

PIONEER ROAD

LONG DAY CARE CENTRE

42858170

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FAMILY HANDBOOK



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WELCOME TO PIONEER ROAD LONG DAY CARE CENTRE

Thank you for considering Pioneer Road Long Day Care Centre. This booklet contains everything you will need to know about our centre. Information in this booklet includes our philosophy, programs, policies and procedures and all the forms you will need to enrol your child in Pioneer Road Long Day Care Centre. All policies and procedures for the centre are available for parents to view at any time. After reading through the information contained in this booklet you may have some questions or require further information, please feel free to phone the centre on 0242858170.

CENTRE DETAILS

Owner/Director: Sarah Carden

Privately Owned Centre

Address: 20 Pioneer Road, Bellambi 2518

Phone: 42 858 170 Fax: 42 858 170

E-mail: prldc@bigpond.com

Website: www.pioneerroadlongdaycare.com.au

OUR HISTORY AND MISSION FROM OUR DIRECTOR SARAH CARDEN

My husband Matt and I had a dream to open a childcare centre. It took five years of planning until we opened in 2005. We strive to run a centre that we can truly be proud of and make a positive impact on the parents that attend and our surrounding community.

HOURS OF OPERATION

The centre will be open between 7.45am and 5.45pm, Monday to Friday (excluding public holidays).

CENTRE CLOSURES

The centre is closed for two weeks each year over the Christmas period. At the beginning of each year parents will be advised of the closure dates for that year.



OUR PHILOSOPHY

At Pioneer Road Long Day Care Centre we are passionate advocates for each child's right to a preschool experience that; inspires, creates thirst for exploration and discovery and kindles passion for learning. Our philosophy is based upon our belief that children are capable, resourceful and unique individuals who develop a strong sense of identity when they are offered experiences and environments that provide security, inspiration and engagement. Our work is inspired by children's endless capacity for learning, fun, exploration and play.

"So... be your name Busham or Bixby or Bray or Mordecai Ali Van Allen O'Shea, you're off to great places! Today is your day! Your mountain is waiting. So... get on your way... You have brains in your head. You have feet in your shoes. You can steer yourself in any direction you choose."

Dr Seuss, Oh the Places You'll Go. 1990

We endeavour to establish secure, respectful and reciprocal partnerships with the children, their parents and the wider community. When this is achieved we believe that children's confidence to explore, trust and learn is facilitated and that we can provide a learning journey that is meaningful to each child and family.

Our curriculum respects the multifaceted nature of development, we provide a learning program which caters to the whole child. One that; supports diverse styles of learning, includes equivalents of child-directed, educator-supported and educator-directed experiences and is based upon success. Paramount to our philosophy is our belief in supporting and developing a non-biased curriculum and environment, celebrating the benefits of diversity '*representing multiple cultural ways of knowing, seeing and living*' (EYLF, 2009).

We believe that educators at our centre bring their own history, learning and teaching styles to education. At Pioneer Road we work as a team, respecting and acknowledging each educator's strengths and ideas. We hope that when respect for each other and our histories is achieved we can provide a learning environment that truly caters for diversity and individuality, respecting each person as a powerful and important individual.

At the heart of our philosophy is, our confidence in the principles of Early Childhood Education as specified within the Belonging, Being and Becoming curriculum, our respect for each child as an individual and our belief in every child's ability to succeed. As Dr Seuss stated, "A person's a person no matter how small".



ENROLLING AT OUR CENTRE, ADMISSION AND FEES

WAITING LIST MANAGEMENT

If a place is not immediately available at the centre, children may be put onto a waiting list. Details about priority of access eligibility, children's ages and care requirements will be required at this stage. Once entered onto the waiting list, it is necessary for the family to contact the centre if they have found an alternate centre to attend or if there is a change in address or contact number. When a place becomes available, the family will be contacted and enrolment may proceed. In order for Pioneer Road to provide the Child Care Benefit, we must allocate places to children in accordance with specific guidelines. The Commonwealth Government resources child care centres with a major purpose of meeting the child care needs of parents who have recognised work/work related commitments. 'Family Assistance' legislation requires that child care services allocate places to parents who have the greatest need for child care. The categories for priority are:

- **First Priority A:** child/ren is at risk of serious abuse or neglect
- **Second Priority A:** child/ren of a single parent who satisfies, or of parents who satisfy the work/training study test (under Section 14 of the Family Assistance Act)
- **Third Priority A:** any other child, for e.g. parent/s are not working or studying. Where a service has no vacant places and is providing care for a child who is third priority in the priority of access, the service may require that child leaves the service in order to provide a place for a higher priority child.

ENROLMENT

Once you have paid your \$100.00 bond to hold your position and received an enrolment package, please return the necessary forms outlined on the enrolment check list to the centre, before the first day your child commences care.

The package will consist of:

- Centre's Information BookletKeep
- Medication Consent form, Panadol/Epipen.....Return
- Enrolment forms, parent and child;Return
- Parents/Guardian's Enrolment Agreement.....Return
- Photograph Policy.....Return
- ECA Code of Ethics brochure.....Keep

In order to complete enrolment, parents are asked to:

- Complete all forms for each child requiring care.
- Provide Bond Agreement payment
- If you Do not have a CRN Number for yourself or your child, register with Centrelink by taking the Child Care Benefit form in to obtain your CRN Numbers. This needs to be done prior to your child's start date. This will allow you to receive the Child Care Benefit immediately when your child starts at the Centre. If you do contact centrelink and advise them your child will be attending our centre. If we do not have a record of your CRN numbers our services will cost full price.
- Provide immunisation record for your child this can be obtained by calling 1800 653 809, and can take up to 7 working days
- A copy of your child's birth certificate or passport
- Drop the forms and bond in prior to your child's start date.

CCB AND CCR

CCB - CHILD CARE BENEFIT

Child Care Benefit (CCB) is a payment from the Australian Government that helps you with the cost of your child care.



You can get CCB if you are a parent, foster parent or grandparent with a child in your care who is attending child care services approved by, or registered with the Government.

You can get Child Care Benefit if:

- you have a child in your care who meets the **immunisation requirements** (or have an exemption)
- you or your partner (if you have one) meet **residency requirements** (or have exemption)
- you meet the **income test**

CCR - CHILD CARE REBATE

Do you want to halve the cost of your Child Care?

The Child Care Rebate (CCR) helps working parents with the cost of child care and covers 50% out-of-pocket child care expenses. **There is no income test for the Child Care Rebate.**

There are certain requirements you must meet to get the Child Care Rebate. You must have:

- used approved child care during the year
- been eligible for CCB (entitled at a rate of zero or more)
- passed the CCB **work, training, study test** (for purposes of the rebate) Instead of receiving your rebate payment from the FAO once a quarter, we will apply your rebate to your monthly childcare invoice.
- In order to activate this you can contact the FAO on 13 6150 anytime to make this change to take effect. If you do not nominate a payment option, your existing payment options will remain as they are ongoing.

FEES

Pioneer Road Long Day Care Centre aims to provide a quality child care centre at an affordable price, to parents eligible to attend under the Commonwealth Government Priority of Access Guidelines. Fee levels will be set by the owner each year, after consultation with parents and in accordance with Commonwealth guidelines.

The Centre will notify you of the current fee rate.

Fees are to be paid to the centre 1 month in advance, and are due every 4 weeks. Fee invoices are given out via e-mail one week prior to the due date and a dated receipt, in accordance with Commonwealth Department Guidelines, will be provided for each payment, within 2 weeks of payment. Fee payment will be recorded according to Commonwealth Department Guidelines.

The centre will keep parents informed about childcare assistance by:

- Advising new parents to apply to FAO for assessment
- Keeping a stock of application forms to distribute to parents
- Reminding parents of the need and encouraging them to reapply for reassessment by mid February each year.

Fees can be paid by cheque, cash or direct deposit into our account. When paying by cheque or cash, please ensure that the payment is placed in an envelope and is clearly identified by name, amount enclosed and the date of the fee period ending. Please place the payment in the fees/suggestion box located next to the sign in sheet in the Pre-school room. Receipts are issued for all payments and will be placed in your communication pocket in the hallway. We do not accept cash payments in the afternoon, and ask that you please place them in the fees box in the mornings. If paying by direct deposit into our account, please advise your bank to pay on or before the fee dates provided, into:

St. George Business Cheque Account

Account Number: 067 283 148

BSB Number: 112 879

Please place an indicator on the deposits (your child's last name).

NOTE: Fees are payable on public holidays that fall on days booked for care, and any sick days the child may have.



LATE COLLECTION OF CHILDREN FEE

If a child remains in the centre after closing time at 5:45pm the following will apply: there will be a \$30.00 late fee for each child for the first 1 to 10 minutes you are late; this will increase by \$10.00 for every minute after that. This money will be divided between the teachers who stayed back to provide the required care for your children. Please leave enough time to pack your child's belongings and talk to the teachers about your child's day in order for the centre's doors to close at 5:45pm. Thank you.

BOND AGREEMENT

A Bond of \$100.00 per child will apply. This fee will be deducted from your fees when your child ceases care. This bond will be non-refundable if your child does not commence care at Pioneer Rd. If you choose to withdraw your child/ren from the centre without providing 2 weeks' notice, you will forfeit this amount in lieu of 2 weeks fees.

PAYMENT OF FEES ON DAYS THE CENTRE IS CLOSED

Fees are charged for all weekdays, with the exception of centre closure times. Public holidays are not assessed as centre closure times and fees for such days will be charged. Fees are not charged for Public Holidays falling during the centre's holiday periods.

ABSENT DAYS

Parents are required to pay for all days their child is absent including public holidays. Under the Childcare Management System, each child will have access to CCB for up to 42 days of absences per financial year (includes public holidays) without the need to provide any supporting documentation. Further absences will only be paid for specific circumstances, and if necessary, where evidence is supplied to the service by the parent/guardian. Cumulative absence totals are available to services via their software. (Please note that this is best advice at the time of writing - parents are advised to check these details with the relevant agency).

LEAVING THE CENTRE

Parents are required to give at least two weeks' notice in writing to the director when ceasing care, and 4 weeks' notice if leaving the centre in December. Parents who attend the centre in December and are re-enrolled for the following year, their fees will accumulate from the start date we return from our two week holidays in January.

LATE PAYMENT OF FEES

It is essential that all fees are paid on time, as our centre's annual budget is based on receiving fee income, which enables us to cover costs such as salaries, food, toys, etc. In addition, we are unable to collect Child Care Benefit (CCB) on behalf of parents who have not paid their fee accounts. This will result in full fees being charged and payable. Therefore, all fee accounts are monitored to ensure that they are kept up to date. The centre director is responsible for fee accounts remaining current.

There will be a \$10.00 charge for every week your fees are late, this amount will be added to your next month's account. If you are not up to date with your fees, we regret that we will not be able to care for your child/ren until they are up to date.

SUNSCREEN FEE

There will be a one off fee of \$8.00 for the provision of sunscreen for the children for the duration of their care at the centre. This will be added to the first month's fees.

CHILD CARE BENEFIT

For eligibility and assessment for the Child Care Benefit, it is parents/guardians responsibility to contact Centrelink (brochures and application forms are held at the centre). Child Care Benefit forms must be returned to Centrelink or the centre prior to children commencing care at the centre, as assistance is paid



from the date you lodge your form. Once your application for the benefit has been processed, Centrelink will advise the centre of your Child Benefit Entitlement (without disclosing any of your confidential information).

USEFUL CONTACTS

Department of Community Services 0242540309

CCB contact numbers for Parents

Family Assistance Office (For FAO-related inquiries for parents): 136150

FAO Multilingual (For FAO-related inquiries from parents who require interpreting assistance): 13120

Child Care Access Hotline (For information on child care options): 1800 670 305

Immunisation Register (For parents to check their immunisation records): 1800 653 809

Immunisation information (For immunisation related queries): 1800 671 811



EARLY EDUCATION AT PIONEER ROAD: PROGRAMMING FOR THE WHOLE CHILD

At Pioneer Road Long Day Care Centre we provide a diverse array of learning opportunities aimed at promoting children's learning and development and which cater to the whole child. This means that within all of our programming the children's interests, needs, strengths and abilities are given full consideration. It is our goal to develop secure and respectful partnerships with children to scaffold their development on their preschool journey.

Our programs and experiences are underpinned by our belief in utilising a varied range of pedagogical practises. We draw on; observations of children's strengths, abilities and interests, community/family life and events and equivalents of child-directed, teacher-supported and teacher directed learning to guide and support our programs.

Our educators are responsive to the children, throughout the day we actively listen to the children's ideas, observe their play and engage in interaction and conversation with them. Educators then utilise individual, small and large group experiences, project work, interest/dramatic corners and play environments to facilitate and extend upon the previously mentioned observations of children's learning.

Subsequently we have no set pre-planned programming format used. Educators document the day as it happens in the day book. This freedom and lack of rigidity allows our educators to respond meaningfully to the needs, interests, abilities and strengths of the whole child. Our day book is formatted in a manner that encourages our educators to reflect and evaluate on their practises, observations, interactions and conversations as they happen.

Every child at Pioneer Road Long Day Care Centre is programmed for on an individual basis. Observations, artwork and indicators of each child's learning are taken by the educators, interpreted and evaluated and filed into their portfolios, a story like album detailing the child's learning journey at our centre.

All educators at PRLDCC respect and value the central role the family plays in shaping their child's development. Therefore we work in partnership with the parents in gaining their expertise and knowledge of their child's strengths and interests. Parents are encouraged to comment in the day books. These comments and suggestions also guide our programs, evaluations and daily reflections.

Both rooms have a daily routine, which has been developed with the children's ages and developmental stages in mind. These routines incorporate daily events such as meal times, rest times and group times. These routines are put into place to provide the children with a sense of security and continuity throughout their day and they are also times when staff can meaningfully interact with the children.

Our preschool day has a natural rhythm, a relaxed pace where one part of the day flows happily to the next. The children have large flexible sections of time to encourage them to get involved in what interests them without being hurried on or having their efforts packed up before they are finished. Our aim is for all the children to have choice and balance throughout their day

OUR EDUCATIONAL PROGRAM

All teachers program individual experiences for children attending Pioneer Road Long Day Care Centre, with the objective of building upon individual interests and skills whilst promoting development in key areas. Furthermore, a primary objective of our staff is to establish within children a motivation and enthusiasm for learning, which will aid in their future years of education. This is achieved by providing a positive and successful environment in which children feel secure to explore and investigate active approaches to learning and problem solving, subsequently furthering their knowledge of their world and gaining an understanding of its concepts, workings and realities.

PRE-SCHOOL ROOM; 2-3 YEARS

The Pre-school room has trained and experienced teachers who provide a nurturing environment to help your child to develop independence and positive self image. Socialising with peers and participating in



small group activities fosters healthy emotional development and will assist your child to gain self confidence and form friendships. The Pre-school room's program ensures that each individual's interests and abilities are catered for, encouraging an enjoyment for learning early in life.

Our creative materials and equipment facilitate play as a principle means of self expression, problem solving and developing positive social skills. On a daily basis your child will have the opportunity to participate in language/literacy, music and movement, expressive arts, dramatic play and large motor and fine motor activities to ensure every area of their continued development can be met.

TRANSITION TO SCHOOL ROOM; 3-5 YEARS

It is our belief that children find optimal learning in kinaesthetic experiences through the provision of activities requiring 'hands on' exploration and experimentation. In accordance with this belief, within the Transition to school room, we provide varied experiences for children, aiming to develop an interest and enjoyment in learning and opportunities for acquiring new skills.

All children are afforded opportunities throughout the day to participate in spontaneous and planned, indoor and outdoor activities and experiences. The Transition to school room routine is organised to promote and allow a range of individual as well as small and large group activities. The formal learning program incorporates a language and literacy lesson, music lesson, thematically programmed small group lesson (directed according to displayed class interest) and specifically themed dramatic play sessions. For approximately one hour in the afternoon, the two classes separate and receive a more age appropriate and individualised programmed lesson.

The Ladybird group is aimed at preparing children for the structure and expectations of primary school predominantly focused on the acquisition of concentration and listening skills, group based investigation skills and literacy and numeracy concepts. Whilst the Dragonfly group provides an extension on this, further challenging the older students and promoting independent learning skills.

SCHOOL READINESS

The School Readiness Program has been developed specifically to cater to the educational needs of children who will be attending school in the following year. It is held directly after lunch within the 'classroom'; an area which is arranged to reflect the environment of a primary school classroom. This period is planned for and implemented by the Early Childhood Teacher and provides experiences aiming to develop key competencies which will prove valuable at school entry level. Areas of learning covered within the curriculum framework include: individual letters of the alphabet and their phonics, name writing, handwriting practice, basic words and sentences, numerals, equations and mathematical concepts. Furthermore, opportunity for children to develop self-confidence and public speaking skills is afforded through the daily inclusion of Newstime; a time where children can share items of interest or information with peers.

Records of the children's work are maintained and available upon request-as are parent teacher conferences.

PARENT INVOLVEMENT

Parents/guardians are encouraged to have input into program development, which are available upon request. However, the extent to which parents wish to be involved is entirely up to them.

TEACHER INVOLVEMENT

Children will be appropriately supervised at all times, whilst teachers join in the children's play and encourage them to experiment and partake in new experiences. Teachers are supportive and encouraging and communicate with children in a friendly, positive and courteous manner. Children will never be singled out or made to feel inadequate at any time.

Teachers are responsible for monitoring the individual development of each child within their care, and for evaluating programs in relation to the stated philosophy and goals. The centre will initiate and facilitate regular on-going communication with parents concerning their child. Parents are encouraged to communicate with the centre regarding their child's development and participation in the program.



REST TIME PROCEDURES

At Pioneer Road Long Day Care Centre we encourage all children to rest their bodies throughout the day. We understand the demand a long, exciting and engaging day can have on their bodies and provide opportunities for children to find quiet places to rest at all times of the day. At Pioneer Road Long Day Care we also understand that when it comes to sleep/rest time as with anything else, children have differing needs. We cater to the needs of each child in the preschool and transition to school room at rest time.

PRE-SCHOOL ROOM

For children who require a sleep or rest time they are encouraged to rest on a bed with sheets provided by their parents. Soft music will be played and staff will gently pat a child as required. Once the children have had a rest they will be encouraged to join some quiet activities until their peers have woken up.

For children who do not require rest time, quiet activities are set up or the children may be taken into the outdoor playground. Experiences and activities implemented during this time will be skills-based activities which promote children's development in areas such as fine and gross motor skills, pre-math skills, pre-reading skills, social skills etc. Our goal during this time is to provide experiences which facilitate each child's move into the transition to school room the following year.

TRANSITION TO SCHOOL ROOM

During free play times children are ensured access to a quiet comfortable place to rest their bodies. Educators actively encourage children to remember the importance of having some rest time. After the children in the Transition to School room have had lunch the ladybirds move inside for a combination of relaxation/rest/yoga etc and then skills based activities again to facilitate their development in specific skill areas. Children in the Dragonfly group move to the school readiness classroom where they have approx twenty minutes to play quietly or rest quietly with some stories before moving into school readiness work. Children in the transition to school room who require a sleep/rest time are taken into the pre-school room where they can find a quiet and comfortable place on one of the beds provided.



GUIDING CHILDREN'S BEHAVIOUR POLICY

INTRODUCTION

The provision of a high quality early childhood service involves a consistent, positive approach to behaviour management, that takes into account the needs of each individual child and the wellbeing of the group as a whole. *'Relationships engage children in the human community in ways that help them define who they are, what they can become, & how & why they are important to other people.'* (National Scientific Council on the Developing Child, 2004 in Reflect, Respect Relate, 2008) *'Relationships that are responsive, respectful & promote children's sense of security & belonging free them to explore the environment & engage in learning'* (The National Quality Framework; Quality Area 5, 2011).

Educators who give priority to nurturing relationships and providing children with consistent emotional support can assist children to develop the skills and understandings they need to interact positively with others (EYLF, 2010). Pioneer Road Long Day Care Centre will provide a secure, safe and stimulating environment which encourages children to co-operate and play together peacefully. By doing this, we aim to enhance each child's self esteem, their ability to interact with others and their social and emotional development.

"Through a widening network of secure relationships, children develop confidence and feel respected and valued. They become increasingly able to recognise and respect the feelings of others and interact positively with them."

Belonging, Being and Becoming: The Early Years Learning Framework (2009); pg 12

OUR VALUES

Here at Pioneer Road we believe that;

- Every child has the right to feel safe at our Centre at all times.
- Each child should be given every opportunity to develop independence and self-confidence.
- All children need boundaries, they may need support to develop boundaries for themselves; we will help them establish simple and achievable limits to help guide their behaviour.
 - Children learn best when they experience success and positive self-esteem.
- Provision of an environment where each child feels valued, and are guided in respecting all other people and property.
- Children have the right to express emotions and needs, we will endeavour to give them the necessary skills and confidence to express these appropriately.
- Children will be encouraged to listen to others, act appropriately in small and large groups, and have social skills appropriate to different settings according to their level of development.
- For children to learn to respect and care for the environment and all living things.
- Confidentiality is of paramount importance – individual children will not be discussed with anyone other than the parents and staff involved.

STRATEGIES; HOW WILL IT BE DONE?

ENCOURAGED BEHAVIOURS:

- Appropriate greeting, farewells and social responses e.g. "please", "thank you", "sorry", "hello", "goodbye".
- Caring for, respecting and helping each other.
- Taking responsibility for own safety and own belongings.
- Taking responsibility for own behaviour, establishing habits of self-control and learning new behaviours, as necessary.
- Respect for and care of others belongings as well as centre's property.
- Sharing resources, taking turns and co-operating.



- Listening, focussing and expressing their own ideas and feelings to others.
- Taking risks – i.e. trying ‘new ‘things (not attempting dangerous feats).
- Independence and self-reliance, with the ability and confidence to ask for help when needed.
- Curiosity and creativity – the use of imaginative role-play for problem solving.
- Communicating needs and feelings in appropriate ways.
- Complimenting each other – finding good in others – a positive attitude accompanied by positive language.
- Observing other people’s language, and encouraging the use of positive body language.
- Observance of routines.

DISCOURAGED BEHAVIOURS

- Unsafe actions such as running inside, pushing, kicking, hitting, throwing objects, sand or bark chips – actions which may be harmful to self or others.
- Negative language – hurting others feelings – verbal abuse, ‘put downs’, bullying, name calling and swearing.
- Aggressive behaviours – control through “power games” and ganging up on others.
- Excluding others from games and play (including gender, racial or cultural biases).
- Destructive actions which could result in breakage, destroying of equipment, furniture, environment and others belongings.
- Inappropriate toileting behaviour.
- Inappropriate use of voice level – i.e. use quiet voice inside not shouting, screaming.
- Intrusion into another person’s learning environment, physical/personal space, rights or privacy.

PLEASE NOTE: *we are providing a service for a group of children with a varying range of abilities. These individual’s abilities will be taken into account when handling situations that arise. From time to time we may have children attending our Centre with ‘Special Needs’, implementing our Behaviour Management Policy may be modified to appropriately address the individual needs of these children.*

IMPLEMENTATION PLAN:

We plan to manage behaviour by –

- Modelling appropriate behaviour.
- Discussing our expectations of routines.
- Discussing specific rules for safety and fairness, explaining the reason for these and the consequences of certain behaviours with children and parents, seeking input and feed-back in order that those accessing the service have “ownership” of its rules.
- Encouraging the use of appropriate strategies to use in dealing with intrusion, conflict or threat.
- Helping children to develop tools of problem solving, so they can manage their own behaviour.
- Use of positive reinforcement – verbal (including praising the child, - mentioning the behaviour to parents, to the group, incidentally in the yard) and non-verbal (smiles)
- Tactical ignoring of “non-threatening” attention seeking behaviours. If the child is not hurting itself, others or property and refuses to comply, then all other children and teaching staff may be removed from the child area, effectively giving the child “thinking time”. The child will remain under observation by at least one staff member.
- Intervening where inappropriate behaviour has taken place – focussing on the child/ren involved and discovering why it has occurred using the following steps:
 1. Alerting children to inappropriate aspects of their behaviour (safety considerations) – requesting that they desist in conjunction with explaining the reason for the “rule”
 2. A child may be given up to 3 warnings with explanations depending on individual situation
 3. The child may be:
 - a) re-directed to another play area.
 - b) re-directed to play with different children.
 - c) offered the option to modify behaviour and remain at the activity. If this is unsuccessful child involved will be denied access to play area or item for a period of time with limited choices of alternative.
 - d) Offered other activities (so child feels that the choice was his/hers.)



4. If behaviour is repeated (or if in the first instance is dangerous) then the child may be asked to spend some "time away"

- This may happen in a variety of ways depending on the physical environment where behaviour occurs:
 - e.g. - drops to the spot (i.e. where the incident occurs)
 - in a specific area in the centre (i.e. the kitchen, book corner)
 - on a (portable) chair, mat, cushion.
 - moving child away from the area to a less stimulating place.
- This will take place for a maximum of 3 minutes after which time the teacher will release the child by announcing that "time away" is finished now.
- If "time away" was imposed due to non-compliance the incident will be discussed and the child given the opportunity to carry out the original instruction/again appropriately participate in an activity or use of equipment to allow for success.
- If "time away" was imposed for dangerous/extreme disruptive behaviours, most attention will be given to the child as he/she leaves "time away", and the incident will not be mentioned once "time out" is over as this would reinforce going to "time away".

PLEASE NOTE, TIME AWAY is time away from positive reinforcement or positive attention. It can also be called "thinking time" or "calm down time" It is **NOT the same as punishment**, which would involve giving the child negative attention (i.e. yelling at the child) – it is more neutral. Time out is often used for **dangerous behaviours, extreme disruptive behaviours, repeated non-compliance when other strategies have not worked.** Children will not be separated from the other children in the manner of isolating them or humiliating them, rather it is used as a tool of re-direction. It will be managed by a Staff member, trained in our behaviour management policy, (not by a volunteer or student).



GENERAL INFORMATION

WHAT TO BRING TO SCHOOL

Please name All items to prevent loss or confusion.

All Ages

Each child needs to bring a bag with

1. A named drink bottle for access to water during the day.
2. A healthy lunch in a non insulated lunchbox or paper bag.
3. A healthy snack for afternoon tea that does not need refrigeration
4. One piece of fruit per day per child
5. One full change of clothing each day, including socks and underwear
6. A Sunsmart approved hat, wide rimmed
7. On cool or cold days: a warm coat, jacket or jumper a warm hat

2-3 YEARS AND CHILDREN WHO NAP

1. Nappies, to be topped up as needed
2. Any security objects such as teddy, dummy or blanket
3. Separate drawstring bag filled with cot sheets, a blanket and a pillow

EXCURSIONS

Pioneer Road Long Day Care Centre is committed to providing a varied and exciting educational program for children attending the centre. The centre will therefore encourage visits from suitable persons, such as: the fire brigade, magicians, dance teachers etc. However, in order to ensure that your child is safe at all times, we will not be conducting excursions.

GROUPING OF CHILDREN

The Centre has two separate class groupings; the younger group can take up to 16 children aged 2-3 years and the pre-school group can take up to 20 children aged 3-5 years. Children are moved into the Pre-school room when they are toilet trained and developmentally ready to cope with a more structured program when positions are available. This transition is made over a period of 1-3 weeks depending on each individual child and in consultation with parents and teachers concerned. In accordance with the Children's Services Regulation 2004, children will be placed in the appropriate groupings for all experiences.

HEALTH AND SAFETY

Pioneer Road Long Day Care Centre is committed to providing a healthy and safe environment for its attending children and teachers. It is therefore imperative that the following policies are adhered to.

ACCIDENTS

In the event that your child becomes involved in an accident:

- the teacher may render first aid and/or seek medical attention for your child. You will be required to give written permission for this by signing the appropriate form in the enrolment package.
- parents/guardians will be contacted immediately.
- full details of the accident will be recorded on an incident form and filed in the child's folder.

EMERGENCIES/NATURAL DISASTERS

Teachers and children regularly practice "evacuation drills". In the case of a large scale emergency and/or natural disaster, the same procedure will apply.

CHILDREN BECOMING SICK WHILST IN CARE

In the event that your child becomes sick whilst in care:

- the child may be separated from other children in the centre, but always cared for by a teacher.
- parents/guardians will be contacted immediately and will be asked to take the child home.



- the teacher may render first aid and/or seek medical attention for your child if you are not able to be contacted and the child's condition warrants it. You will be required to give written permission for this by signing the appropriate form in the enrolment package.
- full details of the illness will be recorded in the Daily diary in the office.
- Please read our Incidents, Injury, Trauma, and Illness policy located in our policy and procedures book in the foyer for more information.

CHILDREN REQUIRING MEDICATION WHILST IN CARE

If your child requires medication, it will be administered only if:

- a parent/guardian has signed an authority to give medication form
- if the medication is prescribed by a doctor, it must have the original label detailing the child's name and the required dosage.
- if the medication is an over the counter medicine, it must be accompanied with a supporting letter from the child's doctor.
- if the condition is for a long term illness such as asthma, epilepsy or ADD, the teacher may require a letter from the child's doctor outlining the medical condition of the child, correct dosage as prescribed and how the condition is to be managed.
- the medication is handed personally to a teacher.
- medications handed to teachers by parents/guardians will immediately be placed in a locked box.
- medication will be checked for the correct dosage prior to its administration.
- once administered, the medication form will be completed with details on the date, time, dosage amount, to whom it was given and by whom it was administered and witnessed.
- this information will be made available to parents/guardians upon request.

PANADOL

We stock Panadol on the premises for extreme cases of high temperature. Panadol will not be administered to any child on a regular basis or on request by a parent if your child is not feeling well. *An example of when it would be acceptable is: if you are called by PRLDCC, your child has a high temperature and you nor any other contact can pick up your child in a reasonable time, we will consider administering Panadol.*

Children with a medical condition

For children with known special health needs, the parent and teacher must write out and sign an emergency action plan at the time of enrolment or as necessary. This will ensure that teachers have the knowledge and ability to meet the needs of your child.

MANAGEMENT OF UNWELL CHILDREN

Children's Centres Policy and State Health Regulations require the exclusion of any children or teachers with an infectious disease, and this centre is obliged to follow such legislative requirements. Teachers and children will not be able to attend the centre if they are suffering from:

Fever 38 ^{o+}	Child should stay at home until at least 24 hours fever free	Look out for secondary infections, such as: tonsillitis and ear infections.
Antibiotics have been prescribed	Child should stay at home at least 24 hours after antibiotics are prescribed	
Diarrhoea	Child should stay at home at least 24 hours after stools have returned to normal	Alert management if your child has an allergy or condition which causes diarrhoea.
Vomiting	Child should stay at home until 24hrs after last vomit.	
Impetigo (School Sores)	Child should stay at home until sores have healed.	This is a contagious skin infection characterised by crusty sores which usually appear first on the face area.
Contagious Conjunctivitis	Child should stay at home until 24 hours on medication and discharge has cleared	This is an infection of the eyes, characterised by redness, a yellow discharge and watering.



Pediculosis (Head Lice)	Child should stay at home until treatment has commenced and other family members have been checked.	
Cold Sores(Herpes Simplex)	This condition requires medical treatment if the infection is severe or if the sores become secondarily infected	These painful sores usually appear around the mouth and cause possible fever

- Please read our Incidents, Injury, Trauma, and Illness policy located in our policy and procedures book in the foyer for more information.

IMMUNISATION

Parents/Guardians are encouraged to immunise their child against all diseases appropriate to the child's age. The centre will keep a record of each child's current immunisation status. Children who are not immunised will be excluded from care during outbreaks of some infectious diseases, in accordance with the National Health and Medical Research Council exclusion guidelines.

Parents will need to provide a statement of immunisation (supplied by calling 1800 653 809) or exemption upon enrolment, and copies will be kept in the child's file. Immunisation records will be checked every six months to ensure children within the centre are up to date with their immunisation.

NUTRITION & MEAL TIMES

Meal times will provide positive learning experiences for children who will be encouraged to develop healthy eating habits. Parents/Guardians will be consulted and asked to share family and multicultural values and experiences to enrich the variety and enjoyment of food. Meal times will be treated as social occasions, with teachers sitting with children and interacting with them, to encourage good eating habits and an appreciation of a variety of foods. Children will be assisted where required, but will be encouraged to be independent and to help themselves wherever appropriate.

LUNCHES

At the start of the day, parents are asked to place their child's labelled lunch box directly into the fridge or tubs provided. There is an esky for drinks placed by each rooms lockers, though all milk products and drinks are to be put directly into the fridge. These will be stored in the fridge until lunchtime or until they are consumed.

NUTRITION

We encourage healthy lunches to be provided for the children at Pioneer Rd. LDCC. We provide nutritional information and healthy meal ideas in newsletters and posted on the notice boards. If need be, friendly reminders may be placed in the child's lunchbox for parents, if children are bringing lunches with low nutritional value.

MORNING & AFTERNOON TEA

Morning and afternoon tea times are set to a regular schedule. Prior to meal times, children are monitored whilst washing their hands, and taught the reason for doing this. Children are reminded not to share utensils, cups and plates for health reasons. Meal times are a great opportunity for children to learn healthy eating habits and food's nutritional value. We ask that parents provide an afternoon snack for children; in this way, each child will have food available which we are assured they will like, and therefore eat. The snack is to be placed in the marked basket provided next to the fruit baskets in each room, with your child's name on it. *We will provide a permanent marker to do this.*

THIS WILL MEAN THAT EACH DAY YOUR CHILD ATTENDS, YOU WILL NEED TO BRING:

- One piece of fruit to be placed in the fruit basket,



- A packed lunch (preferably in a brown paper bag) to be placed in the fridge if containing cold items, or alternately in the coloured tubs next to the lockers,
- An afternoon snack (labelled) to be placed in the basket on the bench

FOOD BASED EXPERIENCES

Food based experiences will be implemented within both classes; we will have additional cooking and food preparatory activities where children have opportunity to make their own afternoon tea. This will provide children with an invested interest in the food and create more incentive to eat it! On these days the afternoon snack you provide will just return home for another day

CHILDREN AT RISK

Pioneer Road Long Day Care Centre believes it has a responsibility to all children attending, to defend their right to care and protection. To support this right and ensure the safety of children within this service, the centre follows the Family & Children's Services Guidelines set down in "Model for Child Abuse Allegation Procedures in Children's Services", when dealing with any allegations of abuse or neglect of children.

FAMILY RESPONSIBILITIES

- ensure compliance with guidelines outlined in this book
- communicate openly and honestly
- pay fees punctually
- notify of infectious diseases
- notify of absence
- ensure enrolment details are accurate and up to date
- ensure the centre knows any concerns, risks or specific needs of child
- notify of changes to custody orders or fee assistance
- sign child in and out
- re-enroll for the next year
- participate in program and policy development
- notify centre if child is attending more than one centre

HOW PARENTS CAN HELP THE CENTRE

We strongly encourage parent involvement and endeavour to meet the needs of all families in the community while at all times complementing and being sensitive to their values and responsibilities.

Families can involve themselves with the centre by:

- making suggestions for improvements
- attending parent teacher interviews
- offering time/assistance with activities or lessons
- offering craft/recyclable materials

FAMILY TEACHER INTERVIEWS

At any time, families can request a private meeting with their child's teacher and/or the Director of the centre to discuss their child's development/learning, centre policies, or to exchange information about the care of their child. We have an open door policy and teachers make every effort to discuss with each family how their child's day has been; our daily reflections and photos displaying the experiences which take place.

GRIEVANCE PROCEDURES/FAMILY FEEDBACK

Pioneer Road Long Day Care Centre aims to foster positive relations with all parents and visitors who access the centre. Every parent has the right to a positive and sympathetic response to their concerns.

Solutions are sought to resolve all disputes, issues, or concerns that impact on the daily well-being of the centre in a fair, prompt and positive manner.



Parents have opportunity to provide feedback and/or suggestions via the Feedback box (the fees box located in the Pre-school room), and by offering suggestions directly to teachers or the Director.

Should a problem arise, parents should take the following course of action:

- discuss the problem with the immediate teacher of the child
- if not satisfied, make an appointment to discuss the issue with the centre Director
- Our formal complaint process is outlined in our policies and procedures book located in the foyer for parents to refer to.
- A formal complain can be put forth in writing and e-mailed or delivered to the centre.

From this discussion, the centre Director should agree on an action plan with the parent. An agreed time for a follow-up meeting should be set for the Director and parent/guardian to review the action plan, once it has been set in place.

FAMILY PARTICIPATION

Pioneer Road Long Day Care Centre values the contributions of parents to the centre and respects how and when you would like to participate. Following are some ways you might like to participate in the centre. Please indicate how you may wish to become involved. We understand that your response may change due to circumstances, new interests, availability of resources etc.

- Do you have any skills/interests/experiences/resources that you would like to contribute to the centre's program, for example computing, sewing, cooking, language, musical skills, reading etc.?
- Do you have any available time to take part/assist in lessons/activities?
- Do you have any spare craft materials/scrap paper etc.