health website: <http://www.health.nsw.gov.au/public-health/forms>.

As outlined under Section 42D, Public Health Act 1991 (NSW), the Nominated Supervisor of a service is required to notify the local Public Health Unit of the following infectious disease occurrences at the service:

- Diphtheria,
- Measles
- Mumps
- Pertussis (Whooping cough)
- Poliomyelitis
- Rubella (German measles)
- Tetanus

### **The National Health and Medical Research Council (NHMRC) recommend that educators should be immunised against:**

- Hepatitis A
- Measles-Mumps-Rubella (MMR): Educators born during or since 1966 who do not have vaccination records of two doses of MMR, or do not have antibodies for rubella, require vaccination
- Varicella, if they have not previously been infected with chickenpox
- Pertussis: An adult booster dose is especially important for those educators caring for 0-2 years children.

### **Recommended Minimum Periods of Exclusion**

PLEASE refer ***Staying Healthy in Child Care. 5th edition***, for childhood infectious disease descriptions, contacts, exclusion periods and fact sheets to display and notify other families if a child has been diagnosed or sent home with an infectious disease.

**Children who are unwell should not attend the service.**

### **Health, Hygiene and Safe Food Policy**

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#### **Aim**

Our service aims to promote and protect the health, safety, and wellbeing of all of children, educators and families using procedures and policies to maintain high standards of hygiene and provide safe food to children. We also aim to reduce the risk of infectious diseases and illnesses spreading and following appropriate OHS standards.

#### **Implementation**

The Approved Provider will ensure that the Nominated Supervisor must implement adequate health and hygiene practices and safe practices for handling, preparing and storing food. The policies and procedures at the service will be followed by nominated supervisors and staff members in relation to -

- **Hygiene practices.**
- **Safe and hygienic storage, handling and preparation of all food and drinks, including foods and drinks provided by the child's home.**
- **Working with children to support the promotion of hygiene practices, including hand washing, coughing, dental hygiene and ear care.**
- **Toileting, nappy changing and cleaning of equipment.**
- **The provision of fresh linen and sheeting for cots and mattresses.**

Children will be grouped in a way that allows educators to maintain a hygienic environment for individuals at the service. In any instances where children display any signs of illness or injury, educators will refer to the Incident, Injury, Trauma and Illness Policy.

Importantly, we will work with each child to promote health and safety issues, encourage effective hygiene, food safety and dental care, and maintain a healthy environment that is safe for each child. Regular discussions between educators and children will be integrated throughout the program.

Information on health, hygiene, safe food and dental care principles and practices will be displayed in the reception area and drawn to the attention of all parents on a regular basis.

To uphold the general health and safety of all children using the service, all educators and visitors will follow the Tobacco, Drug and Alcohol Policy.



### **Equipment and Environment**

The service will wash mouthed toys daily, clean books by wiping with moist cloth and drying, clean storage areas weekly. Surfaces will be cleaned after each activity and all surfaces cleaned thoroughly daily. Areas contaminated with body fluids will be disinfected after washing.

### **Hand Washing Procedure**

Our service will provide the appropriate height basins for children to wash their hands in as well as basins height appropriate for adults. Liquid soap will be provided by all individuals to wash their hands and we will ensure any allergies to soap are identified using the Enrolment Form and catered for appropriately. Along with this, the service will provide either/and/or individual towels, paper towel or an automatic dryer for people to dry their hands.

#### **All individuals should wash their hands:**

- Upon arrival to reduce the introduction of germs.
- Before handling food.
- After handling food.
- After doing any dirty tasks such as cleaning or changing nappies.
- After removing gloves.
- After going to the toilet.
- Before and after nappy change procedures.
- After giving first aid.
- Before and after giving each child medication. If giving medication to more than one child between each child.
- Before going home to prevent taking germs home.

**Below are instructions on how to effectively wash hands. All individuals are to follow this procedure and it should be displayed above every sink.**

- Wash hands using running water and soap.
- Rub hands vigorously.
- Wash hands all over ensuring that the back of the hands, wrists, between fingers and under the fingernails are cleaned.
- Rinse hands thoroughly.
- Turn off the tap using a clean piece of paper towel.
- Dry hands thoroughly with clean towel/paper towel or an automatic dryer.
- This should take about as long as singing "Happy Birthday" twice.

### **Hygienic Nappy Change Procedure**

Nappy changing and toileting will only be carried out by main educators following the nappy changing procedure. At times it may be necessary for a student to carry out the nappy change procedure as part of practical education requirements, and a trained educator must always be present to monitor this situation and ensure the procedure is being followed adequately. Additionally, the service will follow hygienic nappy change practices at all times using the following procedure -

- Nappy changing will be done only in the nappy change area which will be properly stocked with paper towels or towels, plastic bags, fresh nappies, clean clothes, rubbish bin with sealed lid lined with plastic. Always prepare change area first: put on gloves, place paper towel or individual plastic change mat, wipes and bag to dispose of nappy.
- Nappy changes occur frequently and as needed throughout the day. At all times one hand must be kept on the child to prevent them falling from the change table.
- Assist the child up to the nappy change table.
- Remove the dirty nappy: Clean and dry the child's bottom using wipes, wiping from front to back. If you are using paper towel remove it from the change table.
- Seal the soiled nappy, paper towel and wipes into plastic bag (use two if soiled) and place into lined pedal bin. Place any soiled clothing into a bag and seal for washing. Remove gloves before touching any clean clothing or the clean nappy. Remove gloves by peeling them back from your wrists, turning them inside out as you go. Place gloves in bin.
- Dress the child and wash and dry the child's hands, take the child away from change area. Wash your hands.
- If you used paper towel clean the nappy change surface after each use. If you used personal plastic change mats clean the mat after finishing the change round or if the mat got infected. Put on clean gloves and clean surface with neutral detergent and warm water. Wipe dry with paper towel. Dispose of gloves and paper towel in bin. Wash your hands. Disinfect after the last nappy change in a series of nappy changes.
- After each nappy change the child's and educator's hands will be washed and the change table cleaned.
- The procedure for nappy changing will be displayed in the nappy change area.
- The service only uses disposable nappies.
- The laundry area includes a washing machine and sink with hot and cold water supply for the laundering of soiled cloths, and linen.

### **Hygienic Toileting Procedure**

Educators will communicate with parents/guardians to develop consistency with their child's toileting habits. Educators must be aware of and consider any special requirements related to culture, religion or privacy needs. At times it may be necessary for a student to assist children in the area of toileting as part of practical education requirements, and a trained educator must always be present to monitor this situation

and ensure the procedure is being followed adequately. If a parent is present and helping their child (toileting in the bathroom), it is required that an educator accompany any other children needing to use the bathroom at the same time.

**Additionally, the service will follow hygienic toileting practices at all times using the following procedure -**

- Educators will at all times encourage the child to be independent in their toileting habits and provide assistance as and when needed.
- The service will ensure that toilets and hand washing facilities are easily accessible to children.
- Children will be encouraged to flush toilets and wash hands after use.

**If the child has soiled or wet their clothing:**

- Remove any wet/soiled clothing and seal in a bag for washing.
- Clean and dry the child.
- Remove your gloves and wash hands, do not touch the child's clean clothing.
- Put on new gloves and dress the child, wash and dry the child's hands.
- Clean any spills following procedure for cleaning spills of body fluids.
- Remove and dispose of gloves, wash and dry your hands.

The procedure for toileting will be displayed in the toileting area.

### **Dental Hygiene and Care**

- The service will arrange for dental health professionals to attend the service to discuss good dental health practices and guidelines with educators, children and family members.
- The service integrates educative information and guidelines on good dental health practices into the daily routine. This should include information on tooth brushing, tooth friend snacks and drinks and going to the dentist and/or dental health professionals.
- The service will actively encourage good dental health practices including eating and drinking habits, tooth brushing and going to the dentist and/or dental health professionals.
- Children will be encouraged to drink water to quench their thirst and remain hydrated.
- Children will be encouraged to drink water or have a slice of apple to remove food debris after lunch.
- Family members should be informed without undue delay any incident or suspected injury or issue with their child's dental health which may include teeth and gums, gum swelling, infection in the mouth, or problems, pain or discomfort the child has with chewing, eating or swallowing food or drink.



### **Food Preparation and Food Hygiene Procedure**

Our service will follow appropriate food preparation hygiene techniques to meet the requirements of the *Food Standards Australia New Zealand* such as:

- Wash hands before food preparation.
- Cleaning food preparation area before, during and after use.
- Using colour-coded chopping boards in order to prevent cross contamination of raw food.
- Ensuring that individuals preparing food know, follow, and adhere to the appropriate hygiene procedures. This includes:
  - Washing their hands
  - Keeping personal hygiene at a high level e.g. tying their hair back or keeping it under a net
  - Not wearing jewellery (wedding band excluded)
  - Covering cuts with a blue Band-Aid and gloves
  - Not changing nappies before preparing food.
- Avoiding the contamination of one work area to another by using colour-coded wash cloths and having specific cleaning implements (for example gloves and scourers) for a specific area.
- Avoiding the contamination of one work area to another by using the colour-coded wash cloths system and restricting the movement of contaminated items from one area to another.
- Clean children's dining tables with soap and water and dry before serving food.
- Ensuring food is always served in a hygienic way using tongs and gloves.
- Clean children's dining tables with soap and water and dry after mealtimes.
- Each child will be provided with their own clean drinking and eating utensils at each mealtime. These utensils will be washed after each use. Educators will actively encourage and monitor children, so they do not to use drinking or eating utensils which have been used by another child or dropped on the floor.
- Providing families with current and relevant information about food preparation and hygiene.
- Discussing with children the need for food hygiene in both planned and spontaneous experiences.

### **Cooking with Children**

We sometimes include cooking experiences in our service's programming for the children. When these experiences are carried out, educators that are supervising will be vigilant to ensure food preparation remains a hygienic and safe experience. The relevant points from the above food preparation procedure will be followed during the children's cooking experiences.

Examples of the type of activities children will participate in during cooking experiences include:

- Helping to choose what to cook.
- Measuring and weighing, stirring, or mixing ingredients.
- Washing salad, vegetables, or fruit, setting the tables



## **Excursion Policy**

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### **Aim**

Boundary Lane Children's Centre acknowledges the value of relevant excursions in allowing children to gain a greater insight of the society in which they live and learn from these experiences. We will actively seek to minimise any risks associated with excursions and respond promptly and appropriately to any emergency whilst on an excursion. Educators will educate children and families regarding safe road (or other transport) and play practices.

### **Implementation**

#### **Excursion Risk Assessment and Planning Process**

- Educators must conduct a risk assessment prior to an excursion taking place.
- Risk assessments are only required once if the excursion is a regular outing. Regular outings are walks, drives or trips to places that we visit regularly, and which always have the same risks.
- The risk assessment must be recorded using the Excursion Risk Assessment Form. Parents will be notified on the Authorisation for Excursion Form that they can access the Excursion Risk Assessments prior to the excursion upon their request. The service must comply with these requests and make all information available to parents if requested.
- Using the Excursion Risk Assessment Form attached to this policy, the service must take into consideration the following:
  - Any risk that the excursion may pose to the safety, health, and wellbeing of any child, and identify how these risks will be managed and minimised
  - Any water hazards
  - Any risks associated with water-based activities
  - Transportation (to and from)
  - The ratio of adults and children which must comply with the ratios in the Staffing Arrangements
  - Specialised skills required (such as life-saving skills)
  - Proposed activities
  - Proposed duration
  - Any medical conditions that need to be considered and managed for each child with specific health needs
- The Risk Assessment Checklist must also be conducted prior to any excursion.
- The service will ensure that the emergency contact details for each child are up-to-date.

## Transport Considerations

The means of transport must be stated on the permission note.

**Buses:** Ensure that the seating capacity as displayed on the compliance plate is not exceeded. All children must sit on seats, preferably with, or close to, an adult. Seat belt guidelines must be followed depending on the bus.

**Trains:** Contact the station prior to the excursion to inform them of the time you will be travelling, the destination and the number of children and adults who will be travelling. Arrangements should be made to arrive at the station with an adequate amount of time to allow for safe boarding. This will allow the station to inform the train guard so that he/she can hold the train for the period of time for safe boarding and alighting. All children should be seated at all times, with an adult close by. All children should be seated in the one carriage, if possible.

**Cars:** Any motor vehicle that is used to transport children on an excursion (other than a motor vehicle seating more than nine persons) should be fitted with child restraints and/or seatbelts that are appropriate for the age and weight of each child, that conform to the Australian Standards, and are professionally installed or checked by an authorised restraint fitter.

## Insurance

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



## Delivery and Collection of Children

The following procedure must be adhered to at all times to ensure the safety of the children.

### Arrival:

- All children must be signed **IN** by their parent or responsible adult as nominated in their enrolment forms in order for parents to be eligible for Child Care Subsidy. This also assists educators in the event of evacuation of the service. This is the parent/caregiver's responsibility. **Since Covid restrictions were implemented, educators now sign children in and out.**
- A locker should be made available to children.

### Departure:

- No child will be released into the care of any unauthorised persons. If educators do not know the person by appearance, the person must be able to produce some form of photo identification to prove that they are an Authorised Nominee as listed on the child's enrolment forms.
- Parents must give prior notice where the person collecting the child is someone other than those

mentioned on the enrolment form, e.g. in an emergency situation. The person nominated by the parent must be able to produce some form of identification.

- Children are not to be released into the care of persons not authorised to collect the child, e.g., court orders concerning care arrangements for the child.
- Parents must give prior notice of any variation in the persons picking up the child. If notice is not given, and the parents cannot be contacted, the child must not be released from service.
- If the person collecting the child appears to be intoxicated, or under the influence of drugs, and educators feel that the person is unfit to take responsibility for the child, educators are to suggest that they contact another authorised person to request they collect the child. Wherever possible, such discussion is to take place without the child being present. If the person refuses to allow the child to be collected by another person, educators are to inform the police (the parent name and car registration number, etc).
- Educators cannot prevent a parent from collecting their child but do have a moral obligation to persuade a parent to seek alternative arrangements if they feel the parent is in an unfit state.
- All children must be signed **OUT** by a parent or Authorised Nominee.
- At the end of each day educators must check all beds and the premises including outdoors and indoors to ensure that no child remains on the premises after the service closes.
- Details of children's absences during the day must also be recorded.
- Individuals visiting our service must also sign in when they arrive at the service and sign out when they leave.

### **Unenrolled Children**

On occasion, children who are not enrolled at our service may be present at the service. An example of this is when families come to pick up an enrolled child and they bring their other children with them.

At times like this, the children who are not enrolled at the service are the responsibility of the adult that brought them to the service. We ask these adults to keep unenrolled children off any equipment at the service, and for the child to be accompanied by the adult at all times.

Should a child who is not enrolled at the service attend an excursion with the service, they may only attend should the adult to child ratio not be compromised for enrolled children.

Any child that is enrolled at the service on a temporary basis will be included in the educator/child ratios.



## Sun Protection and Clothing

### Outdoor Activities

The service will use a combination of sun protection measures whenever UV Index levels reach 3 and above. This will include:



- From October to March sun protection is required at all times. Extra sun protection is needed between 11am and 3pm and during this period outdoor activities should be minimised. Minimising outdoor activities includes reducing both the number of times (frequency) and the length of time (duration) children are outside.
- From April to September (excluding June and July) outdoor activity can take place at any time. However, from 10am – 2pm sun protection is required.
- In June and July when the UV index is mostly below 3, sun protection is not required. Extra care is needed for services in the far west and north of NSW and for all children who have very fair skin.

All sun protection measures (including recommended outdoor times, shade, hat, clothing and sunscreen) are considered when planning excursions and incursions.

### Shade

All outdoor activities will be planned to occur in shaded areas as much as possible. Play activities will be set up in the shade and moved throughout the day to take advantage of shade patterns. The service will provide and maintain adequate shade for outdoor play.

### Hats

Educators and children are required to wear sun safe hats that protect their face, neck and ears. The service will provide hats for older children and young babies will bring their own hats.

Children without a sun safe hat will be asked to play in an area protected from the sun (e.g. under shade, veranda or indoors).

### Clothing

Educators and children will wear sun safe clothing that covers as much of the skin (especially the shoulders, back and stomach) as possible. This includes wearing:

- Loose fitting shirts and dresses with sleeves and collars or covered neckline.
- Longer style skirts, shorts and trousers.

Children who are not wearing sun safe clothing can be provided with spare clothing.

*Please note: Midriff, crop or singlet tops do not provide enough sun protection and therefore are not recommended.*

## **Sunscreen**

All educators and children will apply SPF30+ broad-spectrum water-resistant sunscreen before going into unshaded play areas. Sunscreen is stored in a cool, dry place and the use-by-date monitored.

It is parents' responsibility to apply sunscreen to their children in the morning and educators' responsibility to follow during the day.

## **Babies**

Babies under 12 months will not be exposed to direct sunlight and are to remain in dense shade when outside. They will wear sun safe hats and clothing and small amounts of SPF30+ broad-spectrum water-resistant sunscreen may be applied to their exposed skin.

## **Role Modelling**

Educators will act as role models and demonstrate sun safe behaviour by wearing a sun safe hat and sun safe clothing. Families and visitors are encouraged to role model positive sun safe behaviour as well.

## **Education and Information**

Sun protection will be incorporated regularly into learning programs. Sun protection information will be promoted to educators, families and visitors. Further information is available from the Cancer Council website [www.cancerCouncil.com.au/sunsmart](http://www.cancerCouncil.com.au/sunsmart).

## **Road Safety Policy**

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### **Aim**

The safety of each child and all educators is paramount. This includes those children and accompanying educators who travel on the bus booked by the service for excursions. Proper restraint systems will be used according to current Australian Standards.

### **Pedestrian Safety**

Based on KidSafe Australia's guidelines, our service recognises and will follow the following information when any excursion by walking occurs:

Children are vulnerable road users therefore children must be accompanied and closely supervised by educators and volunteer parents to keep them safe.

Although children may think they can handle crossing a road by themselves, remember that children:

- are easily distracted and focus on only one aspect of what is happening
- are smaller and harder for drivers to see
- are less predictable than other pedestrians
- cannot accurately judge the speed and distance of moving vehicles
- cannot accurately predict the direction sounds are coming from

- are unable to cope with sudden changes in traffic conditions
- do not understand abstract ideas such as road safety
- are unable to identify safe places to cross the road
- tend to act inconsistently in and around traffic

**Educators will use the following to guide education with families and the community:**

- Parents and caregivers have a key role in educating their children about road safety. Children learn about road safety largely by experience.
- Parents and adult carers have opportunities in day-to-day routines to discuss road safety with children on the way to the newsagent, local shop or going to school.
- Whenever crossing roads, it is an idea to talk about when and why it is safe to cross the road with your children so they can gain understanding about the broad range of factors involved.
- Anywhere where there is a potential for moving vehicles is a potentially dangerous traffic situation for children. This includes residential areas, carparks, at traffic lights, along footpaths, zebra and other crossings, driveways, quiet streets, and busy streets.
- Children need parental/adult carer close supervision in and around traffic to keep them safe at all times.

### **Additional Needs Policy**

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#### **Aim**

To provide each child regardless of their additional needs and abilities with a supportive and inclusive environment that allows the child to fully participate in their education and care. Educators will remain positive, open-minded, and honest at all times when working with families and external support professionals to most positively meet the additional needs of children at the service. We understand that additional needs arise from different causes, and that causes require different responses. Any child may have additional needs from time to time and it could be temporary or for a lifetime.

#### **Implementation**

**As per the National Quality Standard, Boundary Lane Children's Centre positively responds to and welcomes children with additional needs who:**

- are Aboriginal or Torres Strait Islanders
- are recent arrivals in Australia
- have a culturally and linguistically diverse background
- live in isolated geographic locations
- are experiencing difficult family circumstances or stress
- are at risk of abuse or neglect
- are experiencing language and communication difficulties
- have a diagnosed disability—physical, sensory, intellectual or autism spectrum disorder

- have a medical or health condition
- demonstrate challenging behaviours and behavioural or psychological disorders
- have developmental delays or learning difficulties
- are gifted or have special talents or other extra support needs.

### **Learning Environments**

- The service environment and resources will be designed or adapted to ensure access and participation by every child in the service, to support the inclusion of children with additional needs.
- The indoor and the outdoor environments will be suitable for children with additional needs.
- The service will ensure the program and curriculum meets the needs of children with additional needs. Learning materials and resources such as books and games will reflect positive inclusion and children with additional needs in the community.
- The service will work with external professionals and families to ensure that learning environments are most suited to each child with additional needs, and children and families from culturally diverse backgrounds. Children will also be involved in this process.
- Children may have sensory sensitivities to pressure, texture, smell, noise, or visual expectations of the environment which may need to be considered in provisioning of the environment.
- Children will be encouraged to feel safe and secure during their education and care at the service by developing trusting relationships with educators, other children, and the community.

### **Positively Promoting Each Child's Personal Ability**

Boundary Lane Children's Centre wants children to develop to the best of their personal ability. Every child in our service is an individual and we aim to promote and encourage this by:

- Our commitment to ensuring each child is able to fully participate in their own education and care.
- Helping children to learn to respect for physical, racial, religious, and cultural differences.
- Enabling children to develop autonomy, independence, competency, confidence, and pride.
- To provide all children with accurate and appropriate information about additional needs of others.
- Encouraging children to develop friendships with each other based on mutual trust and respect.
- Including in our program, an awareness of cross-cultural and non-discriminatory practices.
- Encouraging parents to contribute their knowledge, experiences, and culture to our program.
- Making it clear to children through all educators that it is not acceptable for a child to say or do unfair things to another person, and that if this does occur an educator will firmly step in.

### **Professional Support Services for Children**

- Boundary Lane Children's Centre will not hesitate to access external professional support services for children with additional needs.
- Information gathered about children with additional needs may be used to develop an individual support plan that will be kept on file at the service and shared with families, the child's medical practitioners and/or professional support services.

- We will work with local schools to help children with additional needs transition. We are open to sharing information about the additional needs of children to promote continuity of learning.
- The Inclusion Support Agency (ISA) is funded by the Australian Government. Information is available from DEEWR at the following website:
- <http://www.deewr.gov.au/Earlychildhood/Programs/ChildCareforServices/SupportFamilyCCS/>

**Professional Development for Educators** We will access professional development for all educators to help the service meet the needs of each child with additional needs.

## **Continuity of Education and Care Policy**

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### **Aim**

We aim to ensure the continuity of education and care of all children attending the service and help them feel comfortable and secure.

### **Implementation**

#### **Employment of Regular Educators**

- New educators (permanent and casual) will be engaged in an induction process that familiarises them with the other educators, children, families, and policies and procedures.
- The service will seek to make use of the same casual staff where possible. This will ensure that casual educators are able to familiarise themselves with the centre. Building positive relationships between educators, children and families will encourage effective continuity of care.

#### **Learning and Transitions**

- Throughout each day, educators will communicate with each other to minimise the transitions during the day and help children feel relaxed.
- Support should be given to children to move to different activities and routines throughout the day e.g. to nappy changing, to indoors to meals. Educators will talk to children to prepare them, giving them advice as to what is happening next and when and ensure that the routine has flexibility to allow suggestions from staff, families and children
- Educators will help children transition between rooms and settings. We aim to have at least one educator to move one room to another with the groups of children as much as possible.
- To assist children's transition to formal schooling, we will support children in liaising with local primary schools. Children with additional needs will be assisted by specialised support services.
- As a part of our commitment to the EYLF, we ask families to share information about children's experiences and interests at home. Educators share this information with each other at meetings as well as via individual room group and whole group learning documentation.

### **Routine to Promote Continuity**

A sense of routine is important, along with smooth transitions as they allow staff to meet each child's needs and have one-on-one interactions with children and build strong relationships

## **Education, Curriculum and Learning Policy**

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### **Aim**

Educators at Boundary Lane Children's Centre aim to create positive learning environments and guide experiences for each child in conjunction with their family. Educators will observe children and facilitate their learning to provide each child with an individualised portfolio by documenting their learning throughout the year. Children and their families will be encouraged to participate in the ongoing process to promote engaged learning.

Portfolios are a place where a child's learning and development is documented within a strengths-based approach, focussing on the quality of the documentation as opposed to the quantity. Portfolios are means of communicating to children, their families, and educators where they are currently at in terms of development and learning.

The role of the educational leader is to work with educators to provide curriculum direction and to ensure children achieve the outcomes of the approved learning framework.

Observations of all children enrolled in our service will be documented and kept for future reference and reflection. Children's portfolios will be available for each child's family to view but remain the property of the service until the end of each year of the child's enrolment

### **Learning and Play**

Our environments, program and routines include opportunities for the following areas of learning:

- Children are encouraged to express themselves creatively through a wide variety of indoor and outdoor activities
- Children's fine and gross motor skills are strengthened and developed through a wide variety of both indoor and outdoor activities including manipulative play, block play, sensory play, dramatic play, drawing and other physical activities such as running and skipping.
- Mathematics and science concepts along with exploration of natural aspects of our environment are encouraged through block play, building, cooking, water play, sensory play, collecting natural materials such as leaves and rocks and gardening.
- Language development is encouraged through educators modelling language, show and tell, story times, games, dramatic play experiences. Children's home languages are affirmed in our program

through print, songs, and having families visit to share home languages through the above means. Educators will also, make use of 'survival words lists' for new children with English as an additional language as they transition into the service.

- Literacy and Numeracy will be integrated into learning centres in meaningful ways where possible (e.g. bus tickets in a dramatic play area, food packaging in home corner, telephones, old computers, road signs near the bikes)
- Social/emotional skills and independence are strengthened through activities such as role-play, dramatic play, group games and self-help and everyday routine tasks such as setting / packing up.
- Music and movement activities encourage physical, social and creative areas of a child's development and help children to make sense of ideas of interest and represent them
- Road safety, hygiene, dental care and nutrition will all be built into the program.

These activities will be supervised and guided by educators to find out how child responds as an individual and also as part of a group. Educators will work in conjunction with families to provide learning experiences that are relevant to each child and tailored to their specific needs. A child's home language, culture and religious practices will be accepted and included in the program.

From this, educators will assess the child's needs and plan ways to meet these needs. We evaluate this program every week in order to make sure we stay on target and help each child to reach their full potential. The weekly program will be displayed in the room it takes place in. We welcome any suggestions and are happy to answer questions from family members at any time.

### **EYLF Learning Outcomes**

1. Children have a strong sense of identity.
2. Children are connected with and contribute to their world.
3. Children have a strong sense of wellbeing.
4. Children are confident and involved learners.
5. Children are effective communicators.

### **Behaviour Guidance**

The behaviour guidance we provide children with will be guided by the following practices:

- Children will be encouraged to engage in cooperative and pro-social behaviour and express their feelings and responses to others' behaviour confidently and constructively, including challenging the behaviour of other children when it is disrespectful or unfair.



- Educators will support children to explore different identities and points of view and to communicate effectively when resolving disagreements with others.
- Educators will discuss emotions, feelings and issues of inclusion and fairness, bias and prejudice and the consequences of their actions and the reasons for this as well as the appropriate rules.
- Educators will listen empathetically to children when they express their emotions, reassure them that it is normal to experience positive and negative emotions and guide children to remove themselves from situations where they are experiencing frustration, anger or fear.
- Children will be supported to negotiate their rights and rights of others and intervene sensitively when children experience difficulty in resolving a disagreement.
- Educators will learn about children's relationships with others and the relationship preferences they have and use this knowledge to support children to manage their own behaviour.
- Educators will work with each child's family to ensure that a consistent approach is used to support children with diagnosed behavioural or social difficulties.
- We will gather information from families about their children's social skills and relationship preferences and use this information to engage children in experiences that support them to develop social skills.
- We will collaborate with schools and other professionals or support agencies that work with children who have diagnosed behavioural or social difficulties to develop plans for the inclusion of these specific children. These plans will be kept in the individual child's file.
- Children will be allowed to make choices and experience the consequences of these choices when there is no risk of physical or emotional harm to the child or anyone else.
- Children will be acknowledged when they make positive choices in managing their own behaviour.
- Educators will use positive language, gestures, facial expressions, and tone of voice when redirecting or discussing children's behaviour with them. They will also remain calm, gentle, patient and reassuring even when children strongly express distress, frustration, or anger.
- Educators will guide all children's behaviour in ways that are focused on preserving and promoting children's self-esteem, as well as supporting children to develop skills to self-regulate their behaviour.
- We will have strategies to encourage positive behaviour in children while minimising negative behaviour and manage situations when a child's behaviour is particularly challenging.
- Children will be involved developing behaviour limits and the consequences of inappropriate behaviour.

### *Supporting Children through Difficult Situations*

When a child, family, educator or the service as a whole experiences a stressful or traumatic situation such as a bushfire, car accident, sudden illness or death, crime or violent situation it is important to provide appropriate support so they can recover from the ordeal. A child's reaction to a stressful or traumatic situation will depend on factors such as their age, stage of development and impact of the event on people around them. A child may react in unexpected ways and sometimes appear to be acting 'normally' initially, before the onset of a delayed reaction. These reactions may include:

- Physical symptoms such as stomach aches and headaches, being anxious or clingy
- Suffering from separation anxiety, having sleeping problems or nightmares
- Re-living the experience through drawing or play or losing interest in activities
- Loss of self-confidence, regressing to “babyish” behaviours and activities

Our educators will talk with a child about the event to bring any issues out into the open by:

- Reassuring the child that they are safe, but only if they really are.
- Talking to the child about what happened in a way that they will understand and without going into frightening or graphic detail.
- Ensuring the child hasn't jumped to conclusions. Some children will think they are to blame in a tragic event; our educators will make sure they know this isn't so.
- Talking to the children about how people react to stressful or traumatic situations and that the emotions they are feelings are normal.

### **Coping Mechanisms**

Some strategies that our educators will use to help children cope in these situations are:

- Giving children a sense of control of their environment and life. Letting the child make minor decisions, such as what to eat, what to wear or play will make the child feel more in control.
- Allowing the children plenty of time to play and participate in physical exercise; this will help the child burn off stress chemicals and allow for more sleep.
- Helping the children physically relax with story times and cuddles.

At Boundary Lane Children's Centre, we wish to help in whatever way we can if a family at the centre has undergone a tragedy. Families are encouraged to talk to us and we will endeavour to work with families and children to support all parties through the situation. Should it be required, educators will liaise with appropriate authorities, such as the Department of Education and Children's Services, and follow any recommendations made by these authorities.

### **Bullying**

*In order to overcome bullying in our service, our educators will be aware of the following information and maintain the following practices:*

**Our educators will be aware of the following characteristics in children who bully:**

- Children of all backgrounds can bully
- The child who bullies may also be the victim of bullying

- The child who bullies will often think that they are innocent, and that the child being bullied is somehow deserving of this negative experience
- Recent research demonstrates that aggressive behaviour and bullying inclinations begin in some children as early as two years old, which highlights the importance of children's services educators in effectively responding to children who bully.

**Our educators will be aware of the following characteristics of victims of bullying:**

- Children of all backgrounds can fall victim to bullying
- Statistically, boys are more likely to be victims of bullying than girls
- Victims may have low self-esteem, lack of confidence, lack of social skills or be viewed as unpopular
- It is important to remember that victims are often sensitive and easily hurt, and feel incapable of preventing such negative experiences

**Our educators will implement the following strategies to overcome bullying:**

- Our educators will practice all-encompassing and socially inclusive care.
- Daily programs will recognise, value and reflect the social and cultural diversity of our community.
- Our educators will role model and actively encourage appropriate behaviours.
- Our educators will form a close relationship with family members in order to work cooperatively to overcome instances of bullying.
- Our educators will empower children by giving them responsibilities that will make them feel valued.
- Our educators will help children deal with their anger. This includes offering alternative dispute resolution techniques that are socially acceptable.
- Our educators will seek the support of children's services professionals when it is necessary.
- Our educators will respond promptly to children's aggressive or bullying behaviour.

## **Biting**

Biting is common in group care especially with toddlers. They are becoming more aware of other children but do not yet have the words to express their wishes, needs and frustration. All individuals involved in the care of a child need to recognise that at times, some children, for a variety of reasons, attempt to bite other children.

Some reasons a child may bite are:

- Infants – Experimental, sensory pleasure, teething
- Toddlers – Frustration, fatigue, attention seeking, confined spaces
- Older Children – Aggression, deliberate

In the event of a biting incident, educators will abide by the following procedure:

- Separate children, comfort the child who got bitten while you ask another educator to supervise the biter just in case she/he bites another child.
- Check for broken skin, clean all bites, regardless of whether the skin is broken or not
- Apply a cold compress to the bitten area
- Contact the families of the child who has bitten and the child that has been bitten as soon as possible. Families are then responsible for any follow up medical treatment
- If the biter is a known infectious disease carrier, or can be seen to have facial herpes and the victim's skin is broken, the Nominated Supervisor will convey this information to the family
- Should the behaviour continue, educators will work in conjunction with families and external agencies (if necessary), to develop a Behaviour Guidance plan for the child who is biting
- An incident report will be completed for any occasion where a child has been bitten.
- Monitor the behaviour of the child who has bitten and use distraction and engagement techniques
- Be aware of which children are likely to bite, teething, overtired, hungry etc.
- Supervise children at all times and divert the child to prevent biting where possible.
- Ensure enough space for children to have freedom of movement and enough toys and equipment to share to prevent the repetition of incident.

### **Sleep, Rest and Relaxation Policy**

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#### **Aim**

This policy is based on recommendations from SIDS & Kids. If a family's beliefs and practices conflict with SIDS & Kids, the service will only endorse an alternative practice if the service is provided with written advice from, and the contact details of a registered medical practitioner. In meeting the service's duty of care, it is a requirement that all educators implement and adhere to this policy. Our service believes in a short period of rest each day for every child to ensure their optimal growth and development. We will aim to respect and cater for each child's specific needs.

#### **Implementation**

The Approved Provider will ensure that the Nominated Supervisor, who is responsible for ensuring all staff members, educators and volunteers must implement the following requirements:

- The service will provide a quiet and restful environment for sleep and rest periods that is within hearing and observation range for educators to closely monitor children.
- We recognise the differences between each child and family's preferences in relation to routines for rest, sleep and clothing.

- We respect the need for rest, sleep and clothing requirements to be aligned with each child's social and cultural background and personal preferences.
- Educators will communicate daily with parents about their child's routines via face to face, whiteboard and charts.
- Educators will work with children to help them learn about their need for rest and comfort. Children will be encouraged to communicate their needs where possible.
- Children who do not require sleep rest will be provided with appropriate and quiet play activities after the rest.

#### **Safe resting practices for babies (birth to 24 months)**

- 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 older babies 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 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.
- Calm relaxing music will be played.

#### **Safe resting practices for older children**

- At no time will a child's face be covered with bed linen when they are sleeping.
- Quiet experiences may be offered to children who do not fall asleep.
- Calm relaxing music will be played.

#### **Supervision of resting children**

- All children who are resting will be supervised by educators at all times.
- All children who have fallen asleep in the service will be monitored regularly with specific attention to breathing patterns.

#### **Hygiene practices – please refer to cleaning schedules**

- Cots and mattresses protective covers are cleaned regularly.
- Each child has their own bed linen. Children's bed linen will be washed at the end of care during the week or at the end of week, whichever comes first.

#### **Communicating with families**

Rest strategies and practices are outlined in the Family Handbook, enrolment forms, newsletters, posters and brochures. Information regarding SIDS & Kids Safe Sleeping Practices will be displayed on noticeboards.

## **Enrolment Policy**

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### **Aim**

To ensure that each child's enrolment is completed as per legal requirements. Additionally, we aim to ensure that each child and family receives an enrolment and orientation process that meets their needs, allowing the family and child to feel safe and secure in the level of care that we provide.

### **Implementation**

Our service accepts enrolments of children aged between 0-6 years.

#### **Enrolments will be accepted providing:**

- The maximum daily attendance does not exceed the approved number of places of the service which is 62 children per day
- Child-educator ratios are maintained across the service
- If a vacancy is available (please see Priority of Access Guidelines below)

#### **Priority of Access Guidelines:**

Children who are enrolled at the service or whose families are seeking a place at the service will be given Priority of Access in accordance with the guidelines that have been established by the Department Social Services

Below are the hierarchical Priority of Access levels which the Service must follow when filling vacancies:

1. A child at risk of serious abuse of neglect
2. A child of a single parent/guardian who satisfies, or of parents/guardians who both satisfy the work/training/study test under Section 14 of the Family Assistance Legislation Amendment (Child Care) Act 2010
3. Any other child

Within these three categories, hierarchical priority is also given to the following children:

1. Children in Aboriginal and Torres Strait Islander families
2. Children in families which include a disabled person
3. Children in families on low income
4. Children in families from culturally and linguistically diverse backgrounds
5. Children in socially isolated families
6. Children of a single parent/guardian

When a family has been offered a place in our service, the following will occur:

- A tour of our service. During this tour, the educator conducting the tour will give the family information about the service including, but not limited to, programming methods, meals, excursions, fees, policies, procedures, regulations and the licensing and assessment process, signing in and out procedure, the National Quality Framework, room routines, educators' qualifications, introduction of educators in the room the child will be starting in and system of educator and parent communication. Families are also invited to ask any questions they may have.
- Families are given a copy of the Parent Handbook to read and are invited to ask questions.
- Discussions are held between office staff and families regarding availability of days, a start date and tailoring an orientation process to suit the needs of the family and child. Any matters that are sensitive of nature, such as discussing a child's medical needs, Court Orders, parenting plans or parenting orders, will be discussed privately with the Nominated Supervisor at this time. Should a child use English as a second language, or speak another language at home, we request that families provide us with some key words in their home language(s).
- Families also need to contact the Centrelink to have their eligibility for Child Care Subsidy (CCS) assessed and provide the service with child's and family Customer Reference Number (CRN).
- As per our Orientation for Children Policy, families will be invited to bring their child for a visit at a suitable time for both sides so the child and family can meet the educators.
- Before the child begins their first day with us, the service must have all required documentation for the child. The child will not be accepted into the service without a completed enrolment form.

**On the child's first day:**

- The child and their family are welcomed into their room for the first day.
- The Nominated Supervisor and parents will ensure all details are finalised and complete and sign the **Orientation Checklist**.

**Other information about our service's enrolment process includes:**

- We will try and accommodate families so that children from the same family can attend same service. This will be carried out in line with our obligations under the Priority of Access Policy.
- We encourage all families to consider immunising their children. Please see our Immunisation Policy for further information.
- Educator's children can also attend Boundary Lane Children's Centre, however if there is a conflict of interest, or difficulty with the settling process, the Educator/parent will be asked to find another centre for her/his child. The Educator and his/her child should not be permanently in the same room, especially under the age of 2 years.



**Boundary Lane Children's Centre**  
**Enrolment Checklist (National Regs Part 4.7 – 160, 161, 162)**



All parts of the Enrolment Form completed and signed where necessary	
All relevant information attached as required – court orders, parenting orders, responsibilities or authorities of any person in relation to the child or access to the child, the child's residence or child's contacts with parents or other person	
All relevant information provided as required – cultural, religious, dietary requirements or additional needs	
All authorisations are noted and signed by parents – authority for medical treatment, administration of general first aid and ambulance transportation	
Relevant health information is included – medical practitioner, Medicare number, healthcare needs including medical conditions, allergies, anaphylaxis or at risk of anaphylaxis	
Sunscreen and Photography policies explained and signed where necessary	
Parent Information Pack discussed including relevant service policies and procedures	
Bond and Administration Fee paid in full	
Parents' Date of Birth and CRN provided	
Child's Date of Birth and CRN provided	
Child's Birth Certificate or equivalent cited or copied	
All indemnity and permission notes signed	
Sign in/out procedure explained	
Tour of service and introduction to educators conducted	
Medication and Illness procedures explained	
Guiding Children's Behaviour Policy explained and discussed	
Method of payment for fees established	

This form will be signed by both parents (where appropriate) and the Nominated Supervisor

## **Orientation for Children Policy**

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### **Aim**

To provide children and families with an orientation procedure that allows the family to transition to their child being in care, transition to a new room within the service or transition to school.

### **Implementation**

We believe orientation is an important process to make the transition from home to care as smooth as possible with the aim to maintain continuity between home and the service.

A visit from the new child and the family to the service will be organised to meet the educators, and familiarise themselves with the environment. Positive interactions at this time (between parents, educators/the child) are important for the children to build positive attitudes to the environment.

At this visit, the daily routine, program and any special requirements will be discussed as well as what to bring, methods of fee payment, communication strategies (newsletters, emails etc)

Educators will also discuss how best to tailor the child's settling in period – encouraging parents to gradually build up to a full day so the child is reassured that the parents will return to collect them. We encourage parents to say goodbye when dropping off, and reassure them that if the child remains distressed over a period of time, we will contact them. Parents will be kept informed about how their child is settling in on collection and are welcome to discuss any aspects with educators.

### **Transition from one room to another**

Change is harder for some children than others, so we make this transition as smooth as possible by:

- Moving at least one teacher from one room to another with the group of children.
- Organising children to visit the new group/room for play, group times whenever possible.
- Not talking about the transition in terms of concern or sorrow.

### **Transition to school**

Starting school is a great change for children and their family. We believe that parents are the most important link in this transition. The educators will always talk about starting school in a positive manner that will reinforce a healthy attitude toward the transition.

- If possible, information on local schools will be made available to parents.
- Toward the end of each year a visit will be arranged to the local school.
- Lunchbox days will be organised for children to practise school lunch routines e.g. opening wrapped food and drink bottles etc.
- Information about healthy lunch options for school age children will be provided for families.

## **Fees Policy**

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### **Aim**

For parents to pay their childcare fees on time.

### **Implementation**

The following outlines the how fees can be paid:

- Upon enrolment, families must pay a security deposit/bond of **two week's full fees**
- Fees can be paid weekly, fortnightly or in advance by, direct debit (bank account or Credit card) facility provided by Smart Fees (billed through Smart Central, childcare management software\*) or direct deposit into Boundary Lane Children's Centre's bank account. \* BLCC has no direct access to you your preferred direct debit details.
- Fees are payable for every day that your child is enrolled at the service – this includes public holidays, pupil free days (first and last days of the year), sick days and family holidays, but excludes periods when the service is closed at the end of the year
- Child Care Subsidy (CCS) is available to all families who are Australian Residents. To find out their eligibility, families must contact the Centrelink on 13 61 50
- Child Care Subsidy can be received as:
  - A reduction of weekly fees through the service
  - A lump sum payment to families at the end of the financial year after a tax return has been lodged by the registered parent

When lodging a Waiting List form, a non-refundable fee of \$10 is required

Should you wish to cancel your child's enrolment at the service, 4 weeks written notice is required. If this does not occur, 4 weeks fees will be billed to you.

### **Overdue Fees**

Any family who is 2 or more weeks late with their fees will received a reminder. Families can make appointments to speak with the director regarding payments if there is a need to do so. Continually not paying fees will put your child/children's place/s in the service in jeopardy.

### ***Fees for Late Collection of Children***

Boundary Lane Children's Centre (the Centre) closes promptly at 6pm. Children must be collected before the centre closes so staff can secure and vacate the premise. The following policy and procedures apply if children are not collected by 6pm:

- a) Parents are required to contact the Centre and advise staff of their estimated arrival time.
- b) If parents have not contacted the Centre, one of the educators will attempt to contact the parents at 6pm. If they cannot reach the parents by 6.15pm they will phone the nominated emergency contact people and arrange for the child to be collected promptly.
- c) Late fines will apply from 6pm. Parents will receive a fine notice when they collect the child. Payments can be made on the spot or at the office on the next day the child attends the Centre. A receipt will be provided upon payment and late fee money will be shared between educators required to remain at work.
- d) Fines are calculated in fifteen-minute increments. A \$30 fine applies for the first fifteen minutes, or part thereof; additional \$15 fine increments are accrued for each subsequent fifteen-minute period, or part thereof.
- e) If the child is not collected by 7pm and neither parents nor emergency contact people can be reached, educators will arrange for the child to be taken to Redfern Police Station.
- f) Educators will leave contact details of the police station on the Centre's gate. A phone message with these details will also be left on the answer machines of parents and emergency contact people.
- g) This action will be reported to Early Childhood Education and Care Directorate on 1800 619 113

## **Family Law and Access Policy**

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### **Aim**

To ensure that the service is upholding any responsibilities or obligations in relation to family law and access at the service.

### **Implementation**

**Parental Responsibility** – means that each parent/guardian has equal responsibility for their children's welfare, either in the long-term or on a day to day basis and includes matters such as where the children will live and with whom they will have contact. It is not affected by any change in the parents' relationship, for example if they separate or remarry.

**Parenting Orders** – are orders that the court will make when parents cannot decide on matters themselves. They change parenting responsibilities and stipulate which parent has what responsibilities. There are 4 types of parenting orders:

- Residence – an order to say with whom the child lives, including any shared arrangements
- Contact – an order to say the times that a child may have contact with a parent with whom they are not living, or anyone else who plays an important part in their life, such as a grandparent (contact can either be face to face, or by phone, letters)
- Child Support – an order that provides for financial support of a child

- **Specific Issues** – an order about any other aspect of parental responsibility (this may include the day-to-day care, welfare and development of a child, issues relating to religion, education, sport, etc.)

**Residency:** The parent with whom the child lives is responsible for day-to-day decisions like discipline, clothes, and accommodation. Residency can be a shared arrangement. Parents/guardians, regardless of their marital status, have joint and equal legal responsibilities for their children unless there is a Court Order determining otherwise. Educators and staff members need to be knowledgeable of which parent/guardian has specific legal rights and responsibilities. The service will need to access any relevant Court Orders issued. Services are not legally able to allow children to leave the Service without permission of the custodial parent/guardian. In the case where guardianship and care is legally defined, the service's policy must be followed as stated on the enrolment form. When situations change, a copy of the Parenting Order must be provided to the service.

Where confrontation situations arise over custody, the child will be kept at the Service, the custodial parent must be contacted without undue delay and if necessary, the Police and/or relevant government departments.

## **Parental Interaction and Involvement in the Service Policy**

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### **Aim**

Positive communication and interaction between family members and the Service are considered crucial for a child to reach their full development. Therefore, we aim to provide an environment where there is a strong emphasis on family and Service communication to allow consistency and continuity between the home and the care environment. By encouraging family members to be involved in the service, we endeavour to provide a service that best meets the needs of young children.

### **Implementation**

#### **Parent communication**

We aim to provide as many outlets as possible for family/service communication. These include:

- Face to face chat when family members come to the Service to drop off or pick up their children
- E-mails and phone conversations
- A communications book in the service's foyer
- A notice board displaying upcoming events and notices
- If necessary, educators have support and access to translation services to provide this information for non-English speaking families

### **Parental and Family Involvement**

- Families are welcome to visit at any time of the day.
- Families are encouraged to make suggestions and offer critique on our program, philosophy, management, and food menu.
- Families are encouraged to share aspects of their culture, special skills, and experiences with the educators and children.

### **Parent Grievances**

Any parent/caregiver with a concern or complaint in relation to the running of our Service either in administration or child interaction should do the following:

- Voice their complaint or concern with the nominated supervisor or approved provider.
- Write their complaint or concern addressing it to the nominated supervisor or approved provider. You will receive a personal response unless you have chosen to be anonymous.
- Parents can speak to any educator or member of staff about a specific complaint or concern. Educators or staff will put in steps to address your concern or complaint as quickly as possible. However, educators and staff do reserve the right to have the complaint put in writing.
- If a service-wide problem has been brought to our attention all families and staff will be informed of the contents of your complaint but not your name.
- The service will use the Grievance Procedure to ensure that the grievance is followed through and sufficiently investigated.

# Open Doors

## O P E N D O O R S

Our Service can be accessed at any time for parental inspection

Please come and see how we help your child develop and grow.

Entry by you any time shows that we are happy for you to see our practices at any time of the day

Never leave your child in a Service unless you feel 100% competent in their ability to provide for your child

Don't hesitate to ask us any questions about your child, their development or our Service philosophy

Our Service is proud of the quality of care we provide

Our educators are qualified, trained, experienced and talented

Rather than take our word for this,

See for yourselves!

## Parent Questionnaire

Dear Parent,

We wish to provide your child/ren with the highest level of care. In order to do this, we would like your opinion on how you feel the Service is being run and how our program and our philosophy is helping your child develop. It would help us if you provided us with your thoughts on what our Service's strengths and weaknesses are so we can work to improve these.

Attached is a questionnaire which asks for your opinion on some important educational issues. It would help us if you could answer these as honestly as possible. Your responses will be kept private and confidential.

Please return completed survey by \_\_\_\_\_

Thank you for your participation.

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Nominated Supervisor



**Parent Survey**

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Dis-agree</b>	<b>Don't Know</b>
1. I feel welcomed in the Service.				
2. The Service takes my concerns seriously.				
3. The Service provides helpful information.				
4. I feel as though I can talk to the educators about my child's progress.				
5. The Service values my help and interest.				
6. Teachers provide a challenging and stimulating environment for my child.				
7. Teachers care if my child is not doing as well as he/she can.				
8. The Service has a safe and secure environment.				
9. The Service is always looking for ways to improve what it does.				
10. The educators regularly praise children.				
11. The children are the Service's main focus.				
12. I share in the education of my child.				
13. I receive adequate notice of Service events.				
14. Newsletters are regular and informative.				
15. The Service's aims are to improve the quality of learning and teaching.				
What do you see as the strengths of the Service?				
How do you see the Service could be improved?				
In what ways would you like to be more involved in the Service?				
What other comments would you like to make (if any)				

Thank you for taking the time to respond to these questions.

## Privacy and Confidentiality Policy

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### Aim

This policy is to address the issues of privacy and confidentiality of children, educators, volunteer workers and parents using the service. It aims to protect the privacy and confidentiality by ensuring that all records and information about individual children, families, educators, and management are kept in a secure place and are only accessed by or disclosed to those people who need the information to fulfil their responsibilities at the service or have a legal right to know.

### Implementation

#### National Privacy Principles

**NPP 1: collection:** Describes what an organisation should do when collecting personal information, including what they can collect, collecting from third parties and, generally, what they should tell individuals about the collection.

**NPP 2: use and disclosure:** Outlines how organisations may use and disclose individuals' personal information. If certain conditions are met, an organisation does not always need an individual's consent to use and disclose personal information. There are rules about direct marketing.

**NPPs 3 & 4: information quality and security:** An organisation must take steps to ensure the personal information it holds is accurate and up-to-date and is kept secure from unauthorised use or access.

**NPP 5: openness:** An organisation must have a policy on how it manages personal information and make it available to anyone who asks for it.

**NPP 6: access and correction:** Gives individuals a general right of access to their personal information, and the right to have that information corrected if it is inaccurate, incomplete or out-of-date.

**NPP 7: identifiers:** Generally, prevents an organisation from adopting an Australian Government identifier for an individual (e.g. Medicare numbers) as its own.

**NPP 8: anonymity:** Where possible, organisations must give individuals the opportunity to do business with them without the individual having to identify themselves.

**NPP 9: trans-border data flows:** Outlines how organisations should protect personal information that they transfer outside Australia.

**NPP 10: sensitive information:** Sensitive information includes information such as health, racial or ethnic background, or criminal record. Higher standards apply to the handling of sensitive information.

## Privacy Guidelines

- Personal information will only be collected in so far as it relates to the service's activities and functions, and in line with relevant legislation. (National Privacy Principle 1.1 - Privacy Act 1998.)
- Collection of personal information will be lawful, fair, reasonable, and unobtrusive. (National Privacy Principle 1.2 - Privacy Act 1998.)
- Individuals who provide personal information will be advised of the name and contact details of the service; the fact that they are able to gain access to their information; why the information is collected; the organisations to which the information may be disclosed; any law that requires the particular information to be collected; and the main consequences for not providing the required information. (National Privacy Principle 1.3 – Privacy Act 1998). The use or disclosure of personal information will only be for its original collected purpose, unless the individual consents or unless it is needed to prevent a health threat or is required or authorised under law. (National Privacy Principle 2.1 – Privacy Act 1998).
- The service will take steps to ensure the personal information collected, used or disclosed, is accurate, complete and up to date. Parents will be required to update their enrolment details annually, or whenever they experience a change in circumstances. Computer records will be updated as soon as new information is provided. (National Privacy Principle 3 – Privacy Act 1998).
- Personal information will be kept in a secure and confidential way, and destroyed by shredding or incineration, when no longer needed. (National Privacy Principle 4 – Privacy Act 1998).
- Individuals will be provided with access to their personal information and may request that their information be up-dated or changed where it is not current or correct. (National Privacy Principle 6 – Privacy Act 1998).
- Individuals wishing to access their personal information must make written application to the Co-ordinator, who will arrange an appropriate time for this to occur. The Co-ordinator will protect the security of the information by checking the identity of the applicant and ensuring someone is with them while they access the information to ensure the information is not changed or removed without the Co-ordinator/Supervisor's knowledge.
- The Co-ordinator will deal with privacy complaints promptly and in a consistent manner, following the Service's Grievance Procedures. Where the aggrieved person is dissatisfied after going through the grievance process, they may appeal in writing to "The Director of Complaints, Office of the Federal Privacy Commission, GPO Box 5218, Sydney NSW 1042, or phone the Commissioner's Hotline on 1300 363 992. (Privacy Act 1998). [www.privacy.gov.au](http://www.privacy.gov.au)
- Every employee and the Operator is provided with clear written guidelines detailing:
  - What information is to be kept confidential and why

- What confidential information they may have access to in order to fulfil their responsibilities and how this information may be accessed.
- Who has a legal right to know what information?
- Where and how the confidential information should be stored.
- Every employee and the Operator is required to sign a Confidentiality Statement.
- Confidential conversations that educators have with parents, or the Nominated Supervisor has with educators will be conducted in a quiet area away from other children, parents and educators. Such conversations are to be minuted and stored in a confidential folder.
- Personnel forms and employee information will be stored securely. (Workplace Relations Act 1996).
- Information about educators will only be accessed by the Nominated Supervisor and individual educators concerned. (Workplace Relations Act 1996.)
- All matters discussed at committee meetings will be treated as confidential. (Privacy Act 1998.)
- No member of educators may give information or evidence on matters relating to children and/or their families to anyone other than the responsible parent/guardian unless prior written approval by the responsible parent/guardian is obtained. Exceptions may apply regarding information about children when subpoenaed to appear before a court of law.
- Reports, notes and observations about children must be accurate and free from biased comments and negative labelling of children.
- Educators will protect the privacy and confidentiality of other educators by not relating personal information about another educator to anyone either within or outside the Service.
- Students/people on work experience will not make educators, children or families at the Service, an object for discussion outside of the Service (e.g. college, school, home etc.), nor will they at any time use family names in recorded or tutorial information.
- Students/people on work experience will only use information gained from the Service upon receiving written permission, and will never use or divulge the names of persons.

## **Record Keeping and Retention Policy**

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### **Aim**

To ensure that Abercrombie Street CC Ltd (Boundary Lane Children's Centre) maintains appropriate records in line with National Regulatory requirements.

## **Implementation**

### **Records to be Kept in Relation to Staff**

The following records must be kept in relation to the service's all staff including Nominated Supervisors:

- The full name, address and date of birth.
- Evidence of any relevant qualifications held by the Nominated Supervisor and other staff.
- Evidence of any approved training (including first aid training).
- A Working with Children Check.
- The hours that each educator works directly with children (staff roster or time sheet).

### **The following records must be kept in relation to Students and Volunteers:**

- The full name, address, and date of birth of each student or volunteer.
- The record for day/time on which the student or volunteer participates in the service.

### **Records Relating to Enrolled Children**

The following records will be kept in relation to enrolled children:

- Child enrolment records
- Records of children's developmental needs, interests, experiences and participation in the program
- Incident, Injury, Trauma and Illness Record completed and signed by all required persons
- A medication record completed and signed by all required persons
- A record of attendance for enrolled children

### **Records Relating to the Service**

- **A record of the services compliance with the law (licensing)**
- Details of any amendments of the service approval (if applicable)
- Details of any compliance direction or notice issued to the service
- A record of certified supervisors placed in day-to-day charge of the service

The approved provider must ensure that the documents referred to above in relation to a child enrolled at the service are made available to a parent of the child on request. In line with this, if a parent's access to the kind of information referred to in this documentation is limited by an order of a court, the approved provider must refer to the court order in relation to the release of information concerning the child to that parent.

### **Length of Time Records must be Kept**

Our service will keep records for the following periods:

- If the record relates to an incident, illness, injury or trauma suffered by a child while being educated and cared for by the service, until the child is aged 25 years.
- If the record relates to an incident, illness, injury, or trauma suffered by a child that may have occurred following an incident while being educated and cared for by the service, until the child is aged 25 years.

- If the record relates to the death of a child while attending the service or that may have occurred as a result of an incident at the centre, until the end of 7 years after the death.
- In the case of any other record relating to a child enrolled at the education and care service, until 3 years after the last date of the child's attendance to the service.
- If the record relates to the Nominated Supervisor or staff member, until the end of 3 years after the last date of his/her work.
- In the case of any other record, 3 years after the date on which the record was made.

### **Confidentiality and Storage of Records**

The approved provider will ensure that information kept in a record is not divulged or communicated through direct or indirect means to another person other than:

- The extent necessary for the education and care or medical treatment of the child to whom the information relates.
- A parent of the child to whom the information relates, except in the case of information kept in a staff record.
- The Regulatory Authority or an authorised officer.
- As expressly authorised, permitted or required to be given by or under any Act or law.
- With the written consent of the person who provided the information.

## **Staffing Arrangements Policy**

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### **Aim**

To ensure that Boundary Lane Children's Centre is at all times compliant in relation to staff/child ratios and qualified educators.

### **Implementation**

Our service will maintain compliance to the following:

- Our service will nominate a qualified and experienced educator as the service's Educational Leader. This person is responsible to lead the development and implementation of the educational programs.
- Our service will ensure that any educator that is under eighteen years of age does not work alone at the service and is supervised at all times by an educator who is over eighteen.
- We will only include educators in the educators:child ratio who are working directly with children.

We will maintain compliance to the following in relation to the everyday practicalities of service's operations:

- Educators rostering and routines will at all times make sure enough educators are available for the adequate supervision of children.

- Supervising educators give their attention to the children and not to any other duties.
- At no time will students or volunteers be included in the ratio of adults supervising children.
- Students and volunteers will never be left alone with a child or a group of children.
- A nominated supervisor or certified supervisor will be on the premises at all times.
- There will be more than one educator present when children are in attendance.
- In any situation where adequate supervision of children is threatened, any educators on a meal-break must be prepared to return to duty to supply adequate supervision.
- The Approved Provider or Nominated Supervisor will ensure that regulations in relation to the supervision of children are adhered to.
- Educators supervising outdoor playground, should position themselves to see as much of the play area as possible (sandpit, block corner, drawing area should be supervised at all times).
- Any water activity should be closely supervised by one educator at all times.
- Staff will inform another educator when leaving their designated supervision area.
- When children are resting or sleeping, they will be supervised.
- During hand washing and/or toilet times children will be supervised in the bathroom area.
- Children undergoing toilet training will not be left unsupervised in the bathroom.
- Rosters will be designed and implemented to ensure that children receive continuity of care.
- Our service will use of a regular pool of relief educators to ensure continuity of care.

### **Educator to Child Ratios**

Our educator to child ratios will always meet the minimum requirements as stated below:

- For children aged from birth to 24 months the educator:child ratio will be 1 educator to 4 children.
- For children aged between 24 months to 36 months the educator:child ratio will be 1 educator to 5 children.
- For children aged between 36 months to 6 years the educator:child ratio will be 1 educator to 10 children.
- If children being educated and cared for at the service are of mixed ages the minimum number of educators for the children must meet the requirements above at all times.

### **Early Childhood Teacher (ECT)**

Our service will always employ minimum two qualified early childhood teachers (ECT) as per the following minimum requirements:

- Two ECTs must be in attendance at all times that the service is educating and caring for 40 to 59 children preschool aged or under.
- Three ECTs must be in attendance at all times that the service is educating and caring for 60 and over children preschool aged or under.

### **Other Educators Qualifications:**

**Child Protection:** The service's Nominated Supervisor and Certified Supervisors will have successfully completed a course in child protection that is approved by the NSW Regulatory Authority.

**First Aid, Asthma and Anaphylaxis Qualifications:** The approved provider of a centre-based service must ensure that the following persons are in attendance at any place where children are being educated and cared for, and immediately available in an emergency at all times:

- At least one educator who holds a current approved first aid qualification.
- At least one educator who has undertaken Emergency Asthma Management training.
- At least one educator who has undertaken Anaphylaxis Management training.



### **Transportation of Children**

In the case of an accident or serious illness, educators must call an ambulance to transport the child to the hospital for treatment.

The child is to be accompanied by an educator in the ambulance if the parents or the emergency contact people are unavailable. If the parents or the emergency contact people are unable to be contacted for the return trip to the centre, educators are to use a taxi to return to the centre.



**A Policies folder is located at reception or you can ask any educator for the Policies folder to view all other Boundary Lane Children's Centre Policies**





## Boundary Lane Children's Centre

### Code of Ethics

Early Childhood Australia recognises that Aboriginal and Torres Strait Islander people have been nurturing and teaching children on this land for thousands of years. The Code of Ethics acknowledges Aboriginal and Torres Strait Islander traditional ways of being and caring for children. This Code of Ethics is informed by the principles in the United Nations Convention on the Rights of the Child (1991) and the Declaration on the Rights of Indigenous Peoples (2007). A Code of Ethics is an aspirational framework for reflection about the ethical responsibilities of childhood professionals who work with, or on behalf, of children and their families. In this Code of Ethics the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility. Being ethical involves thinking about everyday actions and decision making, either individually or collectively, and responding with respect to all concerned. The Code of Ethics recognises that childhood professionals are in a unique position of trust and influence in their relationships with children, families, colleagues and the community, therefore professional accountability is vital.

The core principles in this Code of Ethics are based on the fundamental and prized values of the profession. They act to guide decision making in relation to ethical responsibilities. These core principles require a commitment to respect and maintain the rights and dignity of children, families, colleagues and communities.

- Each child has unique interests and strengths and the capacity to contribute to their communities.
- Children are citizens from birth with civil, cultural, linguistic, social and economic rights.
- Effective learning and teaching is characterised by professional decisions that draw on specialised knowledge and multiple perspectives.
- Partnerships with families and communities support shared responsibility for children's learning, development and wellbeing.
- Democratic, fair and inclusive practices promote equity and a strong sense of belonging. Respectful, responsive and reciprocal relationships are central to children's education and care.
- Play and leisure are essential for children's learning, development and wellbeing.
- Research, inquiry and practice-based evidence inform quality education and care

#### In relation to children, I will:

- act in the best interests of all children
- create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- provide a meaningful curriculum to enrich children's learning, balancing child and educator-initiated experiences
- understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- ensure childhood is a time for being in the here and now and not solely about preparation for the future
- collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- value the relationship between children and their families and enhance these relationships through my practice
- ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest



## Boundary Lane Children's Centre

- respect children as capable learners by including their perspectives in teaching, learning and assessment
- safeguard the security of information and documentation about children, particularly when shared on digital platforms.

### **In relation to colleagues, I will:**

- encourage others to adopt and act in accordance with this Code, and take action in the presence of unethical behaviours
- build a spirit of collegiality and professionalism through collaborative relationships based on trust, respect and honesty
- acknowledge and support the diverse strengths and experiences of colleagues in order to build shared professional knowledge, understanding and skills
- use constructive processes to address differences of opinion in order to negotiate shared perspectives and actions
- participate in a 'lively culture of professional inquiry' to support continuous improvement
- implement strategies that support and mentor colleagues to make positive contributions to the profession
- maintain ethical relationships in my online interactions.

### **In relation to the profession, I will:**

- base my work on research, theories, content knowledge, practice evidence and my understanding of the children and families with whom I work
- take responsibility for articulating my professional values, knowledge and practice and the positive contribution our profession makes to society
- engage in critical reflection, ongoing professional learning and support research that builds my knowledge and that of the profession
- work within the scope of my professional role and avoid misrepresentation of my professional competence and qualifications
- encourage qualities and practices of ethical leadership within the profession
- model quality practice and provide constructive feedback and assessment for students as aspiring professionals
- mentor new graduates by supporting their induction into the profession
- advocate for my profession and the provision of quality education and care

### **In relation to families, I will:**

- support families as children's first and most important teacher and respect their right to make decisions about their children
- listen to and learn with families and engage in shared decision making, planning and assessment practices in relation to children's learning, development and wellbeing
- develop respectful relationships based on open communication with the aim of encouraging families' engagement and to build a strong sense of belonging
- learn about, respect and respond to the uniqueness of each family, their circumstances, culture, family structure, customs, language, beliefs and kinship systems
- respect families' right to privacy and maintain confidentiality

### **In relation to the community, I will:**



## **Boundary Lane Children's Centre**

- learn about local community contexts and aspirations in order to create responsive programs to enhance children's learning, development and wellbeing
- collaborate with people, services and agencies to develop shared understandings and actions that support children and families
- use research and practice-based evidence to advocate for a society where all children have access to quality education and care
- promote the value of children's contribution as citizens to the development of strong communities
- work to promote increased appreciation of the importance of childhood including how children learn and develop, in order to inform programs and systems of assessment that benefit children
- advocate for the development and implementation of laws and policies that promote the rights and best interests of children and families.



## BOARD OF DIRECTORS

CHAIR: Kathryn REFSHAUGE  
Brad BUTLER  
Elie ELIAS  
Kristy CASOFF  
Megan ANDERSON  
Rachel SCOTT  
Catherine NAYLOR  
Marshall CRADDOCK  
Fady AOUN  
Donna WATERS

## CENTRE DIRECTOR

SENE GIDE  
Ph: 9351 0134

## CASUALS

Masomeh TOWFIGH  
Michelle GEBRAN  
Pourmami DEEPU  
Sienna LIU  
Vikki WANG  
Xinxin GAO

## TEAM LEADERS

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Ph: 9351 0135

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Doganay SENGUL  
Ellen HUANG  
Emine AKKUN  
Seyfiye AKKUN

## TEAM LEADER

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Ph: 9351 0136

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Hatice ERBAS  
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Nilufer YENICE  
Rachel WATERS  
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## TEAM LEADER

Ruby REN  
Ph: 9351 0137

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Janelle ARNETT 2IC  
Amanda EDWARDS  
Kitty LAGINHA  
Serap KARACAY

## ADMIN.

Fiona  
CAMERON

## COOK

Sennur ERDAL  
Nilufer YENICE

# **BOUNDAR LANE CHILDREN CENTRE**

## **STAFFING for 2023**

### **DIRECTOR:**

Sene Gide	(F/T)	Master of Research, Master of Edu (ECE) Bachelor of Edu (ECE), Diploma In Chn Serv
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### **BIRRUNG:**

Angela Tian	(F/T)	Bachelor of Education (ECE)
Dan Wang	(M,W,Th,F)	Diploma In Children Service
Doganay Sengul	(F/T)	Diploma In Children Service
Emine Akkun	(F-T)	Diploma In Children Service
Ellen Huang	(T-F)	Diploma In Children Service
Seyfiye Akkun	(M,T)	Certificate III

### **YANADA:**

Felicity Buckland	(W,Th,F)	Bachelor of Education (ECE)
Caroline Yuan	(M, T,W)	Bachelor of Education (ECE)
Linda Cooke	(M,T,Th,F)	Diploma In Children Service
Ruizhen Ye	(M,T,W,F)	Diploma In Children Service
Hatice Erbas	(M,Th,F)	Diploma In Children Service
Rachel Waters	(T-F)	Diploma In Children Service
Nilufer Yenice	(M, T, W)	Certificate III

### **GUWING:**

Ruby Ren	(F/T)	Master of Teaching (ECE)
Michelle Tan	(F/T)	Bachelor of Education (ECE)
Janelle Arnett	(M,T,Th,F)	Diploma In Children Service
Serap Karacay	(T-F)	Diploma In Children Service
Amanda Edwards	(W,TH,F)	Diploma In Children Service
Kitty Lagina	(M,T)	Certificate III

### **ADMIN ASSISTANT:**

Fiona Cameron	(T-Th)	Certificate III
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### **COOK:**

Sennur Erdal	(M-W)	Cert of Food Handling & Menu Planning
Nilufer Yenice	(Th-F)	Certificate III