

A collage of nine photographs showing children engaged in various outdoor activities. The photos depict children painting, playing with water, interacting with a chicken, and working on a garden bed. The children are wearing colorful clothing and hats, and the activities are taking place in a sunny outdoor setting with greenery and a fence in the background.

EARLY LEARNING

W: www.sudburyhouse.org.au

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Welcome

Welcome to Sudbury House Care and Development Centre. Please read this information carefully to assist you in settling your child into the Centre and to answer any questions you may have.

Sudbury House Care and Development Centre has been operational since 1986 and is managed by a Board of Management made up of Families, House Users and Community Members.

Sudbury House Care and Development Centre is licensed to care for 45 children and has a Holistic approach to education and care. The Centre is involved in the Early Years Framework and National Quality Framework and aims to provide the highest quality care.

In addition, the Centre houses an informal drop-in Centre, information and referral point and a venue for playgroups, support groups, self-development courses and services.

Further information on the Centres Constitution, Policies, Board of Management Membership or Programmes available, can be obtained at Reception.

Any queries in relation to Education and Care Regulatory Unit should be directed to:

Education and Care Regulatory Unit
111 Wellington Street
East Perth WA 6004
Ph: 6551 8333

Thank you for choosing Sudbury House Care and Development Centre to care for your child. Further information or assistance can be obtained by contacting the Centre Director, Administration Officer or the Room Leader assigned to your child's room.

Sudbury Community House Association Incorporated

Board of Management

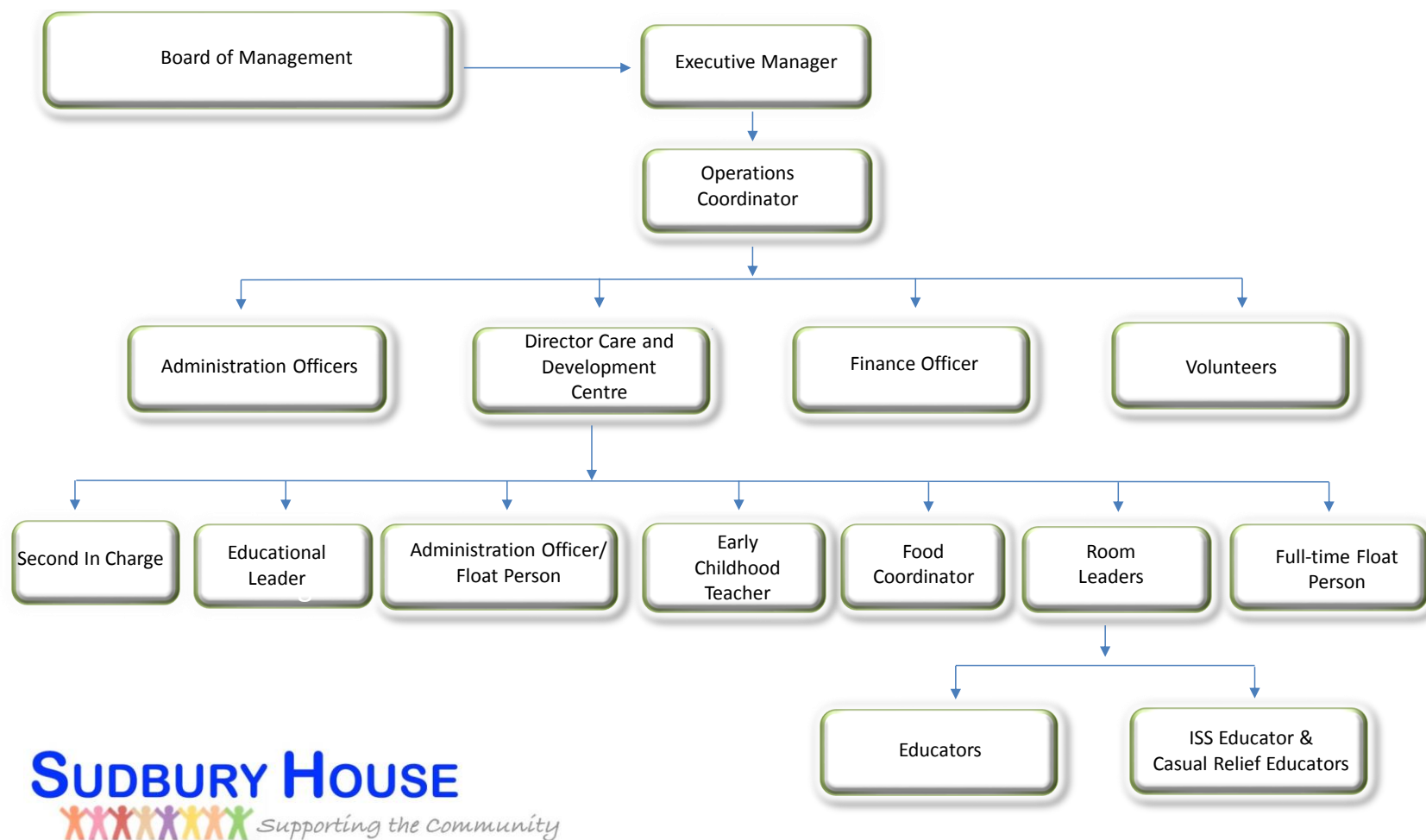
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|-------------------|-------------------|
| Chairperson: | Kim Wedge |
| Vice Chairperson: | Jacqui Hunt-Smith |
| Treasurer: | Indira Bandara |
| Secretary: | Ann Vivers |
| General Member: | Stuart McKenzie |
| General Member: | Trish Sutton |
| General Member: | Christina Ward |
| General Member: | Sarah Whitaker |

Sudbury House Care and Development Centre

Educator Team List

| | |
|---|----------------------|
| Centre Director: | Fiona Marsden |
| Second in Charge/Qualified Early Childhood Educator/Room Leader - Discoverers Room: | Yvonne Tilgner |
| Educational Leader: | Deirdre Johnson |
| Administration Officer/Educator: | Lynda Gray |
| Food Coordinator: | Mira Tomic |
| Qualified Early Childhood Teacher - Inventors Room: | Kylie Fennell |
| Qualified Early Childhood Educator/Room Leader - Inventors Room: | Anoja Nanayakkara |
| Qualified Early Childhood Educator - Discoverers Room: | Jody Lofthouse |
| Qualified Early Childhood Educator/Room Leader - Explorers Room: | Paige Noble |
| Qualified Early Childhood Educator – Relief/Casual: | Melissa Stojanovski |
| Assistant Early Childhood Educator – Relief/Casual: | Nimerta Mann |
| Assistant Early Childhood Educator – Relief/Casual: | Harrieth Matabishi |
| Assistant Early Childhood Educator – Relief/Casual: | Karen Vanden Driesen |
| Assistant Early Childhood Educator – Relief/Casual: | Crystal Chenhong Liu |

Sudbury Community House Association Incorporated Organisational / Line Management Chart



x:company data/administration team/board of management/policy: draft organisation line management June 2018 – updated by Subcommittee Policy Review

Our Philosophy

Belonging

Welcome to Sudbury House Care & Development Centre, a place where we respect and honour the diversity of all children, families, staff and community. We invite and value the input of all to develop and provide beautiful environments that are stimulating, engaging and meaningful. It is important to us that everyone who steps through our door feels a true sense of Belonging.

We believe a sense of Belonging is critical to the positive health and wellbeing of every child and that this can only be achieved if we work in true partnership with families and community. We recognise the important influence families have on the growth and development of their children particularly in their early years when important bonds and attachments are formed. Our aim is to support and strengthen those attachments and bonds whilst at the same time allowing children to bond and attach with educators and staff at their own pace.

Positive attachments are at the heart of our philosophy and we know they only form where there is trust, empathy and understanding. We accept this takes time and the journey is different for everyone. We will walk in step with each child and family as together we journey towards a shared sense of 'Belonging' in this space.

Being

We celebrate and delight in the individuality and uniqueness of each child and provide opportunities daily for children to make choices in their play and learning. We provide environments that are reflective of families, cultures and community. Our environments allow each child to learn, connect with others, test their ideas and challenge themselves. This helps them to develop a stronger sense of self, to 'Be' in a way that is right for them.

We observe and monitor each child's cues; carefully take time to get to know each child; and share in their journey of wonder and curiosity as new discoveries are made and learning occurs. We recognise that every child has their own unique rhythm and disposition and acknowledge their right to make choices, play and learn with others or alone, as their emotions and needs dictate.

We recognise that 'Being myself' for one child can be very different for another child as each have their own way of learning, participating, trying, succeeding, loving and connecting. As Educators we are committed to ensuring every child is able to 'Be themselves' in a supportive and nurturing environment.

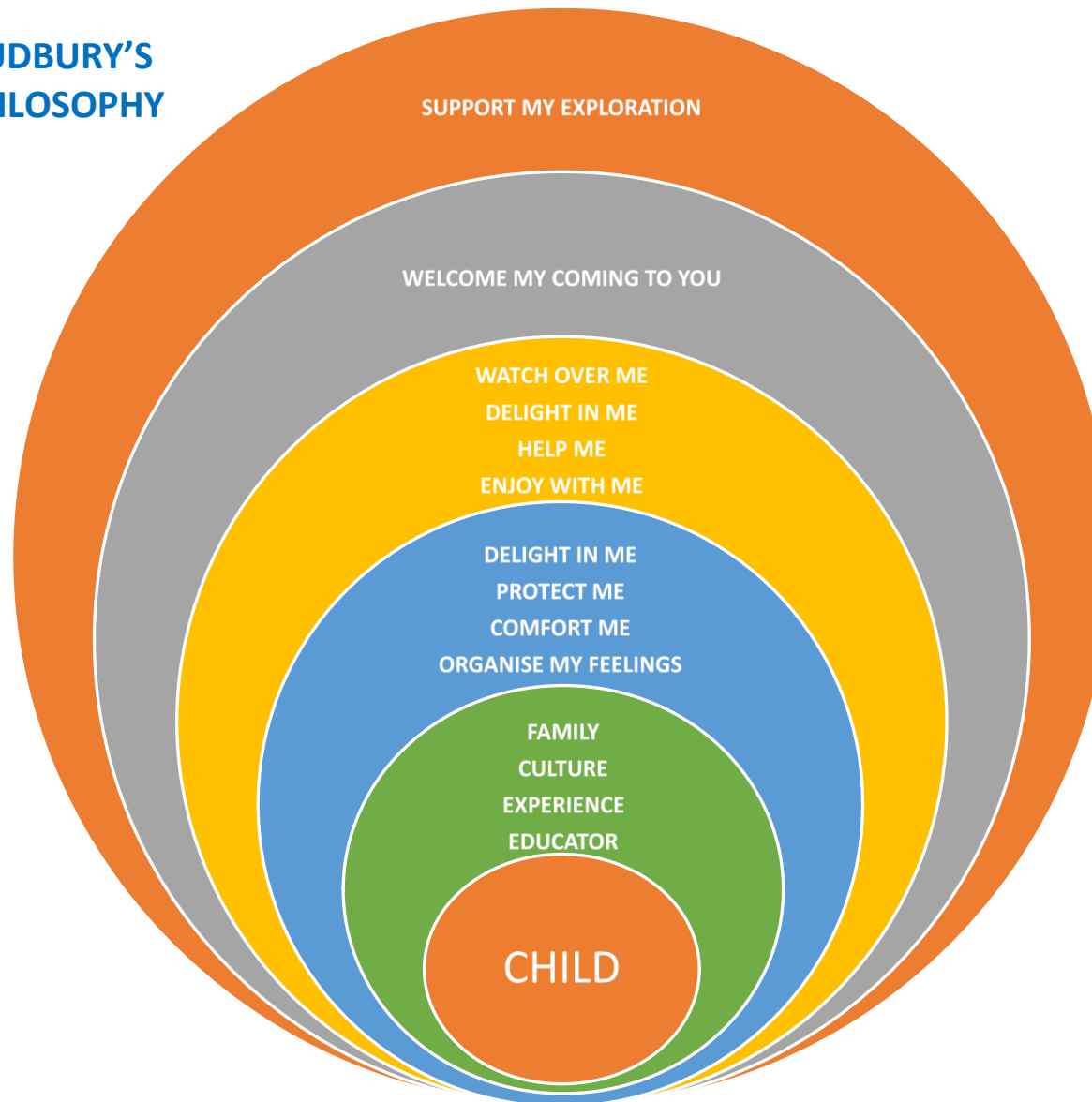
Becoming

In our stable and safe environment every child in our care will experience kindness, support, guidance and encouragement to help them reach their potential, to become the person they want to be. Together with families we will listen carefully and respond to children's voices, building their resilience and self-reliance both strong foundations for happiness and positive wellbeing. We will be present with each child as they share their thoughts and emotions, offering comfort when needed.

We will teach in many ways to support the holistic development of each child to help them become confident learners. Language and social skills will be enhanced through shared conversations, stories and songs. With encouragement each child will be helped to practice and test their physical skills, whether they are learning to sit, crawl, walk, run or climb. Every day brings new possibilities, opportunities to create experiment, discover and wonder.

Through co constructed learning we will be there with each child every step of the way, their joy is our joy as they become confident in themselves, more knowing about their world and more socially engaged. We recognise that lifelong skills are learned in the early years and form the foundation for future learning and development.

SUDBURY'S PHILOSOPHY



OUR COMMITMENT

TO CHILDREN:

- Learn from them
- Provide opportunities
- Protect them
- Support them
- Rejoice in them

TO FAMILIES:

- Acknowledge them
- Learn from them
- Communicate
- Share with them

TO THE TEAM:

- Be ethical
- Communicate
- Learn from each other
- Share
- Encourage each other

TO THE COMMUNITY:

- Work collaboratively
- Learn from them
- Share with them
- Explore together
- Rejoice with them

Management of the Centre

The Centre is managed by an Incorporated Board of Management comprising of parents who use the service and other community representatives who have an interest in the operations of the service. Parental involvement is very important at a management level to ensure the service is meeting family needs. All families are eligible to be elected onto the Board of Management and are welcome to provide input into the operations of the service at any time. Please use the suggestion box located in the Reception Area to raise any ideas or issues for the Board of Management or feel free to speak to any of the listed Board members or Executive Manager at any time.

Board of Management Meetings are held monthly. The Board is responsible for the operations of the service to ensure it meets all legal requirements and is financially viable.

From time to time the Board of Management may establish sub-committees to take on certain projects or events. All parents are encouraged to participate in these sub-committees or to offer other skills or assistance to the running of the Centre at any opportunity.

Parents are also very welcome to participate in the Centre's National Quality Framework by contributing to the service's self – assessment process and the development of the Quality Improvement Plan. Parental involvement is an excellent way to ensure the service is meeting a high standard of care for all the children in the Centre.

Parent Participation

Parents are our biggest support. Their encouragement and any assistance, in whatever way, coming to a parent night, collecting bits and pieces, help with fund raising, helping at busy bees, would be invaluable assistance.

You are encouraged to become involved with the Educational Program of the Centre and your ideas and suggestions will be greatly appreciated. We are always happy to have people come into the Centre with interesting things to show, sing, teach, make etc., especially activities of a multicultural nature.

You can be involved by explaining your child's temperament, stages of development and likes and dislikes to the Educators. We understand a parent's life is very busy; we appreciate a few minutes every morning and evening when you bring and collect your child to talk about how he/she is progressing. Tell the Educators the little things they need to know e.g. changes in sleeping patterns, any development you observe, the cold your child appears to be contracting, or how an activity was enjoyed.

Settling your Child into the Centre

Children all react differently to being away from their parents, and we encourage you to remain with your child for as long as you feel is necessary to ensure your child's Wellbeing. We use a variety of strategies to help your child settle into our Centre. We recommend that you bring your child in for two, one-hour orientations, prior to your starting date at the Centre. This will help to introduce yourself and your child to the staff and other children and familiarize your child with the playroom. Other visits can be arranged if needed. There is no charge to the parent for these visits as the child is still in your care.

A comfort toy or item belonging to you that the child can look after are good settling techniques. It is important to say goodbye to your child when you are leaving even if your child becomes upset, to establish trust that you will not disappear and to reassure him/her of your return. Alert the staff of your intention to leave, so they can be with your child.

You are welcome to telephone the Centre during the day for reassurance that your child has settled. Parents are always welcome to visit the Centre at any reasonable time. The staff will always tell you honestly how your child is. Be aware that some children settle quickly, and others take longer or may be distressed by group care. Our staff will assess your child's emotional needs and discuss this with you. Regular attendance also helps a child to settle in better.

Centre Details

The following information will help you to understand the administrative requirements of enrolling your child and the operational policies that you need to know.

Hours of Operation

The Centre is open from 7.00am until 6.00pm Monday to Friday. The Service operates 50 weeks in the year and is closed for all Public Holidays and 2 weeks over the Christmas period.

Enrolment

You will be asked to complete an enrolment form containing information regarding your child's health, development, custody arrangements and emergency contacts. You will need to name all persons who may deliver or collect your child from the Centre. These persons must be over 18 years of age. It is your responsibility to ensure your nominated people are responsible and available when required.

The details required on the enrolment form are needed by our staff to help them take the best possible care of your child. It is also a Licensing requirement. All information is strictly confidential. If any of the details on the enrolment form change you are asked to notify the Administration Officer.

At the time of enrolment, you will be asked to pay one-week fees in advance. You are also required to fully disclose any medical or health concerns relating to your child. You must also ensure that you have contacted Centrelink for your child's Customer Reference Number and to ensure that they are linked to Child Care Management System (CCMS). You will also be required to provide current immunisation details and present your child's Birth Certificate for sighting at the time of enrolment.

Re-enrolment

Re-enrolment forms are provided in the month of November to every parent to confirm their child's place in the New Year. Please note places will not be held for individual children not booked in on the first week the centre re-open. Parents do have the opportunity to pay a full fee to reserve their child's place until commencement date.

Priority of Access

The Commonwealth Government requires the Centre to provide access to the service according to the following priority of access. This means that when the Centre is full those families who are third priority may be asked to alter their care arrangements to allow a family with higher priority to access the service.

First Priority: Children at risk of serious abuse or neglect.
Second Priority: A child of a Sole Parent who satisfies, or parents who both satisfy the activity test through paid Employment.

Signing In/Out Sheets

Accurate attendance records need to be kept and checked each day. Whoever brings your child to the Centre or collects your child at the end of the day is required to record and sign the child's time on arrival and departure. Signing In/Out Sheets have been developed for this purpose and each child has their own sheet.

This is a legal requirement by the Education and Care Regulatory Unit, Centrelink and Department of Education and Training. If you do not complete these records you will not be eligible to claim Child Care Subsidy and therefore will be charged the full rate.

Current Fees

Our fees are reviewed on an annual basis. Our current fee schedules are:

7.00am to 6:00pm

| | | | |
|--------------------|----------|------------------|----------|
| Full Day 0-2 years | \$105.00 | Weekly 0-2 years | \$525.00 |
| Full Day 2-5 years | \$105.00 | Weekly 2-5 years | \$525.00 |

Payment of Fees

Our Centres operation is dependent on maintaining fees. Please read the following information carefully:

- Fees must be paid one week in advance. Parents pay for a place; therefore, payment is required whether your child attends or not. Fees are payable for Holidays and Public Holidays.
- A Statement of fees will be issued weekly and a four-weekly usage statement will also be provided. You are asked to pay your fees promptly. Details of individual family's accounts and all completed forms are confidential and may only be accessed by the family concerned and those Centre staff that need to access the information.
- Anyone experiencing difficulties in meeting their fees payments can speak to the Centre Director who can make mutually agreeable repayment arrangements. If your fees are more than two weeks overdue and you have not made arrangements to pay or have not kept to arrangements made, your child's place will be cancelled.
- Should you wish to withdraw your child from the Centre you are asked to provide two weeks written notice or pay the fees due in lieu of this notice.

- Please inform the Centre Director in writing if your child is going to be away for longer than one week. Any child not attending the Centre for one week without notifying the Centre Director in writing of the reason, shall be regarded as having withdrawn, and the place will be cancelled.

Parents should notify the Centre if their child will not be attending during their booked time as soon as this is known or at the very latest by 9.00am of the morning of attendance. Telephone 9344 1118

Child Care Subsidy

All families that meet the activity test are eligible for Child Care Subsidy (CCS). You can apply for this benefit, which will reduce your Child Care fees, at the Family Assistance Office which is located within your local Centrelink Office.

Families wishing to claim CCS must lodge their application prior to their child beginning care at the Centre. **The Centre is only able to reduce your fees upon confirmation on the CCMS system.**

Dropping Off and Collecting Children

Our primary concern is the welfare and safety of your child. We therefore request that you comply with the following requirements:

- **Arriving at the Centre**

Please do not leave children to make their own way to their room.

- **Authorised Persons**

The Centres primary concern is for the safety and welfare of your child and will therefore only release your child into the care of the custodial parent or authorised persons identified on your Childs Enrolment Form. Any changes to these authorities must be advised in writing to the Centre as soon as possible. If an unauthorised person arrives to collect your child, the child will not be released until your authorisation (preferably in writing) has been obtained. You must ensure your child's collection from the Centre is reliably organised, as uncertainties and irregularities can cause anxiety for your child and the Centre.

- **Late Collections**

If you are unavoidably detained and unable to collect your child at the agreed time you must telephone the Centre and advise of your expected time of arrival. If you need to arrange for another person to collect your child, you must provide full details about this person to the Centre. If you have not contacted the Centre and your child has not been collected by the centres closing time, the Centre will attempt to telephone you, or if this is not successful the emergency contact people listed on your child's enrolment form, to arrange for their immediate collection. If no-one can be contacted and your child has not been collected 30 minutes after the Centres normal closing time the Local Police Station and Crisis Care will be contacted and asked to take responsibility for your child.

Late Collections will incur a fee of \$10.00 per every five minutes. This fee will be added to the parents account and is not covered by any subsidy.

Family Access

We will work in partnership with families at all times and welcome your input and access to the service according to the following guidelines:

Communication with Parents

Staff at the Centre are supportive of children and their parents. Both parents of the child will be treated equally. Without legal documentation, staff cannot act as though one parent is more fit than another to the legal rights of their child. Parents may visit the Centre at any reasonable time whilst their child is in care.

However, you are requested to give consideration to the time of day so that other children are not disturbed e.g. rest time. Any concerns you have may be discussed with your child's caregiver or the Centre Director at any reasonable time. All information about your child will always be treated with the utmost confidentiality.

Custodial Issues

Where a child attending the Centre is not living with both parents and where disputes arise in relation to responsibility for the child the following will apply:

- Parental responsibility remains with both parents jointly and individually except where it is altered by a Family Court order. In the absence of such an order the child will be released to either parent who is the authorised person to collect the child.
- Where a non-enrolling parent cites an Order of the Family Court giving him/herself lawful access to the child, the order needs to be produced for inspection by the Centre Director. The enrolling parent will be telephoned both to check the existence of the order and to be informed about the situation.
- The child will only be released into the care of the parent for the child, or other person specifically authorised by that parent, except when Department for Child Protection or the Police specifically direct otherwise under the provisions of the Child Welfare Act.
- In the case of a parent arriving at the Centre to collect the child in a visibly intoxicated or unfit state to drive, the parent will be encouraged to contact an alternative adult to drive them and their child home, or the Centre will call a taxi (parent will be liable for costs).

Termination of Care

In extreme circumstances, it may be necessary to terminate a child's care. Exclusion of children from the service will only occur after all other avenues of communication and support have been exhausted and when:

- A child demonstrates unusually prolonged inability to settle into care away from the parent.
- A child puts the majority of children at risk through inappropriate behaviour.
- The parent fails to observe Centre policy or fails to pay the required fee.

Complaint Procedures

Please let us know if you are unhappy with any aspect of the service we provide for you and your child. If you have a complaint or concern you may discuss your problem with the Room Leader assigned to your child's room or with the Centre Director. If you feel the problem is not resolved you may take the matter to the Board of Management for resolution, either through the Executive Manager or by writing directly to the Chairperson. Parents are also entitled to direct their complaints to the Education & Care Regulatory Unit. Telephone number is 6551 8333.

Our Education and Care Program

Our staff are supportive and encouraging, and communicate with the children in a friendly, positive and courteous manner to establish a warm and caring relationship with each child in their care. Each day the staff member responsible for your child will discuss your child's day with you. Please take advantage of this time to discover your child's activities for the day.

Centre Routines

The activities that happen at the Centre are built around daily routines. Children need routines to help them to settle and feel comfortable in the Centre. Please discuss your child's routines with their Educators.

Routines are built around the regular events of the day i.e. arrival, snacks/drinks, toileting/nappy change, meals, self-help skills, sleeping/resting and departure, and take into account the developmental needs of individual children, children's attendance patterns, climate and physical environment, the numbers and ages of children within a given group, children with special needs, new children entering the group and parent's expectations. A copy of the routine and programme is in each room.

Meals

Meals form a significant part of the routine. Please make sure that any food allergies, strong dislikes and special dietary requirements your child might have are recorded on the enrolment form and discussed with the Room Leader/Educator. Please also feel free to discuss your child's dietary requirement with the Food Coordinator.

Meals are appetising and provide variety in colour, texture and taste. At meal times children are always encouraged to help themselves to food and drink, and to feed themselves. Meal times are treated as social occasions. The staff always sit with the children during the meal times to interact with them, provide help when needed and set a good role model for the children.

Babies Bottles

We take particular care to ensure babies bottles are hygienically stored and cleaned after use. We ask parents to assist us in this by complying with the following requirements:

- You are asked to ensure that you bring in your child's formula in either a tin or measured container.
- All children's bottles, dummy's and formula are clearly marked with your child's name.

The centre will supply cow's milk to those children that have it. All bottles are made up fresh when required by the child.

Sleep Time

Sleep and rest times are another daily routine for the children at our Centre. Please discuss your child's current sleep patterns with their Educator. Children are encouraged to rest from about 12.00noon to 2.00pm. Children will be encouraged to rest on their beds for 30 minutes. After thirty 30 minutes those children that are still awake will be provided with quiet activities to experience whilst other children sleep. Parent wishes about their child's sleeping pattern will be adhered to as far as possible.

Remember, however, that in group care there are many distractions and children's sleep patterns may be different. **At no time will a child in this Centre be forced to have a sleep.**

Babies' sleeps are according to need and routine. Please refer to our Policies Manual for our Sleeping Policy.

This Centre will follow advice and recommendation about safe sleeping from Red Nose.

Nappies

Parents are requested to provide 6 nappies per day. Unused nappies will be returned to parents (or placed back in the child's bag).

Toilet Training

It is important that we work in partnership in meeting children's toileting needs. Consistency and continuity is important for children learning to use the toilet. Please communicate with the staff in the room your child attends so they can follow the routines you have in place for toilet training. Parents are requested to provide trainer pants (labelled with their child's name).

Clothing

It is important that children are in comfortable clothes that do not restrict their enjoyment or participation at the Centre. To follow our sun protection policy, we ask that all children wear clothing that covers as much skin as possible.

Please dress your child suitable for play activities in clothes that you do not mind getting grubby with paint, sand or glue. We do provide aprons for messy activities, but clothes may still get stained. Children need to have a pair of shoes, and a hat clearly marked with their name.

You will also need to provide an extra set of clothes in your child's bag to change into should the need arise. We recommend that at least two pairs of underpants are included. Babies should have at least two spare nappies in addition to their daily requirements. We have a small amount of spare clothes available. If your child goes home in Centre clothing, we ask that you return them to the Centre as soon as possible.

Your child's bag and all personal items should be clearly labelled with your child's name. This helps to minimise loss of items. If your child is accidentally sent home with something that does not belong to him or her, we ask you to return it the next day.

Other Requisites We Ask You to Provide

To help us to keep our costs to a minimum we ask parents to provide the following items:

- Formula Milk for the day
- Nappies for the day
- Sufficient spare clothing

The Centre recommends the package of sun hat, sunscreen and drink bottle at a very reasonable price. The Centre has a strict Sun Protection Policy. All children must wear an approved, legionnaire style, sun protective hat outdoors. It is also recommended that each child uses their own sunscreen lotion. Parents can purchase hats and small roll on sunscreen lotion which meet these requirements at the administration desk.

The drink bottle that is also part of this recommended package has been researched by staff. The bottle has the following benefits:

- Kid Safe – Lead free, Phthalate free, BPA free and Earth –Friendly (Recyclable)

According to the National Quality Framework –QA2 {Element 2.1.3} “All children need to have ready access to water and being regularly offered water throughout the day”

Personal Toys

We understand that many children would like to bring toys to the Centre, however “sharing” these with other children can be a difficult concept for a child to grasp. We believe it is better therefore to leave personal toys at home.

Please let your child bring a comfort toy only (i.e. dummy, rug, sleep teddy etc). Ensure these toys are clearly labelled with the child’s name. No other toys are to be brought into the Centre. Great distress is caused to children by their own toys being lost, broken or played with by other children.

Sometimes children accidentally put Centre toys into their bags and take them home. Please bring these toys back – it is very expensive to have to keep replacing “lost” items.

Children’s Education Program

Children who attend our Centre participate in a range of activities that have been planned to meet their developmental needs. All Educators contribute to the planning of your child’s learning in consultation with the Educational Leader.

The staff are responsible for creating an atmosphere and environment which is responsive to the physical, emotional, intellectual, social and special needs of each individual child and to the group as a whole and reflects the philosophy and goals of the service. The program is child centred, and takes a “hands on” approach, with staff acting as facilitators who create an environment and experiences which are stimulating, safe, nurturing and fun. The program will include indoor and outdoor learning experiences, quiet and active times, individual, small group and large group times, time for individual staff/child interaction, individual and group interests, children’s special needs and be flexible enough to allow for spontaneity and the unexpected.

The program is developed as a result of staff noticing and reflecting on their interactions with the children at the Centre. Children are encouraged in a positive and supportive manner to explore their environment and try new experiences.

You will find your child’s program displayed in their room. If you have any questions regarding the program, please direct these to the Room Leader in your child’s room. We invite you to have input into program development especially in relation to multicultural issues, music and storytelling. Any suggestions you have can be put into the Suggestion Box or discussed with the Room Leader in your child’s room.

Children with Special Needs

Our Centre caters for children with special needs. As with all children attending this Centre individual needs are considered and incorporated into the program. In the situation where a child has special needs that cannot be catered for within the usual day care routine, parental permission will be obtained to seek additional support from Services such as the Children’s Services Resource Unit, Child Australia or other Agencies as required.

Special Events

We consider that special events which happen during the year provide an excellent learning and socialising opportunity for the children.

Programs will reflect the cultural differences of all families using the service. The Centre will celebrate special events with the children that reflect the cultural heritage and ethnic origins of children attending the service. The following events are celebrated at the Centre each year:

- Special Persons Day (i.e. Mother's Day, Father's Day etc)
- Christmas
- Easter
- Chinese New Year

The Centre understands that some parents may not wish their child to participate in some celebrations and therefore notice will be given to parents of forthcoming celebrations, so that parents may choose whether their child will participate.

Birthdays

Children's birthdays are a special day that many families would like us to celebrate. If a child's birthday falls on a day that they are attending the Centre, a birthday cake will be provided for afternoon tea.

Supervision

The Centre will maintain high levels of supervision of children at all times. The staff child ratios contained within the Education & Care Services National Regulations 2012 will be strictly adhered to at the Centre. These ratios are:

| | |
|-----------|------|
| 0-2 years | 1:4 |
| 2-3 years | 1:5 |
| 3-6 years | 1:10 |

Children will be appropriately supervised at all times. Staff will position themselves where they can see all the children under their supervision, listen carefully to what is happening and know the children individually, so they can anticipate their needs. Staff will join in the children's play and encourage them to try new experiences.

Children outdoors will be supervised in small groups for safety, however, children will be given opportunities for self-discovery and freedom of choice. Staff will judge when children need an adult to facilitate play or will join in at the child's request. Children will be regularly reminded of safety procedures for fixed play equipment. Children will be encouraged to try new challenges as appropriate.

Guidelines for staff in their approach to socially unacceptable behaviour

- Educators will present as good models of behaviour for the children and shall be encouraged to adopt the AECA Code of Ethics.
- Educators should give consistent, clear and coordinated messages to the children about their behavioural expectations, so that children are not confused by different staff approaches.
- Educators should become familiar with stages of child growth and development so that they may hold reasonable behavioural expectations. Some child behaviour may be displeasing for adults but should be considered acceptable and age appropriate i.e. toddlers find it difficult to 'share' or consider other's feelings.
- Educators should trust and respect the children in their care as unique and special and recognise that each child's behaviour is an expression of feelings or an attempt to meet immediate or underlying needs.
- Educators will need to be aware of the different discipline styles and behavioural expectations that parents may have, as child rearing practices vary greatly from culture to culture and family to family.
- Educators should take into consideration each child's whole life situation when dealing with their behaviour, consulting regularly with parents to develop collaborative strategies to meet children's needs both in the centre and in the home. It is important to share any information that may identify possible stresses that might affect a child's behaviour.

How educators are to approach repetitive unacceptable behaviour

If a child repetitively displays socially unacceptable behaviour, which is considered to be of a serious nature:

- Incident report made for the centre records.
- Plan of action developed with strategies in place for approaching the behaviour. Parents will be included in this plan of action.

Should the inappropriate behaviour persist the Centre Director will:

- Hold discussion with the parent/s and/or professional support and family and children's services.
- Decide on an appropriate course of action which may include requesting the removal of the child from the centre.

Non-admission may be the only option available if the child's behaviour is such that she/he is harming others and the program is no longer able to meet the child's needs. An incident report will be made and discussed with management.

Usage of inappropriate discipline techniques by staff

Forms of abuse consistent with those stated below will lead to staff disciplinary action as per the procedures outlined in the staff handbook.

- Disciplinary action may lead to dismissal of educators. Educators will be made aware of the reasons for dismissal according to standard industrial practices and in line with organisational human resource policies.
- Physical abuse.

- Placing a child in a confined space, or in a location in which eye contact with the worker cannot be maintained.
- Shaking, smacking, biting, pinching or sitting on a child to restrain them – using any form of physical force.
- Injuries lifting (e.g. by one arm).
- Verbal abuse (shouting, abusive words or tone, labelling inappropriately).
- Emotional abuse (including withdrawal of hugs, ignoring a child's requests).

Addressing bullying behaviour

The centre does not accept any behaviour that is intimidating to other children. Our educators aim to ensure all children are accepted for themselves and are able to express themselves without intimidation.

All children who attend the centre have the right to enjoy their play and friendships and participate in the activity program within a supportive environment and among people who are caring and co-operative. The service will assist children to establish a network of people they can speak to about any concerns they may have and will ensure the program reflects and encourages core values such as friendliness, acceptance, respect, kindness, tolerance and co-operation. Staff will always listen and respond to children when incidents of bullying are reported or observed and will act to eliminate bullying at the centre.

Staff will discuss the issue of bullying behaviour with the children and make it clear that this kind of behaviour is not acceptable at the centre. Children will be encouraged to speak to staff if they see, or are subjected to, bullying behaviour, and to refuse to be in any bullying situation.

Parents are asked to tell a staff member about any bullying incident, or if they suspect that bullying has occurred. Parents are also asked to support the centre's policies and emphasise the importance of courtesy, consideration and co-operation in everyday life, with their child.

Circle of Security

Circle of Security is a framework that was developed by three therapists that were originally working with vulnerable families. They developed a road map that gave parents and educators a simple way to understand the relationship between parent, carer and child. It is formed on the basis of attachment theory and the importance of building resilient children, children with a strong sense of emotional security.

It is the relationship between parent, carer and child based on a circle. At the top of the circle is the child's need to explore and go out. At the bottom of the circle is the child's need to be protected and cared for. Parents and carers are also at the top and the bottom of the circle supporting the child to feel the confidence to go out and explore and come back to be nurtured and cared for if they are scared or worried or upset for any particular reason.

Here at Sudbury House Care and Development Centre, the Circle of Security approach really helps the Educators understand and interpret the behaviour of the children and their cues so that they can respond appropriately to what is going on.

We hope you find the following two pages helpful.

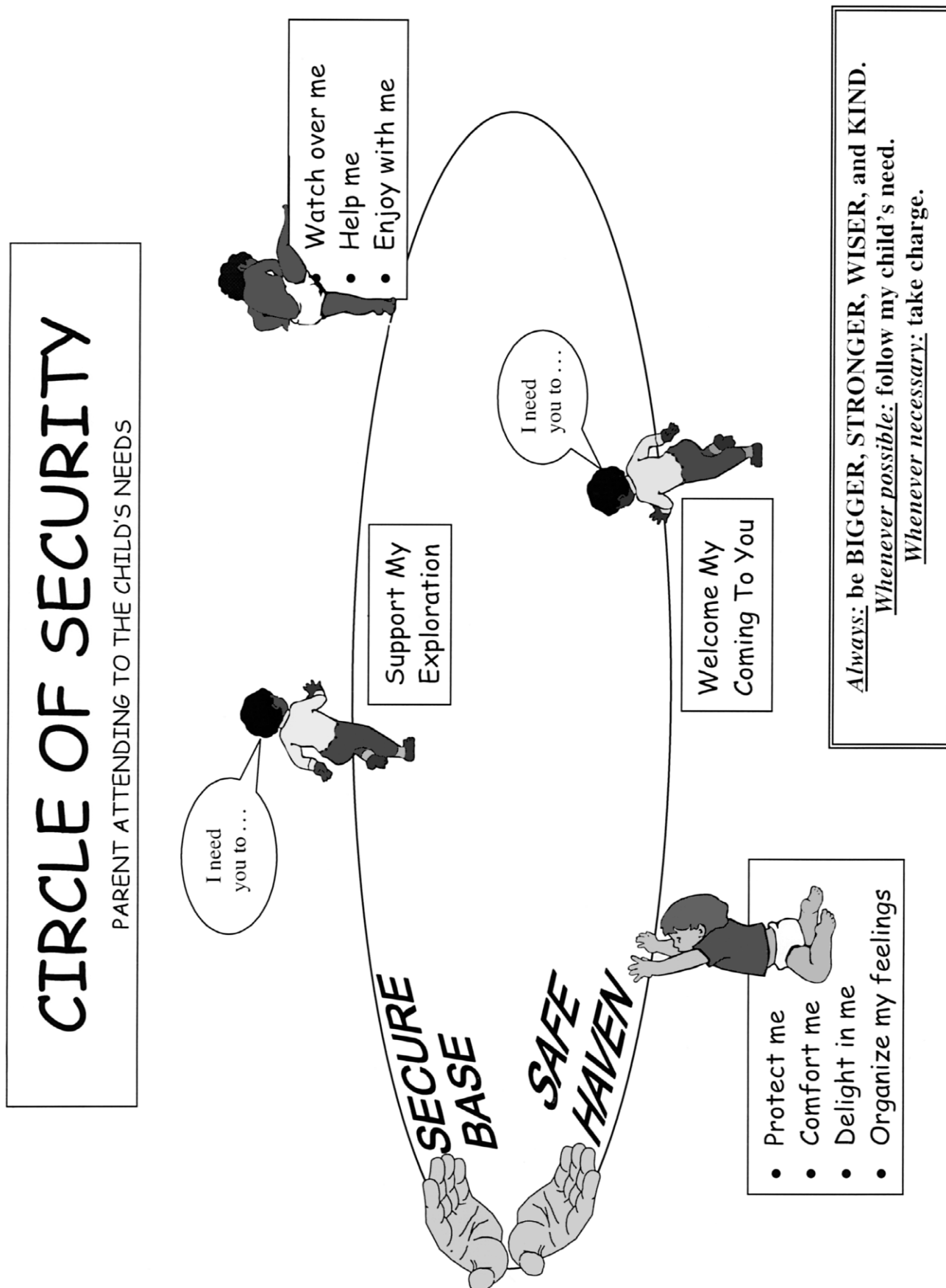


Figure 1 Circle of Security: Secure Base and Haven of Safety (© Cooper, Hoffman, Marvin, & Powell, 2000)

Repairing Relationships with a Time-In

(This is a guideline. It is, of course, harder than this page makes it sound.)

Bottom line: It's the relationship (and only the relationship) that will build my child's capacity to organise her/his feelings. My child's problem may look like something that is being done on purpose. But at its root, it's an issue of needing to reconnect and learning to handle difficult

I'm Upset and My Child is Upset:

When necessary, I start with a "Time-Out"* (for me, for my child, or for both of us) until:

- I know that I am bigger, stronger, wiser, and kind, and
- I remind myself that no matter how I feel, my child needs me.

** A "Time-Out" can be helpful as a first step, but not as a punishment.*

I'm Calm (enough) and My Child is Upset

We can build a safe "repair routine" together (remember: the first 1,000 times are the hardest!).

- I take charge, so my child is not too out of control.
- We can change location. Go to a neutral place that is our "time-in" spot, where we sit together and let feelings begin to change.
- I maintain a calm tone of voice (firm, reassuring, and kind).
- We can do something different (for several minutes): read, or look out the window, or attend to a chore together.
- I help my child bring words to her/his feelings. ("It looks like this is hard for you." "Are you mad/sad/afraid?")
- I talk about my feelings about what just happened. ("When you did that, I felt...")
- I stay with my child until she/he is calm enough. (It may take a while for a child to calm down from overwhelming and unorganised feelings. Rule of thumb: Stay in charge and stay sympathetic.)

I'm Calm (enough) and My Child is Calm (enough)

I use the following to support our repair and to make repair easier in the future:

- I help my child use words for the needs and feelings that she/he is struggling with by listening and talking together. (Remember KISS—Keep It Short and Sweet)
- I help my child take responsibility for her/his part and I can take responsibility for my part. (Rule of thumb: no blaming allowed.)
- We talk about new ways of dealing with the problem in the future. (Even for very young children, talking out loud about new options will establish a pattern and a feeling that can repeat through the years.)

Excursions

Children will be taken on excursions outside of the Centre as part of the planned activities of the Centre.

Excursions are considered to be an integral part of the children's program and will therefore be arranged from time to time, to provide a broad range of learning experiences for children. Permission for any excursions will be sought from parents and details of the outing provided in writing. All excursions will comply the Education & Care Services National Regulations 2012. Alternative arrangements will be made for children not participating in outings.

You are requested not to send your child on an excursion if they display any signs of being unwell. This is in the interest of everyone concerned.

Health and Safety Issues

Child Abuse or Neglect

Sudbury Community House Association Incorporated believes it has a responsibility to all children attending the centre to defend their right to care and protection. To support this right the centre will follow the procedures set down in the Department for Child Protection "Identifying and responding to child abuse and neglect" when dealing with any allegations of abuse or neglect of children, to ensure the protection of all children attending the Centre. To view our full Policy please refer to our Policy Manual.

Hygiene

In group care one of our main responsibilities is to control the spread of infections among the children and staff.

The application of universal hygiene procedures will be followed at the Centre at all times to control the spread of infection within the Centre. Staff role model a high level of personal hygiene at all times, and place emphasis on the children learning and understanding why hygiene is important. Hand washing is central to this system and children will be introduced to washing their hands before all clean tasks (i.e. meals) and after all dirty tasks (i.e. after using the toilet) as soon as they are developmentally ready.

Immunisation

Immunisation of children who attend the Centre will help to limit the spread of infection. We encourage parents to immunise their children against all diseases appropriate to the child's age. A record of your child's current immunisation status will be kept at the Centre. Please ensure these records are kept up to date.

Children who are not immunised will be excluded from care during outbreaks of some infectious diseases in accordance with the National Health & Medical Research Council exclusion guidelines, even if the child is well. This is to limit the spread of infection and protect unimmunised children.

The Centre will provide fact sheets on the following diseases and make these available to parents and staff: Hepatitis A, B, Measles, Mumps, Rubella, Diphtheria/Tetanus/Pertussis (Whooping Cough), Varicella (Chicken Pox), Tuberculosis.

Exclusion

As a protection for all children and staff the following exclusion Policy applies to all children enrolled in the Centre:

- Children with infectious diseases will be excluded from the Centre in accordance with the National Health & Medical Research Council exclusion guidelines.

If your child is unwell at home, please do not bring him/her to the Centre. Children who have more than a slight cold should not be brought to the Centre and may not be accepted at the Centre Directors discretion. Fevers, vomiting, diarrhoea or unexplained rashes are indications that a child should not be brought to the Centre.

Notifiable Diseases

The following is a list of notifiable illnesses that must be reported to the Department of Health:

| | |
|-------------------------------|-------------------------|
| Amoebic Dysentery | Pertussis |
| Haemophilias'Influenza Type B | Pneumococcal Disease |
| Hepatitis A, B, C | Rubella |
| HIV Aids | Streptococcal Infection |
| Measles | Tuberculosis |
| Meningococcal Disease | Tetanus |
| Mumps | Typhoid |

The Centre Director will notify the Department of Health as soon as possible and ask for advice in regard to exclusion and notification to families, staff and visitors who may have visited the service at the time the outbreak has occurred.

Unwell Children at the Centre

The Centre is not able to care for children who are ill. The following Policy has been developed to protect your child and the other children attending the Centre:

- It is important that the Centre Director or the child's Educator be notified if your child has been unwell or received an injury since last attending the Centre.
- In the case of your child becoming ill at the Centre, every effort will be made to contact you to ask you to take the child home. If your child has a temperature, natural methods will be used to cool your child (e.g. removal of excess clothing, cooling of the body with a damp flannel etc).
- The Centre Director has the prerogative to call an ambulance or Doctor if urgent medical attention is required.
- Every effort will be made to contact you or your nominated emergency contact people as soon as possible. All medical and ambulance costs are the parents' responsibility.

Medication

The giving of medication to children will be strictly monitored to ensure the child's safety and welfare.

Medication will only be administered by Centre Staff if:

- It is prescribed by a Doctor and has the original label detailing the child's name and required dosage.
- **Only prescribed medications or medications accompanied by an Emergency Action Plan (Form 4), a Special Health Needs Support Plan (Form 3), or an explanatory letter from the child's doctor will be administered by staff at the centre.** Staff must be fully trained to all requirements contained within Action and Support Plans.
- The parent has completed and signed the Centres Medication Authority Form.

You must never leave medication in your child's bag. All Medication is to be handed to the Room Leader. The Educator should also be notified if your child is receiving medication at home that is not required to be given at the Centre.

Occupational Health & Safety

Sudbury House Care and Development Centre has a duty of care to protect the health and safety of children and staff at the Centre.

In the interest of Occupational Health and Safety and the wellbeing of the children, the Centre is a smoke free zone. All equipment and play areas are checked regularly to ensure they are clean and safe for children's use.

Sun Protection

To ensure all children attending the Centre are protected from skin damage caused by harmful ultra violet rays of the sun the following applies:

- Children will wear a hat which protects the face, neck and ears whenever outside.
- Children will wear clothing that covers as much skin as possible.
- SPF 30+ broad spectrum water resistant sunscreen will be provided for children and applied by staff 20 minutes before going outside.
- Staff will act as role models, by wearing hats, applying sunscreen and seeking the shade wherever possible and also follow recommendations by SunSmart.

Safety Drills

Safety drills will be practiced ensuring that children and staff are familiar with the procedures should an emergency occur.

Emergency evacuation and safety drills will be practiced at the Centre four times a year. Evacuation procedures are displayed in each room. Parents are asked to familiarise themselves with these procedures.

Accidents

Despite every precaution accidents will occur at the Centre from time to time. The following policy will be implemented to protect your child and keep you informed should an accident occur:

- You are required to provide written authority (included in the Enrolment Form) for staff of the Centre to seek medical attention for your child if required.
- In the case of a minor accident staff that are qualified in First Aid will attend to the injured child and apply first aid. Depending on the injury you will be contacted at the time of the accident or informed about the incident when you arrive to collect your child.
- If a serious accident occurs which requires more than first aid treatment you will be contacted immediately or if you cannot be contacted your emergency contact person will be phoned. Your child's injuries will be assessed, and an ambulance will be called. A staff member will accompany your child until you are able to be there. A copy of the Accident Report will be made available to you.

First Aid Qualifications

It is a requirement that at least one staff member with a current Senior First Aid, Emergency Asthma Management & First Aid Anaphylaxis Management qualification is on duty at the Centre at all times children are on the premises.

First Aid will only be administered by staff with First Aid Qualifications. A fully equipped First Aid Kit is maintained at the Centre.

Conclusion

Any concerns parents have regarding the social, emotional, intellectual, or physical wellbeing of their child can be discussed at any time with your child's Room Leader.

Any concerns parents have regarding service delivery can be brought to the attention of the Centre Director. If the matter is not resolved contact can be made with the Board of Management or with the Education & Care Regulatory Unit. Parents are encouraged to do this as soon as they feel the need to do so.

Some of the details in this handbook may have to be adapted or changed over time so please take note of any information sheets or Newsletters given to you.

Any suggestions you may wish to make would be welcomed. Please place these in the Suggestion Box located in the Reception Area.

We look forward to getting to know you and your child and hope that you enjoy your time at Sudbury House Care and Development Centre.