



Community
Kids Haven
EARLY LEARNING CENTRES



EDUCATOR HANDBOOK

www.CommunityKidsHaven.com.au

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ACKNOWLEDGEMENT

Acknowledgement of Country

Community Kids Haven Early Learning Centres acknowledge the traditional custodians of all lands across Australia.

We recognise and celebrate the contributions of Aboriginal and Torres Strait Islander peoples as the First Australians, including their role in the education and care of children.

The first Code of Ethics for the Australian early childhood profession was developed in 1988; it was widely cited and used for 19 years. The first review of the Code of Ethics began in 2003 with the second version launched in 2007. The second review of the Code of Ethics began in 2014 with the third (current) version approved by the ECA National Board in February 2016. ECA is grateful to everyone who has contributed to the development and ongoing review of the Code of Ethics including those who have participated in consultation surveys, forums and workshops over the years as well as those who have provided advice and oversight through their service on reference and advisory groups. We would particularly like to acknowledge those engaged in writing each version of the Code.



The Company

Our Philosophy

I9 Education believes in providing the highest quality of care for all our children. We believe every child is unique and has distinctive aptitude, ability, and talent. Early years positive experiences lay a solid foundation for rest of their life. Our commitment is to provide them a creative, stimulating, safe and intrinsically motivating environment to unleash their unique potential and raise them as a valuable contribution to the future society.

Our quality play-based program furnishes endless opportunities to learn and practice progressive exploration, critical thinking, life skills for interaction, sharing and resolution, to shape a positive self-image.

Children are invigorated to learn independently, explore in their own-ways, and make choices of objects and natural materials from their environment. We embrace the concept that young children are swift, imaginative, creative, and enthusiastic learners. Children own a natural faculty to control their own learning patterns. Our experienced and professionally qualified educators facilitate, guide, and extend these learning patterns in their educational program for children to become confident learners. We believe that by providing an effective and positive transition to school, we lay a strong foundation for children's future learning. Sustainable practices are embedded in our daily program to promote respect for the environment and sense of responsibility amongst our children.

We always emphasize the importance of family input, participation, and involvement in our program. Our team makes every effort to establish an open, positive, and trusting relationship with our families.

We believe children and families have the right to be treated unbiased and equally. We respect and positively acknowledge each child's needs regardless of race, culture, gender, class, disability, and age. We embrace cultural diversity and encourage children to respect and value differences in others and themselves.

Our Educators endeavour relentlessly to maintain excellence in their role as learned educator, compassionate role-model and caring nurturer of children's learning and development.

Our Mission Statement

All the children attending our centres are central to our philosophy, and every child that walks through our doors is important to us.

Our philosophy is built around the concept that all the children under our care receive the best level of care and learning possible and which is provided in a warm, loving, nurturing and safe environment.

We work hard to create an environment, where the minute you step inside one of our centres, you and your child will feel a sense of belonging and feel a part of a welcoming community.

Our aim is to build long lasting and genuine relationship and partnerships with families.

Our philosophy and our curriculum have been heavily influenced by the Reggio Emilia approach of early learning. This approach is a very 'child friendly' way of educating children, allowing them to just 'be' children and to enjoy their world surrounding them while also providing age appropriate educational programs that assist in learning and the development of the whole child. Our focus remains on positive physical, social, emotional, cognitive, creative and moral growth. Learning through play is an integral part of our educational and learning approach.

Our mission is to ensure our children will:

- feel a sense of belonging
- receive the best possible care
- learn and grow in a safe, fun and loving environment
- learn to respect diversity and interact with children from other cultures and backgrounds
- learn to build social connections
- have a fundamental understanding of the world around him/her
- feel comfortable in the transition between early years care and primary school.

Our Aims and Objectives

- To establish a strong and consistent understanding of expectations, regulations and law.
- To ensure safe, productive and positive environment for all educators working in the centre.
- To provide a platform for all educators to explore their natural potentials, skills and abilities.
- To utilise resources effectively and efficiently.
- To encourage a sense of belonging for children, parents and families. An environment where families are supported in caring for their children and their confidentiality and family privacy is respected.
- To provide a high quality, play based educational program rich in learning opportunities, designed to suit each individual child and encourage the growth and development of their social, emotional, physical and intellectual skills.
- To provide an environment where children feel welcomed, safe and happy in their surroundings and with educators in the centre.
- To encourage family participation and input. Educators work in partnership with families to provide the highest quality childcare service that caters to the needs of all children and their families.
- For educators to role model appropriate behaviour for children to see and put into practice.
- To provide experiences that will challenge children and encourage their thinking skills
- To encourage educators to further their knowledge by attending in service training.

- To build strong connections and working relationships with community organisations to enrich our children and families learning, sense of community and support.
- To learn and understand how we can lessen our environmental footprint on the world while encouraging our educators, children and families to become advocates for a sustainable future.

We Believe

- In quality
- In fair, truthful and open communication

- All educators have unique abilities, natural potential and talent that are promoted in our safe, positive and productive environment.
- In the diversity of cultures in Australia, and respect for the values, beliefs and practices for all cultures
- In respect, equality and support



Governance

In Australia the Early Childhood Education sector is regulated by Australian Children's Education and Care Quality Authority (ACECQA). ACECQA facilitates the National Quality Framework that is underpinned by the National Quality Standards, Education and Care Services National Law, Education and Care Services National Regulations, and the Early Years Learning Framework.

Al-Ishraq Pty Ltd is the Approved Provider company for Community Kids Haven ELC. The Approved Provider oversees the governance and management of all our centres. Our parent company i9 Education guides operation provides support and works in collaboration with the management team consisting of the Centre Director, Head Office Team and Nominated Supervisors.

I9 Education Governance Structure



Regulatory Authorities

ACECQA

Australian Children's Education and Care Quality Authority (ACECQA)

ACECQA is a national entity, which oversees early childhood education and care and school age care in Australia. Education and care plays a vital role in the lives of Australian children and their families and we want the best possible outcomes for our children. ACECQA is responsible for managing the National Quality Standard and how it is applied across the country and ensuring that services are meeting all requirements.

Included in ACECQA's responsibilities are;

- Reporting to and advising the Ministerial Council on the National Quality Framework
- Promoting continuous quality improvement by approved education and care services
- Keeping national information on the assessment, rating and regulation of education and care services
- Educating and informing services and the community about the National Quality Framework
- Determining the qualifications and providing support and training for staff of Regulatory Authorities
- Deciding the qualifications required to be held by educators, including assessment of equivalent qualifications.

Education and Care Services National Regulations

This set of regulations guides our practices when considering and developing our policies, practices and procedures. It is vital that you are aware of the Regulations. The Education and Care Services National Regulations and Law can be found at <https://www.acecqa.gov.au/nqf/national-law-regulations/national-regulations>

Approved Frameworks

National Quality Framework

The National Quality Framework took effect on 1 January 2012 with key requirements being phased in over time. Requirements such as qualification, educator-to-child ratios and other key staffing arrangements have been and will continue to be phased in between 2012 and 2020.

- The objectives of the National Quality Framework are;
- To ensure the safety, health and wellbeing of children attending education and care services
- To improve the educational and developmental outcomes for children attending education and care
- To promote continuous improvement in the provision of quality education and care services

National Quality Standards

The National Quality Standard sets a new national benchmark for the quality of education and care services. It will also give services and families a better understanding of a quality service. This will enable families to make informed decisions about the services providing education and care to their child. The National Quality Standard is a key aspect of the National Quality Framework. It brings together the seven key quality areas that are important to the outcomes for children.

The seven quality areas are:

- Quality area 1; Educational program and practice
- Quality area 2; Children's health and safety
- Quality area 3; Physical environment
- Quality area 4; Staffing arrangements
- Quality area 5; Relationships with children
- Quality area 6; Collaborative partnerships with families and communities
- Quality area 7; Governance and Leadership

The Revised National Quality Standard contains 15 standards with two or three standards in each quality area. These standards are high-level outcome statements. Under each standard sit elements that describe the outcomes that contribute to the standard being achieved. There are 40 elements in total.

Quality Improvement Plan

The Education and Care Services National Law and Regulations requires services to have an up-to-date Quality Improvement Plan (QIP). It must include a service philosophy, a self-assessment component and a plan for improvement.

The purpose of the QIP is to assist services to self-reflect on the quality of education and care provided at their centre and plan for future improvements. The QIP is also used by the VIC Regulatory Authority to inform the assessment and rating of a service against the National Quality Standard.

The Quality Improvement Plan is an overview of the centre as a whole, therefore it is imperative that input into our strengths, areas of review and overall continuous improvement comes from management, educators, families and children. It is important that you have knowledge and understanding of our QIP and how it is reflected in your day to day practices. Please feel free to discuss with your director if you would like further clarification about any of the areas in the QIP or have something you think should be added or included.

Assessment & Rating

Early Years Learning Framework (EYLF)

The Early Years Learning Framework aims to extend and enrich children's learning from birth to five years and through the transitions to school. The framework provides broad direction for educators in early childhood settings to facilitate children's learning. It guides educators in their curriculum decision-making and assists planning, implementation and evaluations.

The framework has specific emphasis on play-based learning and it communicates these expectations through the following five Learning Outcomes:

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

Belonging, Being & Becoming

Fundamental to the Framework is a view of children's lives as characterised by belonging, being and becoming. From before birth children are connected to family, community, culture and place. Their earliest development and learning takes place through these relationships, particularly within families, who are children's first and most influential educators. As children participate in everyday life, they develop interests and construct their own identities and understandings of the world.

Belonging

Experiencing belonging – knowing where and with whom you belong – is integral to human existence. Children belong first to a family, a cultural group, a neighbourhood and a wider community. Belonging acknowledges children's interdependence with others and the basis of relationships in defining identities. In early childhood, and throughout life, relationships are crucial to a sense of belonging. Belonging is central to being and becoming in that it shapes who children are and who they can become.

Being

Childhood is a time to be, to seek and make meaning of the world. Being recognises the significance of the here and now in children's lives. It is about the present and them knowing themselves, building and maintaining relationships with others, engaging with life's joys and complexities, and meeting challenges in everyday life. The early childhood years are not solely preparation for the future but also about the present.

Becoming

Children's identities, knowledge, understandings, capacities, skills and relationships change during childhood. They are shaped by many different events and circumstances. Becoming reflects this process of rapid and significant change that occurs in the early years as young children learn and grow. It emphasises learning to participate fully and actively in society.

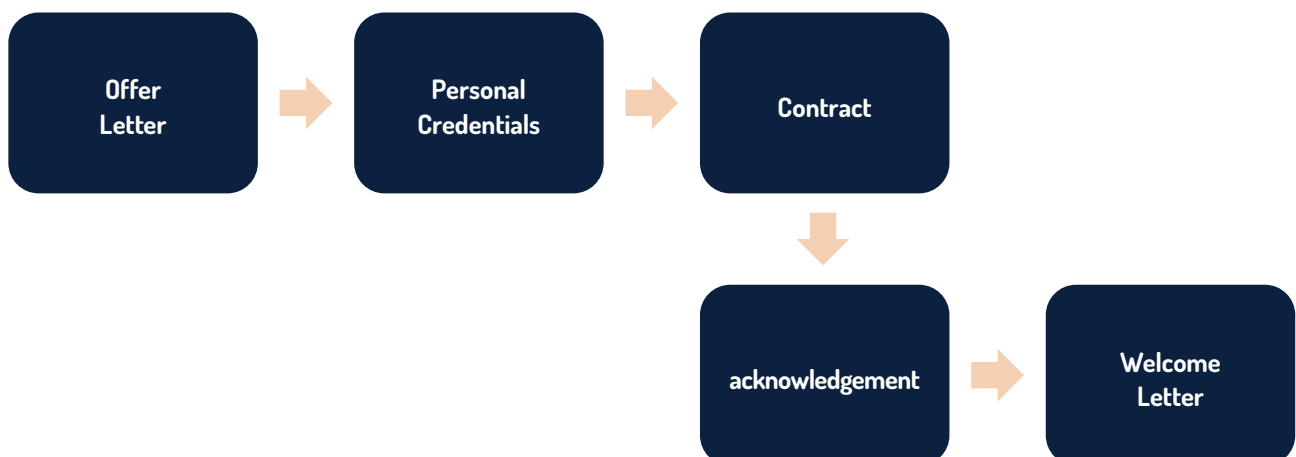
Employment Life Cycle

Human Resource Portal

Salaries and working conditions are in accordance with the Children's Services 2010 (Vic) Award. Copies of the award are available at <http://awardviewer.fwo.gov.au/award/show/MA000120>.

On boarding

Process



Employment Contract

Salaries

Salaries are paid in accordance with the Fair Work Act 2009. A copy is available in the office.

Our pay cycle is fortnightly from Monday to the following Friday. Wage details are submitted through Easy Employer to Area Office by the Tuesday following the end of the pay fortnight. Wages are directly deposited into your nominated bank account on the following Friday, at the latest. A payslip will be automatically emailed directly to you from the area management office, as well as be visible on your HR Subscribe home page. In order to process wages correctly all staff must ensure they sign in and out of Easy Employer on the Ipad each shift.

Bank details are uploaded to HR Subscribe prior to commencing employment, you must ensure correct bank details are provided as the company will not be held responsible for any delay in payment due to incorrect details. If an educator requires a change of bank details at any time they are able to do this uploading the new details into HR Subscribe.

Superannuation

The centre contributes 9.50% of your gross wage to the super fund of your choice. Our default fund is CHILDCARE SUPER and a CHILDCARE SUPER form will be given to you at time of employment, if you do not have your own superannuation account. If you choose to use another Superannuation fund you must ensure that you complete a Super Choice form and supply all of the required information on sign up. You may choose to make extra contributions into your account by filling in the correct information from your Super fund. Ensure correct details of your fund are given to the centre management. In the case when an employee does not provide superannuation details super will be directed to our default fund.

Time in Lieu

Time in lieu will only be granted if an educator is asked by the Centre Director to work for more than 15 minutes over your rostered work hours due to ratio requirements. Time in lieu hours will be accumulated by your Centre Director and can be paid, with Area Manager approval after 4 weeks from the date of accrual. Time in lieu will not be paid as overtime.

Public Holidays

Full time and permanent part time educators (whose normal working day falls on one of the following days) are entitled to the following paid public holidays: New Year's Day, Australia Day, Christmas Day, Boxing Day, Anzac Day, Good Friday, Easter Monday, Labour Day, Queens Birthday, Grand Final Eve and Melbourne Cup Day. Please note in order to be paid for a public holiday you must have been rostered on that day of the week during the previous 4 weeks. Casual educators are not entitled to be paid public holidays.

Annual Leave

Educators are required to submit all annual leave requests through Easy Employer a minimum of two weeks prior to the intended leave dates. Annual leave requests will be approved based on operational needs of the centre and at the discretion of the Centre Director. You will be entitled to be paid annual leave (as per the educator contract) each year (pro rata) in accordance with the Fair Work Act 2009 and its replacements from time to time. Management reserves the right to cancel approved leave requests based on operational requirements up to 2 weeks prior to approved leave dates. Casual employees are not eligible for paid annual leave.

Educators will be advised to take annual holidays during the Christmas period once centre occupancy over this time is known. Please note that Christmas holidays will rotate annually between educators if not all educator Christmas holidays can be approved. As the occupancy is lower during the Christmas break the cook will take two weeks annual leave at this time.

In the event that a staff member has annual leave accrual in excess of 4 weeks (pro rata) i9education management requires annual leave to be taken within 3 months from date of accrual or at Managements requests. One month's notice will be provided for required annual leave.

Personal Leave

Personal leave includes sick leave and carer's leave (to be used for looking after a member of your immediate family or household member as defined in the applicable legislation).

If educators are going to be absent due to illness they MUST make verbal contact with the centre at least two hours prior to the commencement of their shift. If educators on early shift are to be absent then the Centre Director must be contacted prior to 6:30pm the night before. Please note voice contact must be made – text messages will not be accepted. A medical certificate must be provided for all personal leave if requested, if personal leave is on a Monday or Friday, before or after another absent day including a rostered day off, a public holiday or annual leave. Personal leave cannot be paid for scheduled appointments or meetings.

Casual employees are not eligible for paid sick leave.

If an educator has been diagnosed with a short term medical condition they must provide medical clearance to ensure that both the educators and children's health is not placed in jeopardy and the educator is safe to return to work.

When returning from a recurring or prolonged medical condition an educator must obtain a letter from their doctor detailing the duties that they are able to complete safely being mindful that they are working with children and the child's safety and wellbeing is the number one concern. The educator and Centre Director will have a meeting to discuss these findings and a strategy will be devised to ensure everybody knows what is required and to ensure the most positive outcome for all parties involved.

In the case of a prolonged absence from work due to sickness an employee must continue to provide medical certificates periodically through the length of the illness and maintain contact with the HR coordinator

Parental Leave

In the case of an educator being pregnant the educator and Centre Director will sit down and discuss duties that they can or cannot be expected to perform during this time. This will include information from a Doctor's letter that the staff member must obtain. Pregnant employees requesting to vary employment location and/or hours must submit this request, in writing, on the flexible work arrangement application form. Parental leave applications, with evidence of due date, is required at least 10 weeks from estimated parental leave date. Pregnant employees will be required to cease work at 34 weeks gestation or provide medical clearance weekly to continue employment until 36 weeks.

Employer paid parental leave is only payable for employees who have been employed for 2 months or longer in their current role. Where parental leave is approved, notice must be provided one month prior to anticipated return date to organise any keeping in touch days, training and inductions to be organised.

Compassionate Leave

You will be entitled to two days paid compassionate leave for each permissible occasion. You must provide the Centre Director with as much notice as possible following such an event and if requested, you may need to provide satisfactory evidence of the event. Compassionate leave payments are only payable for spouse, children, parents and siblings.

Long Service Leave

Long service leave entitlements will be in line with current legislation in Victoria.

Leave Without Pay

Leave without pay may also be taken with the approval of management. If approval is granted, any period of leave without pay in excess of five working days will not be included for the purpose of calculating service for annual or sick leave.

Job Descriptions

Job descriptions are sent to new employees as part of the onboarding process prior to commencing employment at the centre.

Break Times

It is important to ensure that all educators in the room are aware when you are relieved to go on a break. There must be communication between the room educators and reliever as to the duties they were to be performing and what needs to be done while they are in the room. Breaks times are 7.5 hour shifts 30 minutes (unpaid) 20 minutes (paid) – 6 hour shifts 20 minutes (paid)

WWCC/ police check

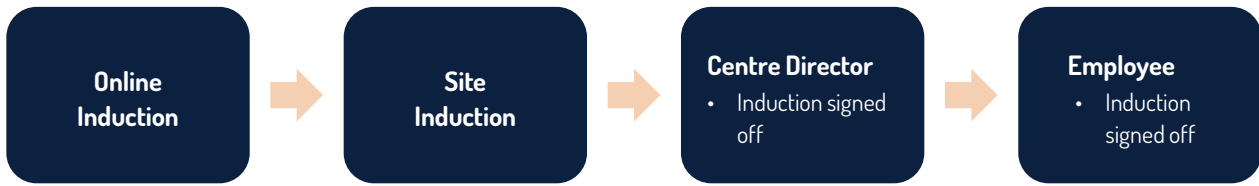
Educators must provide a current police check and Employee WWCC at the time of employment. It is also the Educators responsibility to update their details with the Department of Justice at <http://www.workingwithchildren.vic.gov.au/home/cardholders/update+your+details/> within 21 days of commencing employment at the centre. Educators will be informed one month prior to the expiry of their WWCC and it is their responsibility to ensure they have reapplied prior to the expiration date. If an educator fails to have a valid card the centre will not be able to offer a shift until this is rectified. The Centre Director will check each educators WWCC is current on commencement of employment and then on a quarterly basis.

Any staff member involved in a criminal investigation will not be offered any work until the charges been cleared by the court.



Induction

Process



When an employee commences at Community Kids Haven ELC they will undertake a comprehensive induction into all aspects of our service. Prior to commencing at our service you will receive an email to log on to HR portal Rozen that will contain links to your contract, staff and bank details form, educator handbook and a further forms you will be required to complete prior to commencing. You will also be expected to upload your documents (eg WWCC, qualification, First Aid, etc), if you require any assistance with this please contact your centre director. Our induction process also continues at the centre and will include a tour of the centre and introduction to educators, grievance procedure, medical conditions, WHS, uniform, daily communication expectations, centre policy expectations and location and KindyHub.

New staff members to our centre undertake a 6 month probation period. During this time your centre director will conduct regular probation checks to ensure that position and centre expectations are being met and also that our service is working with you to help you achieve your goals and expectations. During this time you will have regular discussions with your centre director and if required a member of the head office team.

Probation



Appraisal

Appraisals are conducted by all educators in consultation with the Centre Director 6 monthly. The Centre Director's appraisal will be conducted by the Operations Manager. Appraisals incorporate all aspects of employment and provide an opportunity to discuss areas of strength and areas that further training or mentoring are required or sought.

Appraisals include both a written document and verbal feedback.

Expectation Conversations and Performance Improvement

An expectation conversation may take place with the Centre Director, Operations or Area Manager, Approved Provider or other management representative in the event that an educator is found to be responsible for one of the following actions:

- The furniture and equipment in the rooms is designed for children. Educators are responsible for ensuring furniture and equipment is used respectfully by educators and children and used only for the purpose it was designed for. If it is found that equipment or furniture has been misused and as a result can no longer be used educators will need to attend a guidance session;
- Opening and Closing checklists are discussed with all educators, if these procedures are not followed educators may be required to attend an educator guidance session
- Not wearing the appropriate uniform including the use of hats outside.

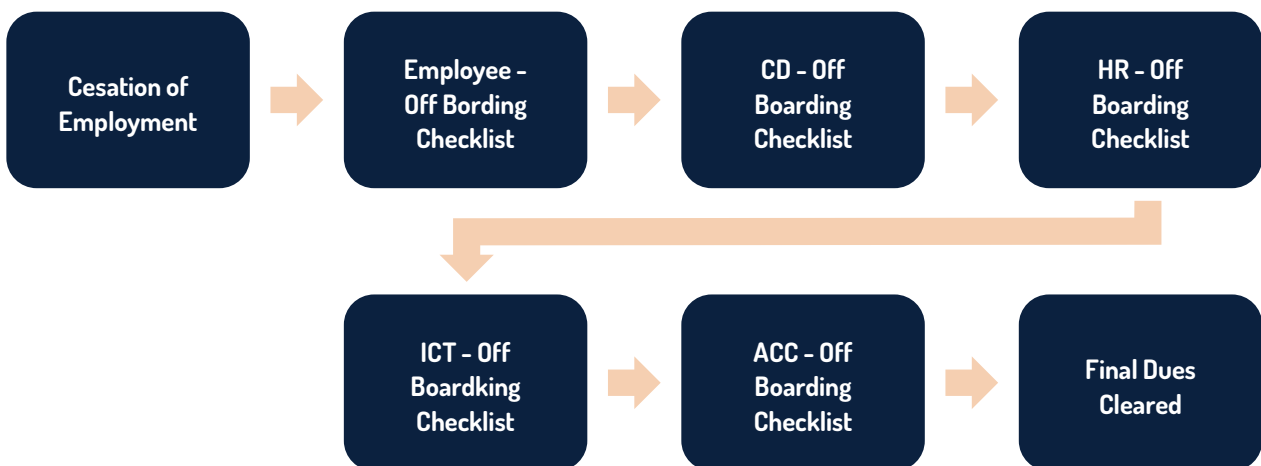
- If an educator not on annual leave is to miss a staff meeting without providing a medical certificate.
- Treating or commenting to families, children or other educators inappropriately.
- Not adhering to regulations, policies or procedures.
- Sharing information among other educators or families
- Or any other action deemed unacceptable by the Centre Director.

Expectation conversations are not limited as the Centre Director will determine the extent of breach. Following the expectation conversation educators will be asked to sign off on the minutes provided and write their own goals in relation to the issue.

Following the session the Head Office Team may decide to develop a Performance Improvement Plan which may include further training requirements or tasks for the educator to undertake. This will be followed up during the designated time frame.

Off Boarding

Process



Ceasing of Employment

When ceasing employment at our centre it is expected that all centre belongings including, but not limited to - centre keys, uniform, observations or learning stories and programming information - are returned to the centre in their original form. Please note that any entitlements will not be paid until this property has been returned. All owing entitlements will be paid at the conclusion of the current pay cycle. Please note that Community Kids Haven ELC reserves the right to deduct any unpaid childcare fees of the employee from remaining entitlements if their account is in arrears. When a staff member resigns head office will email them a letter of exit that is required to be completed and returned to head office. A staff members resignation will not be accepted until the letter of exit has been received by head office.

It is the responsibility of the Nominated Supervisor to inform families of educators leaving the service. Under no circumstances is an educator to discuss their ceasing of employment with families or educators at the centre during or following the notice period. Any misleading or negative information about the centre given to families may lead to legal action against the educator.

Post-Employment Obligations

When ceasing employment at our centre it is expected that all centre belongings including, but not limited to - centre keys, uniform, observations or learning stories and programming information - are returned to the centre in their original form. Please note that any entitlements will not be paid until this property has been returned. All owing entitlements will be paid at the conclusion of the current pay cycle. Please note that Community Kids Haven ELC reserves the right to deduct any unpaid childcare fees of the employee from remaining entitlements if their account is in arrears. When a staff member resigns head office will email them a letter of exit that is required to be completed and returned to head office. A staff members resignation will not be accepted until the letter of exit has been received by head office.

Company Standards

Policy Handbooks

The policy and procedures handbook is located in the centre office and can be accessed by educators at any time. Policies and procedures are reviewed and updated on an annual basis in accordance with input from educators, families and management along with updated information from outside sources such as Sun Smart, Nutrition Australia, etc. Monthly educator newsletters will notify educators of policies under review. Educators are expected to contribute to this review by completing Policy Review forms that will be given to all educators at monthly meetings and through self-assessment. If an educator believes there should be a change to a current policy or procedure it is their responsibility to alert the Nominated Supervisor and present their reasoning. This will be discussed amongst, educators and management and the educator will be notified as soon as possible of the outcome. Until a change is made the current policy or procedure is to be used. Following the policy review educators will be made aware of any changes to current policies via the monthly educator newsletter and/or correspondence from the head office team.

The Centre Policy and Procedures handbook remains the intellectual property of the Hive ELC at all times and cannot be used outside the centre without permission from the centre management. Legal action may be taken in this instance.

All educators must adhere to centre policies and procedures at all times.

All Educators are also expected to read the Guide to the National Early Learning Frameworks and Being, Belonging, Becoming Guide. These guides are available in the Front Office, please speak with your Director to organise a copy.

Centre Policy Handbook

Family Handbook

Kindergarten Handbook

Employee Handbook

Customer Service

Enquiry – HubSpot

Telephone

When answering a call to the centre please state

“Good morning/afternoon, Centre’s name

This is your name speaking.

How can I help you?”

It is important the caller knows whom they are speaking with, and that you answer in a clear professional manner. All messages need to be written in the Office Diary with date, time and a brief description of the call. Any enquiries need to be noted on enquiry hub.

Our service has a telephone system that is capable of recording conversations. Like many other organisations i9education reserves the right to follow standard practice that allows recording of telephone calls for quality monitoring, training, compliance and security purposes.

Reporting

Child Protection

As an early childhood educator you play a vital role in protecting children

from harm. It is an expectation of i9education that you are able to identify signs or behaviours that may indicate risks of child abuse. Please refer to our Child Protection policy for signs and indications to look for in relation to sexual, physical, emotional abuse and neglect. Online child protection training at <http://www.elearn.com.au/det/earlychildhood/> must be completed on an annual basis.

Early childhood teachers are mandated and must report risks of physical or sexual abuse of children to Child Protection, however all staff members should make a report about any type of child abuse to the relevant authorities as part of their legal duty of care. In fulfilling your duty of care, you must take reasonable steps to protect children from risks of reasonably foreseeable harm. This requires you to take positive action.

If you have any concerns in regards to the safety of a child in your care please discuss with your Centre Director and ensure observations are documented. Our Child Protection policy includes information in regards to when to contact Child Protection or Child First. Please ensure you refer to this policy and understand your role and responsibility in promoting the safety of all children in your care.

Victorian organisations that provide services to children will be required under the Children Safety and Wellbeing Act to ensure that they implement compulsory child safe standards to protect children from harm.

“A GUIDE FOR CREATING A CHILD SAFE ORGANISATION” (Version 2.0 December 2015) will be implemented as a guiding tool for the service and educators to follow and use in their practices on a daily basis.

Child Safe Standards

Victorian organisations that provide services to children will be required under the Children Safety and Wellbeing Act to ensure that they implement compulsory child safe standards to protect children from harm.

“A GUIDE FOR CREATING A CHILD SAFE ORGANISATION” (Version 2.0 December 2015) will be implemented as a guiding tool for the service and educators to follow and use in their practices on a daily basis.

The Child Safe Standards are:

- Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- Standard 2: A child safe policy or statement of commitment to child safety
- Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5: Processes for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote the participation and empowerment of children

Illness & Accidents

- Standard 1: Strategies to embed an organisational culture of child safety, including through effective leadership arrangements
- Standard 2: A child safe policy or statement of commitment to child safety
- Standard 3: A code of conduct that establishes clear expectations for appropriate behaviour with children
- Standard 4: Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel
- Standard 5: Processes for responding to and reporting suspected child abuse
- Standard 6: Strategies to identify and reduce or remove risks of child abuse
- Standard 7: Strategies to promote the participation and empowerment of children

Medication

Include medication procedure – 2 educators

Behaviour Guidance

Training

All educators are required to attend or initiate In Service Trainings. In service training will be held according to educators, parents, and children's needs. A professional development training will be organised by the head office team every 4 months that will be held in the EduNex training rooms, it is expected that all educators will attend a minimum of 2 face to face sessions. EduNex will also be providing online training modules, through Canvas, of which it is expected that educators complete all modules. Training topics include but are not limited to:

- Behaviour Guidance
- Relationships with Children and Families
- Programming
- Creative Learning Environments
- Induction

- Environment and Sustainability
- Partnerships with families and the Community
- Effective Supervision
- Child Protection

Records of training will be maintained by head office and will be taken into account when completing staff appraisals.

If an Educator is asked by the Room Leader, Centre Director or head office team to attend a training session/s to assist in an area identified as not being up to an expected level the educator will be expected to attend and pay for the training session. If they do not attend they must organise their own training, in their own time and at their expense within 4 weeks or employment may be suspended until training is completed. Once training has been undertaken it is expected that the educator will discuss this information with their fellow educators at the next staff meeting.

If an educator wishes to request a professional development opportunity they must complete a training request form and submit to the centre director.

Staff will be informed a month prior about expiry of any compulsory training i.e. first aid, CPR, Anaphylaxis or Asthma and it is the educators responsibility to provide proof of this training to the Nominated Supervisor prior to expiry date of their current certificate, failure to do so may result in cutting back of rostered hours until the Nominated Supervisor is provided with the requested documents.

All payments for trainings are the responsibility of the individual educator. Please note, if you book for a professional training session and do not attend payment is still required.

Students of EduNex

As an employee with Community Kids Haven ELC you have the opportunity to upskill your qualifications by undertaking the Certificate 3 or Diploma of Early Childhood Education and Care through EduNex RTO. As a registered trainee at Community Kids Haven Early Learning Centre we may be able to offer you the following commitment to assist you in the successful completion of your course within a 12-month period of your course commencement date.

- ✓ An opportunity to work minimum of 15 hours per week while you are actively working towards your qualification
- ✓ Reduced enrolment and course fees
- ✓ Up to 2 hours per week to participate in non-regular duties to support your skills and knowledge required for completion of your course

Employment hours offered will be based on operational needs of the centre. Flexibility may be required to be available Monday, Tuesday, Wednesday, Thursday and Friday from 6:30am until 6:30pm.

Non-regular duties include, but is not limited to, attendance at team meetings; opportunities to attend professional development; meeting with your EduNex trainer and liaising with your Centre Director regarding your current cluster being studied to ensure that suitable duties to support this cluster are organised.

Training log must be completed every week for non-regular duties, attendance at professional development and attending monthly team meeting.

Upon completion of your course your hourly pay rate and position will be reviewed based on operational requirements of the centre.

Please note that we do require you to be actively working towards your qualification, in accordance with the minimum requirements set out in your training plan with EduNex. This training plan must be updated and provided to your Centre Director every 4-6 weeks to continue as a trainee.

If training plan dates exceed 12 months, from commencement of your course, your traineeship may be cancelled. Cancellation of your traineeship will remove any fee discount, our commitment of minimum work hours and the opportunity to participate in non-regular duties each week.

Where an employee ceases to be employed by Community Kids Haven Early Learning Centres for any reason while completing their enrolled course with EduNex RTO 45283 and wishes to continue their course with EduNex, the employee will be required discuss fee information with EduNex as any applicable discounts offered for employees enrolled in this course will be withdrawn.

Students

Student placements will be made by the Nominated Supervisor. Students are not to be left unsupervised at any time. It is your responsibility to set goals for the students and to ensure their practicum requirements are met. You must ensure you have open communication and guide them to achieve their best.

Please remember the importance of maintaining the privacy of the centre and other educators. Only information relevant to a student's placement must be shared with the student and there must be no discussions about other educators or families at the centre. It is important to also be aware of what you are saying to another educator when a student is in the room because although you may not be strictly telling them this information they still may hear the discussion. Always think about what you are about to say and the ramifications.

Regulations do allow a student to be counted as ratio at certain times (eg to assist in covering breaks) however at no time are they to be left by themselves with children in their care. If you are in a situation that you are unable to meet ratio and have a student at the service it is the responsibility of the responsible person at the service to contact the nominated supervisor or head office to gain approval to use the student as part of ratio until another educator arrives at the service.

Food Handling

Educators must adhere to the personal hygiene policy involved in preparing or serving food. Educators handling food must cover any wound with a bandage. No jewellery is to be worn while preparing or serving food to avoid any contamination. Educators must wear gloves while preparing the food. When serving food at meal times, if educators are not directly touching the food (eg using tongs) it is not necessary to wear gloves at this time. It is expected that

all educators participate in food handling in services and training through the centre and/or online at <http://dofoodsafely.health.vic.gov.au/>.

All children in all rooms have individual placemats that include their name, a photo of the child and any food allergies/requirements that are related to that child. Educators must ensure these placemats are used at all mealtimes.

CCTV Cameras

Community Kids Haven ELC uses CCTV cameras in their centres for safety, security and training purposes. The recordings will be strictly confidential (not accessible by educators or parents) and only higher management will be able to access/retrieve/review these recordings for legitimate reasons. When commencing employment if have any concerns about these cameras please do not hesitate to discuss with the Director or Area Office Team.

At the time of enrolment parents are required to sign a consent that allows Community Kids Haven ELC to produce children's photographs for children's development, staff training and i9 education promotional (i.e. print/electronic/web media) purposes. The photos and recordings of CCTV cameras will remain the property of Community Kids Haven during and after the children leave the service.

Conflict of Interest

In order to maintain professionalism the following actions are classified as conflict of interest and may result in an expectation conversation or the termination of your employment:

- Babysitting for centre families;
- Dating a parent or co-worker;
- Commenting about the centre, company, centre families, other educators on social media;
- If employed as permanent part time, working at another workplace when not at the centre.

Educator Disciplinary Procedures

When an educator is seen to be showing a poor or unsatisfactory work performance the following will apply:

- The educator and the Nominated Supervisor will discuss all issues and set a time for a response. A solution will be sought. All information will be documented in the educator's communication diary and signed by both educator and Director.
- If the situation arises again, another meeting will be called and a warning may be given. All information will again be documented in the educator's communication diary and signed by both the Director and educator involved. At this time the HR coordinator will also be involved in the meeting. A Professional Improvement Plan (PIP) may be introduced at this time and a written warning may be given.
- If the problem fails to be rectified for a third time another interview time will be arranged between the staff member HR coordinator and Area Manager, a final written warning may be given or the decision may be made to terminate the staff member's employment at the centre.

Instant Dismissal

Instant dismissal will be used when certain regulations or protocols are breached. They are:

- Handing over a child to a person who is not on the child's enrolment form listed to have authority to collect the child.
- Leaving a child on a high surface unattended e.g. change bench, cot with side down.
- Stealing from the centre, other educators, children or families.
- Discussing other children, families and/or breaching the centre privacy policy.
- Any inappropriate behaviour including but not limited to disrespectful or threatening actions or bullying toward a family, another educator, Nominated Supervisor or management
- The use of online social media to portray the centre or another educator in a negative way or discussing the centre in a manner that damages the reputé of the service. If found to be defamatory to the centre or individual legal action will be taken.
- Commencing your shift under the influence of alcohol or drugs, or taking said substances on premises or during designated breaks.
- Abusing a child in your care.
- Misrepresentation of information – If it is found that an educator has failed to disclose information regarding past or ongoing medical or employment issues that may affect their work at the centre.
- If an educator is found misrepresenting or miss reputing the centre or another educator
- If an educator is found to have breached the centre Code of Conduct or industry Code of Ethics
- Educator and Management policy

Grievances Procedure

Community Kids Haven ELC understands that grievances occur in all workplaces and handling them properly is important for maintaining a harmonious and productive work environment. The aim of these guidelines is to assist you to deal with grievances so that small issues or problems do not escalate and to ensure fairness for all persons involved.

- Educators who have a grievance should talk directly to the educators they have grievance with. Both should try to resolve the issue and develop solutions to ensure that the problem does not arise again or become an ongoing issue. Privacy, confidentiality, respect and open-mindedness must be followed during any discussion which must not take place in front of children.
- Ethically, other educators or parents/caregivers should not be involved in an individual concern and it is not ethical for that concern to affect relationships. If unable to resolve the situation, the Nominated Supervisor should be called in to start a private and confidential conflict resolution for both sides. The Nominated Supervisor's role is to be non-bias and fair when dealing with a problem and to maintain confidentiality. Only necessary educators will be informed of the outcome of any conflict resolution. If the issue is still not resolved a meeting with the Area Manager and or HR Coordinator may take place.

- Educators are encouraged to communicate openly with the Nominated Supervisor. Problems can be discussed formally, informally or at an educator meeting if appropriate and if it does not put the privacy or confidentiality of an educator at risk. Team-work is encouraged amongst educators and having respect for other team members is crucial.
- If an educator has an issue they do not feel confident discussing with the Nominated Supervisor they are able to contact the Area Manager to discuss their concern.

Staffing Ratios

Although the number of children in our rooms may be different in accordance with Education and Care Services National Regulations our ratios are as follows:

0 – 3 years: 1 educator: 4 children

3 – 5 years: 1 educator: 11 children

Ratios are calculated across the service (not by individual rooms). This gives providers the flexibility to respond to the needs of children. In a mixed age group of children, maintaining the ratio for each age range of children does not mean the educator to child ratio for the youngest age range must be applied to all children in an older age range. An educator who is caring for one age range of children can also be counted against another age range of children, as long as the ratio for each age range is maintained and adequate supervision is maintained at all times. (ACECQA website www.acecqa.gov.au)

Educator's children attending the centre

At Community Kids Haven ELC educators children are welcome to attend the centre as long as there is a place available in the child's age group. Community Kids Haven ELC offer discounts for staff with children attending the centre this will be discussed once employed.

As per our fees policy it is expected that all accounts are two weeks in advance always. In the event of a staff members account falling a month into arrears management reserves the right to recover payments from their next pay. When concluding employment at the centre all fees must be paid prior to their last day, any amount owing will be subtracted from the staff member's final pay and/or entitlements.

Sometimes it may be difficult for both parties when an educator's child is at the centre. As such it is very important to remember that ALL children are to be treated equally at the centre. It is important to maintain communication with the educator in your child's room and if you have an issue about how your child is being treated at the centre you must follow the centre grievance procedure to ensure that relationships between educators remain positive.

Educational Leader

The Educational Leader is responsible for the overall centre programming and reviewing of programs for all rooms on a monthly basis. The Educational Leader will identify any areas that

may require further training for individuals or groups at the centre and plan accordingly. If the Educational Leader believes that an educator's programming is not meeting service expectations, they may discuss their concerns with the educator and develop strategies or further training to assist in overcoming the issues. If the issue continues an educator will be provided with guidance which will be recorded by the Nominated Supervisor.

Included in the Educational Leader's responsibilities may be: inducting new educators in relation to programming methods and requirements, mentoring other educators, discussing strategies to ensure routines are effective learning experiences, observing children and educator interactions and making suggestions on how to improve interactions and intentional teaching, providing ideas for experiences, activities and room set ups, promoting the program through conversations with parents and establishing systems across the service to ensure there is continuity of learning when children change room or transition to school. Educational

Leaders are expected to complete and submit an 'Educational Leader Weekly Reflection' on a weekly basis.

On a daily basis the Centre Director will be responsible for ensuring the program corresponds with the room environment and that all experiences are present and displayed in a way that encourages participation by children. The Educational Leader and Centre Director will also ask questions to all educators in the room to ensure that all staff are aware of the current program and reasons why individual experiences have been planned.

The Educational Leader will be the person most suited to the role selected by the Approved Provider, Area Management Team and the Centre Director. The appointed Educational Leader must sign an acknowledgment that they accept the Educational Leader position and ensure that their name and photo is displayed in the centre foyer. It is an expectation that the educational leader will attend quarterly educational leader meetings held at head office.



Employment Expectation

Director Expectations

On commencement at Community Kids Haven ELC you will receive a director expectation form. Director expectations have been designed to ensure all educators, current and new, have an understanding of what is expected of them across all areas of your service. If you require further clarification or information about anything listed in the Director Expectations please do not hesitate to discuss with your centre director.

Uniforms

All educators at Community Kids Haven ELC are required to wear a uniform to look professional and also to help parents distinguish who are the educators at our centre. You are required to wear black pants – ¾ or full length (please note black leggings, jeans, shorts or tracksuit pants are not acceptable) or a knee length black skirt with leggings underneath (no floor length or miniskirts) and a shirt with the centre logo. Only enclosed low-heeled black shoes are to be worn (black runners with coloured branding is acceptable). In accordance with our SunSmart policy wide brimmed or bucket hats must be worn when outside. One uniform shirt will be provided by the employer on the commencement and that is required to be returned when you leave the job. Educators have the opportunity to purchase additional shirts through the company supplier through the following website <http://www.thirion.com.au/thehive/>. If for any reason you are not able to wear a uniform shirt you must wear a centre apron throughout your shift, this will ensure families are aware you are an educator at the centre. Please note that we do reserve the right to cancel your shift if you arrive at work in clothing deemed to be unacceptable to complete your duties.

It is important to remember that you are representing the centre and as such you must ensure that you are presentable at all times, this includes ensuring your hair is neat and tidy and uniform clean and presentable. To present professionalism towards families and colleagues Educators must follow hygiene practices whilst at work and be mindful of body odour and visible dirt on their body or uniform throughout the day.

Smoking is strongly discouraged at Community Kids Haven ELC, if however an educator does smoke during their break time, they must ensure they are not on centre premises and not wearing Community Kids Haven ELC uniform, they must also ensure the smell cigarette smoke is not apparent on their clothing or breath.

Due to safety concerns to children and educators minimal jewellery should be worn during working hours – educators should have a maximum of two earrings per ear and no dangling earrings that could easily be pulled by a child. Fingernails should be well maintained and kept to a length no longer than 1 cm. Nail polish must be unchipped when working with the children. Any tattoos or piercings must be covered at all times while at work.

Personal Hygiene Policy

Educators must observe personal hygiene at all times during their shift. Educators must wear a clean uniform, deodorant and keep their hair tied up neatly. Educators must ensure they wash their hands;

- before and after handling food
- when entering the kitchen
- before entering a room
- after sneezing
- after blowing/wiping your or a child's nose
- after smoking
- after using the toilet
- after changing nappies
- After using any chemicals, surface or disinfectant sprays

Food at centre

Food at the centre is prepared for children, whilst educators are encouraged to have a small amount of the meal with the children to provide positive role modelling, please keep in mind the intake of food as quantities have been calculated by the cook based on the numbers of children attending on the day. Any remaining food will be placed in the staff room by the cook which educators are all welcome to share. All children in all rooms have individual placemats that include their name, a photo of the child and any food allergies/requirements that are related to that child. Educators must ensure these

Mobile & Personal calls

Personal calls should only be made in your allotted break times. Phone calls must be kept to a minimum. Permission must be obtained before making personal calls. Mobile phones are not allowed to be kept with you in the room and need to be turned off or on silent at all times. Please note, this policy also includes Smart Watches that allow access to phone and text messages – these are also not to be worn during working hours.

Educators & Social Media

A social networking website can be defined as a website used to socialise or communicate. These include but are not limited to Facebook, Instagram, Snapchat and Twitter.

- Our stance on social networking websites is that they are for personal use only and should not be accessed while the staff member is at work.
- Educators who can access a social networking site via their mobile phones are not to do so during their shifts at the service and are not to use their camera or video phones to take photos/pictures while at the service.
- No information about what happens at the service should be posted on a social networking website, nor should any photos taken at the service or on an excursion, be put on a

social networking website. If an educator does put photos of a child or children enrolled at the service on a social networking website, families will immediately be contacted. If possible, the social networking website will be contacted to delete the photos. The educator will face an inquiry into their actions and possibly face termination of employment.

- Please be aware that social networking websites are not a private means of communication but can be accessed by the public, therefore, it is important not to share private or make comment on information about the service or service families or other educators on social networking websites. Should you do so, the staff member will face an inquiry into the situation by Nominated Supervisor and/or management and depending on the severity of the situation face possible termination of employment.
- To maintain the high levels of professionalism expected by the service staff members are not to have centre clients (families) as friends on their Facebook page.
- Should harassment of any kind take place on a social networking site, such as, but not limited to, sexual or verbal harassment, educators will face an inquiry into their actions and depending on the severity of the situation face possible termination of employment.
- Should a family member related to the service harass an educator via a social networking website, the Nominated Supervisor will conduct an inquiry into their actions and depending on the severity of the situation face possible termination of employment/termination of their child's place at our service.
- This policy also complies with state and national laws regarding social networking websites. Should a staff member break the law on a social networking website, such as, but not limited to, defamation, the service will contact the police and other relevant authorities.

Code of Ethics

PREAMBLE

"Wise moral decisions will always acknowledge our interdependency; our moral choices are ours alone, but they bind us all to those who will be affected by them. So deciding for yourself what's right or wrong does not mean deciding in isolation" (Mackay, 2004, p.242).

In this Code of Ethics, the protection and wellbeing of children is paramount and therefore speaking out or taking action in the presence of unethical practice is an essential professional responsibility.

In relation to children, I will:

- Act in the best interests of all children
- Create and maintain safe, healthy, inclusive environments that support children's agency and enhance their learning
- Provide a meaningful curriculum to enrich children's learning, balancing child and educator initiated experiences
- Understand and be able to explain to others how play and leisure enhance children's learning, development and wellbeing
- Ensure childhood is a time for being in the here and now and not solely about preparation for the future

- Collaborate with children as global citizens in learning about our shared responsibilities to the environment and humanity
- Value the relationship between children and their families and enhance these relationships through my practice
- Ensure that children are not discriminated against on the basis of gender, sexuality, age, ability, economic status, family structure, lifestyle, ethnicity, religion, language, culture, or national origin
- Negotiate children's participation in research, by taking into account their safety, privacy, levels of fatigue and interest
- Respect children as capable learners by including their perspectives in teaching, learning and assessment
- Safeguard the security of information and documentation about children, particularly when shared on digital platforms.

In relation to the profession, I will:

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

In relation to colleagues, I will:

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

In relation to families, I will:

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

In relation to community and society, I will:

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

Centre Events

Educators are expected to attend all centre events throughout the year, even if they fall outside working hours. The events that are planned include: Open Day, Parent Information Night, Working Bee, Educator End of Year Function and Centre End of Year Function and Kindergarten Graduation. These events are unpaid but contribute to the positive relationships between families and staff.

Teamwork

You would have joined our team here at Community Kids Haven ELC Geelong because we believe in your ability to provide the standards and ideas required at the center including the following:

- Always offer a helping hand to your team mates
- Accept instructions in a pleasant and positive manner
- Treat your peers in which way you would like to be treated
- Help each other on a daily basis to keep your working environment clean and tidy
- Never criticize, argue or make unnecessary remarks about your work peers
- Try to always be courteous, friendly and cheerful to others
- Help and assist in training or developing your work peer's abilities.

- Please be on time, as your teammates can suffer from you being late.

Educators Facebook Forum

The i9 education management team along with The CKH and Hive ELC Educators Forum page was initiated by the head office team as means to encourage educators from all of our centres to share ideas, experiences, displays and information with other educators within our company. Educators must be accepted into the group which is monitored by head office. Please note that this forum is a positive means of communication amongst educators any negative comments or any form of bullying will not be tolerated and in such cases the Educator and Social Media policy will be followed.

Room Guidelines

The Head Office Team have devised a series of guidelines in regard to expectations of how activities and routines in the room should occur. Please speak with room educators or your centre director to access these guidelines at any time.

Programing

The program aims to;

- Meet the needs of the developing child
- Nurture children's interests, skill, creativity, individuality, independence and self-discipline
- Provide interesting and stimulating environments for children
- Provide plenty of opportunity for children to express themselves, ideas, thoughts and feelings
- Provide plenty of choice for children, to help pursue their own interests and developmental milestones.

Programming is based upon and incorporates the centre's philosophy and acknowledges each child as an individual. Programs are planned on an emergent curriculum and displayed in each room for families and caregivers to view and provide input. All programming and planning along with children's portfolios/ learning journals are produced online, using the Kindy Hub program, Portfolios are also recorded in display books for families, children and caregivers to look through at any time. All staff members have their own access code and are able to access their own room at any time to upload observations, plan their weekly program, program journals and evaluations. During the day children will participate in both indoor and outdoor activities. The program is planned to cater for each child's needs and interests and to encourage the development of attitudes, abilities and skills, which will assist them to become successful learners. Children are encouraged to accept each other's individuality, gender, attitudes and interests.

Small and large group experiences are offered and developed through the assessment of your child's observations, room calendar events and centre events. Parents are encouraged to participate, share ideas and make suggestions regarding their child's day at the centre.

Observations

Educators are to observe children on both an individual basis and as part of a group setting. Observations can help support Educators and families to monitor children's development and behaviour. We can also note if children require inclusion support to help further their development.

All Educators are to observe and record their observations on children using Kindy Hub. Kindy Hub allows families to access their child's observations from one source throughout their whole enrolment at the centre. Observations can be by interacting with children or watching from a distance while being with a child. Observation types used here at Community Kids Haven Geelong are:

- Learning Stories
- Anecdotal Records
- Small and Large Group Observations
- Birthday Celebrations
- Calendar Events and Centre Events
- Photo Observations
- Art work Samples (placed in their art portfolios)
- Snapshots of Learning
- Observation folders must be kept up to date and available at all times.

Program planning

Educators in charge of programming for children will be given 2 hours and Kinder Teachers 3 hours (pro rata to numbers of Kinder funded places) non-contact time per week to plan, research and program. All programs and observations records remain the property of the centre.

Daily Routine

We embrace the full intent of the Framework and recognise the importance of children's play and self-regulated choices. We have a guideline in each room for assistance, especially for relief Educators; however, the children and their needs and interests dictate us. We do not withhold food for a child who is hungry or insist that a child separates from an activity that they are engrossed in simply because the routine says so. Our day, like our approach, is open ended; there are no predetermined outcomes, expectations or limitations (except in regards to safety & supervision).

In regards to safety, it is imperative that all daily procedures are carried out; room safety checks, outdoors checks, end of day checks, and kitchen checklists must all be carried out without fail. Safety is never compromised.

Educator meetings

Educator meetings are held monthly and it is compulsory that all educators attend. Educator meetings give you the opportunity to discuss issues and contribute to the running of the centre. An agenda will be provided to the staff and you are encouraged to add any item you wish to discuss. Monthly meetings enable all educators to bond and for individuals to become active in a group setting. Educator meetings will be paid on normal pay rate for one hour. Educators not attending a monthly meeting must provide a medical certificate within 2 days. If an educator is on annual leave they will be provided with minutes and must have a discussion with the Nominated Supervisor at a time suitable for both parties. It is an educator's responsibility to read the meeting minutes, which will be available, in the staff room and sign off on this, failure to do so may be recorded.

Bee Guiding Program

At Community Kids Haven ELC we embed in our practice and endeavour to provide children with the opportunity to learn about the world around them and how they can have an influence on this. Areas of focus of our Bee Guiding Program include:

- Green Bees;
- Healthy Bees;
- Fit Bees;
- Creative Bees; and
- Reading Bees.

Educators are expected to contribute to the program through research, experience ideas, extensions and presenting this information to families and, where applicable, the wider community.

Resources:

The centre has a multitude of resources aimed at different ages. We welcome you to use and look after them as if they were your own.

Each room has at least but not limited to one lap top, Ipods and Ipads for staff to help assist them in their documentation for children's portfolios and program planning.

It is also important that you have some involvement in providing some resources such as natural items, (twigs, rocks, logs, leaves), music, handmade items using recycled items that are either donated to the center or found at the op shops.

Children develop and thrive when good early childhood professionals take an interest.

Property, furniture & equipment (computer & printers)

All the equipment, stationery and resources provided in the centre are property of Community Kids Haven ELC and must only be used to perform your duties; any inappropriate usage may result in warning/instant dismissal. Educators cannot use centre equipment for personal use i.e. kitchen dishes, groceries, computer, printer, washing machine, dryer, telephone, fax etc...

All resources can only be displayed and used if they have been donated to the centre. Donated items must be recorded into donation supply list.

Any art work prepared by the educators at the centre will remain the property of Community Kids Haven ELC. In the case of an educator leaving the centre they are not permitted to remove any property from the service.

Educator Communication

There are a number of different forms of communication used between educators throughout the day. It is imperative that communication between educators remains positive and professional at all times. Educators must remember at all times that we are role models to the children in our care as well as other educators and treat all others with the respect they would expect to be shown to themselves. Educators must be aware of the verbal and body language they are using in conversations with others.

Room communication books should be used as a method of communication among educators in all rooms. During handover (when there is a change of shift or an educator covers a break) educators must inform verbally and record in the communication

book any information regarding medication or messages for parents, etc. All educators need to initial the communication book at the end of their shift. Educators are also able to use the Kindy Hub program to communicate messages with each other.

An educator communication book is kept in the staff room and is for notes, reminders, etc. from the Director or Head Office Team for all educators. A monthly newsletter is produced by the Head Office Team and sent to all educators, informing them of upcoming events, industry information, trainings, etc. It is each educator's responsibility to ensure they read the newsletter and seek clarification of anything they may not understand. In order to ensure our monthly team meetings are not taken up discussing housekeeping issues, the centre director will send out a fortnightly email with information and reminders about these topics.

Throughout the year the Head Office Team will email through a survey, via Survey Monkey, relating to an aspect of our service. These may include surveys in relation to; your satisfaction, effective communication, QIP and training. The survey will only take you approximately 5 minutes to complete, therefore it is expected that all educators submit each survey which will ensure you have the opportunity to have your say into many aspects of the overall running of the centre.

A copy of ACCEQA newsletter is displayed in staff room to keep staff up to date with NQS & NQF changes and information.



Children & Families

The most important aspect of an educator's job is their interactions with the children. As such all Educators, the Nominated Supervisor and Management will work together to ensure:

- Our service provides a relaxed and happy atmosphere for the children.
- Mealtimes are relaxed and unhurried and educators take the time to sit and talk with children.
- Children are encouraged to initiate conversations about their experiences inside and outside the service as well as what is happening around them, express their ideas and feelings, share humour with the Nominated Supervisor, educators, coordinators and educators and seek assistance as they take on new challenges and try to do things for themselves.
- Responses are sensitive and appropriate to children's efforts to communicate and engage them in sustained conversations about their interests in a positive manner.
- Educators will talk with children in a two-sided manner. That is, encourage children to have their own opinions, ideas and comments. Educators should support children with this and let them know that their ideas are valued.
- Our service will have in place predictable personal-care routines that are enjoyable experiences for babies and toddlers and will respond to babies and toddlers when they practice their verbal communication skills.
- Our routines, as well as planned and spontaneous experiences will be organised to maximise opportunity for meaningful conversations between children and educators and the service will ensure that all children have equal opportunity to engage in one to one and small group conversations with educators.
- Our educators will be knowledgeable in the communication strategies and non-verbal cues of babies and toddlers and staffing and grouping arrangements within the service will support the development of trusting relationships between educators, babies and toddlers to allow them to feel secure in the service.
- Our educators will participate in children's play using children's cues to guide their level and type of involvement while always maintaining a positive approach when responding to children and offering assistance.
- Our educators will model reasoning, prediction and reflection processes and language.
- Our educators will collaborate with children about routines and experiences.
- Our educators will use techniques such as sign language and other resources and tools to support children with additional needs.
- Our educators will engage in give and take communication by adding to interactions initiated by babies and toddlers by describing objects and talking about routine activities with babies and toddlers.
- Our educators will use their interactions with children to support the maintenance of home languages and learning English as an additional language.
- Our educators and coordinators will use information from their observations of interactions with children to extend the children's thinking and learning.

- Our educators will implement and promote the Bee Guiding Program.

Rest Times

In accordance with the National Quality Framework educators must ensure that individual needs are met, therefore educators must spend a maximum of 15 minutes comforting a child at rest time. If the child is not asleep after this time a quiet area must be set up and perhaps the child may want to sleep a little later in the day. Educators will conduct 10 minute checks on all sleeping children.

Our centre Sleep, Rest, Relaxation and Clothing policy is based on recommendations from Red Nose (formerly SIDS & Kids). If a family's beliefs and practices conflict with Red Nose, the service will not endorse an alternative practice unless the service is provided with written advice from and the contact details of a registered medical practitioner. Please refer to the Sleep, Rest, Relaxation and Clothing policy for further information and guidelines for safe resting. If families have specific requests (eg waking after a certain period of time, etc) please ensure they complete an Individual Request Form with these details which will be shared with educators and maintained in the child's file. At all times educators MUST be able to observe and hear sleeping children.

Rest times provide educators with the opportunity to complete cleaning checklists in their room. It is important to use quiet times productively to ensure all jobs are completed on a daily basis. There should never be a time when all educators in a room are sitting patting children and talking.

Children orientation and transition

When a new family begins at the centre it is important to ensure they have a positive experience from the start. The initial contact a family has with the centre is often when they come for a tour, please ensure that you say hello to the parents and child as they come through your room, you may be busy but it does not take much to smile and say hello. Remember first impressions count!

When a child comes for orientation it is an opportunity for educators to get to know the child and family while providing the parents with the chance to observe what occurs in a childcare centre as for many families this will be the first occasion they have left their child in the care of another person for a prolonged period of time.

During the orientation it is important to be welcoming of the child and family as a whole. Introduce yourself and your position in the room. Discuss your room routines and how this corresponds with their child's needs and routines at home. Make an effort to interact with the child, perhaps by providing an activity that the parent has informed you their child is interested in, but don't be too pushy as some children may just want a chance to explore especially while their parents are in the room with them.

If a child is new to childcare it is a great time to show families your program and children's learning journals, explain about the programming cycle and why experiences are out.

Be prepared to answer any questions that the parent may have or direct them to a person that will be able to assist if you are not sure of the answer.

At all times remember that you are selling the centre to be the best place for this family to send their child for the care and early education.

Allergies and Medical Conditions

All educators must be aware of any allergies and/or medical conditions of the children in their care. It is the responsibility of the parents to inform the centre of any allergies or medical conditions their child may have. All staff members need to be aware of each child's allergies or medical condition and the action to be taken in the event of a reaction or emergency. Displayed medical information must be up to date at all times, and ensure all casual and relief staff have a knowledge of any child's allergy or medical condition prior to commencing working in the room. Menus need to be checked to ensure a child does not receive a food they are allergic to. All children in all rooms have individual placemats that include their name, a photo of the child and any food allergies/requirements that are related to that child. Educators must ensure these placemats are used at all mealtimes.

All children that have been diagnosed with Anaphylaxis, Asthma or another ongoing medical condition must have a Risk Management and Communication Plan along with an Action Plan which must be annually signed by the child's doctor. As children mix together during the day ALL staff at the centre MUST know the children at risk, their days of attendance and what needs to occur in an emergency situation.

Please ensure all epi pens, inhalers, etc are within date and that parents are notified a month prior to expiry.

In the event an educator or other staff member is diagnosed with Asthma, Anaphylaxis or an ongoing medical condition (eg Diabetes) it is their responsibility to ensure they have an up to date medical management plan that is to be displayed at the centre. The staff must also ensure they have any required medication at the centre when they are present and this must be stored in a safe and appropriate manner.

It is our company policy that all staff must have a current Anaphylaxis and Asthma Certificate as well as the First Aid Certificate.

Infection Control

All educators must maintain the highest standards in regards to the spread of infection. Hands must be washed before handling food, after wiping noses, and after toileting and nappy changing procedures. Gloves need to be worn at all times when in contact with urine, faeces or blood.

It is the responsibility of all educators to maintain the centre furniture and equipment in a hygienic manner. Cleaning of tables,

chairs, and equipment must be done daily. The centre must remain free of dust, clutter, cobwebs and germs at all times and staff must ensure the cleaning checklists are completed on a daily basis.

Children Late-Pickup Fees

Our centre is licensed between the hours of 6.30am to 6.30pm. After these opening and closing times we charge a fee of \$10.00 per 5 minutes or every part thereof. These fees are due to be paid the following morning or care will not be allowed. Please ensure late forms are completed and signed by the parent when the child is collected.

If a child/children are not collected at service closure, two educators will remain with the child/children at the service and the following procedures must be adhered to:

- At Closing Time - Contact parent/carer, if no response phone emergency contact numbers. Educators are to detail details in the office diary.
- Fifteen (15) Minutes After Service Closure - Continue to contact parent/carer and emergency contacts.
- Thirty (30) Minutes After Service Closure i. If it has not been possible to arrange for the child to be collected, we will contact Family and Community Services through the Child Protection Helpline 24 hours service on ph: 132 111.
- Inform the Nominated Supervisor or Area Manager of the situation. Please Note: Under no circumstances are educators to take the child home or release them into the custody of an adult without the appropriate authorisation.

Collection of Children

In accordance with Regulation 99 all children must be signed in and out of care each day by the parent, guardian, authorised nominee, emergency contact, educator or Nominated Supervisor. Community Kids Haven ELC uses QK Kiosk as it's digital sign in/out program. Educators must use their own pin numbers to log on and ensure all sign in and out records are up to date throughout the day. If a child hasn't been signed in or out the educator must sign them in/out and the parent will receive notification to confirm this attendance next time they use the system. Prior to leaving the centre at the end of the day educators must ensure that all children have been signed out correctly.

At all times educators must also have an updated daily attendance sheet that they are able to mark on when a child arrives and leaves, as a back up in the case of power/wifi being out or to take with them if evacuation is necessary.

In the instance an unknown person arrives at the centre to collect a child, you are required to ask their name and relationship to the child and confirm their identity by checking and taking a copy of the person's photo identification. You must then check the enrolment records to confirm they are authorised to remove the child from the centre. Following this, telephone contact with the child's parent must be made. You must not allow the child to leave the service until a parent is notified.

Educators MUST be aware of the number of children in their care AT ALL TIMES.

Custody and Access

When both parents are listed on the birth certificate they are automatically given joint custody regardless of their marital situation. If there are no court orders stating any custody or access issue then we are unable to restrict access to either parent regardless of a parent request. The enrolment forms ask for details of custody arrangements and court orders and the Nominated Supervisor will inform you of any child in your care this relates to.

In a situation that a parent that does not have access to the child arrives at the centre the following procedure will be followed:

- If a parent/guardian that is named in a custody order and unable by law to take the child arrives at the Centre the parent/guardian who has full custody is to be contacted immediately.
- Explain the Centre policy regarding collection by authorised persons with written authority.
- If directed by the full custody parent/guardian to contact the Police the educator or Director may do so.
- If the non-custodial parent becomes agitated or threatening in any way DO NOT put yourselves at risk, let them take the child and then contact the police.
- The educator's primary responsibility is to the safety and welfare of all children in the Centre (as well as themselves). In any situation that has the potential to become dangerous it is best to co-operate and contact the police immediately.

Security

For the protection and safety of every child the front door is coded. We ask that this code only be given to parents and adults authorised to collect a child from the centre.

Confidentiality

All educators at the centre must keep all matters regarding children, families, other educators and students confidential at all times. All educators, students and volunteers are explained the importance of maintaining confidentiality and all matters detailing issues within the centre will be kept private.

When families enrol at our service, personal information is required on their enrolment forms. This information is required to ensure educators can provide the best care possible. These files are kept in the office and are not to be taken out of the centre at any time. The Nominated Supervisor, relevant educators, Area Management and DET Authorised Officers are the only people that may have access to the children's files.

Educators are required to take records for planning and programming.

In the circumstance where one child's actions results in another child being injured an educator must not disclose any names of the children involved to either parent.

In the event that a parent ceases care for their child and an outstanding fee amount, the management reserves the right to disclose the contact details of the parent to a debt collection agency.

Educator files and details will be kept in the office and are only limited to the Nominated Supervisor and Area Management. Educators can view their own files with permission from the Nominated Supervisor.

Parent/Educator Interviews

Any parent or educator at the centre can arrange parent/educator interviews. Appointments (where possible) should be made during working hours. If this is unsuitable times may be arranged out of working hours. Reasons to hold parent/educator interviews must also be discussed with the Nominated Supervisor who will be present during the interview. Time in lieu will be accrued for time spent out of working hours if approved by the Nominated Supervisor.

Parent Complaints and Grievances

If a complaint is made by a parent the following steps should be taken:

Listen to the parent and their concerns and take notes detailing the information.

Let the parent know that you appreciate them coming forward with their concerns and that the only way they can be addressed is if they are brought to our attention.

Reassure parents that you will be discreet and contact the Nominated Supervisor and that matters will be dealt with in an appropriate manner.

Family Communication

The centre uses Kindy Hub as its main form of communication with families. Room educators will provide families with a daily reflection of what has taken place during the day and families are made aware of their child's routines in real time throughout the day. Information about upcoming events, reminders, etc are also made through this application. Kindy Hub also allows families to communicate with room educators and/or the director throughout the day. Prior to communicating specific information to individual families it is important that the educators inform the centre director to ensure she is aware of what has been sent out.

It is important that educators discuss the children's day with parents. Take the time to inform them of their progress and the experiences they have had during the day. If your shift finishes before a child leaves the centre please be sure to pass on any messages and information to the next educator. Each room has a room communication book that provides educators with a place to record these messages, to ensure required information is passed on. Any concerns about a child's health, behaviour or development will be discussed with the Director before approaching the child's parents, and any discussion of confidential information with families will be done in the privacy of the office.

Workplace Health & Safety

The aim of Workplace Health and Safety is to remove the risks to the health, safety and welfare of employees, children, families and visitors to our centre, whilst also ensuring all work activities are completed safely. In relation to Workplace Health and Safety:

WHS Representative

Community Kids Haven ELC Management are responsible for providing and maintaining:

- Fire Drills
- WHS monthly check list
- a safe working environment
- safe systems of work
- facilities for the welfare of all workers
- any information, instruction, training and supervision needed to make sure that all workers are safe from injury and risks to their health
- provide policies and procedures (eg nappy changing, sun smart, hygiene) to ensure personal health and safety to educators

Workers are responsible for:

- ensuring their own personal health and safety, and that of others in the workplace
- complying with any reasonable directions (such as safe work procedures, wearing personal protective equipment) given by management for health and safety

The Policy Handbook and Work Safe Folder maintained in the front office contains further information regarding common injuries in the childcare industry and means of prevention. It is the responsibility of all staff members to read this information and participate in any associated training offered by Community Kids Haven ELC.

If in the event that a staff member suffers a work related injury or illness it is their responsibility to notify the Nominated Supervisor as soon as possible, within 30 days of becoming aware of it. This can be achieved by completing the details on the Register of Injuries kept in the office or through written notice (as long as it contains all of the information required on the Register of Injuries form). Further information regarding Work Cover and returning to work is maintained in the Work Safe folder in the staffroom.

Manual Handling Procedure

The correct manual handling procedure is as follows:

Assess the risk

- How heavy is the object?
- Do I need help to move the object?
- Is the path clear of obstacles?
- Can I move this object safely?

Prepare

- Assess object to be lifted, path to be followed and final placement of object.

- Clear path of obstructions
- Check load for sharp edges, staples etc.
- Assess load to see if suitable to carry without assistance
- Seated work – never lifts loads in excess of 4.5 kg
- Standing Position – as the load increases so does the risk of injury. Therefore, more care is required for heavy weights. Only lift weights that you can safely handle.
- No employee will lift, lower or carry loads in excess of each individual's safe working load.
- Never lift loads which are too heavy for you – seek assistance if required

Then Lift

- The front foot should be beside the object and pointing in the direction of travel.
- The back foot should be slightly behind and a hip width from the front foot.
- Hands should be diagonally opposite full length of fingers and if possible the palms of the hands should be used.
- Bend your knees and use your legs to lift the load.
- Your back should be as near to straight as possible (raise head with chin in just before lifting this will keep your spine straight).
- Arms should be kept as straight as possible with elbows close to your sides.

Follow the procedure for nappy changes, with the child using the ladder to climb up to the table and down, not you lifting.

Do not stand on tables, chairs or other items to hang things in a room or reach items stored above.

REMEMBER

DON'T change your grip while carrying.

DON'T twist. Always use your feet to move your body.

DO face the spot on which the load will rest.

Immunization

Educators employed at Community Kids Haven ELC are encouraged to be fully immunized and vaccinated for Hepatitis A and B and influenza.

Maintenance & Hazards

It is each educator's responsibility and duty of care to ensure that all equipment, furniture, materials and the environment, used on a daily basis in the centre is safe, clean and in good repair. If an educator observes a maintenance issue or hazard they must ensure it is removed from the environment immediately or if unable to be removed it must be reported to the Director who will organise with consultation from the area office, for the hazard to be fixed or permanently removed.

General Safety Hints

(Use this information as a general guide only)

- Always work with safety in mind
- Be aware of any hazards and report them immediately
- Hallways and doors must always be kept completely clear. If something is left there, even for a moment, there may be a need to do an emergency evacuation and they could become a hazard
- Walk, do not run (particularly up and down stairs)
- Do not stand on chairs or furniture – you may fall
- Open doors slowly – someone may be on the other side
- Do not leave your room without telling your room colleague. This is for safety and security reasons
- Report all accidents immediately, no matter how small they might appear
- Practice good hand washing techniques
- Know the evacuation procedures for emergencies

Cleaning

- Improper use of Chemicals can be Dangerous
- Always adhere to the cleaning schedule in the Service. Do not introduce new products to the Service without approval from the Nominated Supervisor
- Never mix chemicals together
- Never put chemicals into unmarked containers
- Always follow manufacturer's directions (see Safety Data Sheets – they are available on site)
- Replace lids firmly on containers after use to stop accidental spills
- Do not sniff or taste the chemical
- Wash your hands immediately if you spill chemicals on them
- If in doubt, speak to the Nominated Supervisor about what you are handling and its correct use. By doing this, you will help prevent accidents from happening
- In the event of a chemical spill, isolate the area and advise the Nominated Supervisor.
- Material Safety Data Sheets (MSDS) must be present for all chemicals used on the premises. Please speak with the centre director to ensure you are aware of the location of this information.

Electrical

- Always check the equipment, particularly for frayed cords and plugs. If the cord is damaged do not use it and report
- Always keep electrical leads and plugs out of water and away from dampness, to avoid an electrical accident (if you receive a minor shock, immediately stop using the equipment and have it checked)
- Keep the power cord out of the way so that you do not accidentally run over it with the machine
- Turn the power off before removing the power lead from the socket
- Hold the plug in your hand when disconnecting the lead. Pulling the plug out from a distance may cause damage to the equipment or the wall socket
- Do not use faulty equipment. Report it immediately to your centre director or responsible person

- Do not attempt to fix anything electrical
- Do not tamper with any electrical installation
- Replace child safety sockets in the power point as soon as you are finished with the socket

Slips and Trips

- Wear covered in shoes with slip resistant soles and heels. This will help to prevent falls and provide protection for your feet
- Look for objects that could trip you
- Pick up objects and cover any item sticking up from the floor so as not to cause injury
- When using mops or brooms, leave standing in an upright position out of children's reach. If left lying down, they can be stepped on and cause injury
- It is critical that warning signs must be displayed on wet and slippery floors, where others may walk
- It is critical that you clean up spills immediately to avoid slips and falls. If you witness a slip and fall whilst on duty, whether it is a work colleague or visitor the appropriate paper work must be filled out immediately

IMPORTANT: Safety is everyone's' responsibility – that includes you. **Think safety, work safely.** Report all accidents no matter how small and make your workplace a safe workplace.

General First Aid

All serious incidents should be referred to an employee with First Aid training. There will always be a first aid qualified staff member on duty to comply with Education and Care Services National Regulations. First Aid kits are kept in each room. Please speak with room educators to ensure you are aware of the location of these. If you notice that supplies are running low or have finished please ensure that you inform the centre director immediately.

When an accident takes place, an Accident Report must be completed at the time of the accident. It should not be left to a later time. Any trauma to the head must result in an immediate phone call to the family, no matter how insignificant the injury appears to be.

Minor Cuts to Hands

- After bleeding is controlled, wash area under running water
- If hands are dirty, wash surrounding skin with soap and water. Towel dry
- If a wound is deep with edges separated, bring together and hold with adhesive strip
- Dress wound with gauze bandage.

Bruising

- Rest the affected area. Continued movement will only lead to continued bleeding
- Ice the area. The application of cold to the skin surface reduces pain, swelling and bleeding in tissue below. Wrap ice (or ice pack) in a wet cloth before applying
- Apply pressure to the area to slow down blood flow in the area
- Raise body part above heart level to further reduce blood flow to damaged tissues

- Do not apply lotions, ointments or oily dressings
- Do not prick or break blisters
- Do not put towels, cotton wool or adhesive dressing directly on the wound

Heat Burns

- Flood the area with gentle running water for about 10 minutes
- Remove jewellery and clothing from the affected area except if stuck to skin
- Cover the area with a sterile, non-stick dressing

- Pour cold water over the dressing.

Chemical Burns

- Refer to SDS for the product
- Flood the affected area with large volumes of water
- Wash the area with running water for a further 20 minutes to dilute any further remaining chemicals
- Dress the affected area as you would a heat burn

Miscellaneous

Welcome to Community Kids Haven Early Learning Centre. We consider your employment to be a critical factor in the growth of the centre and our team. Community Kids Haven ELC was established 2018. Community Kids Haven is a 125 place centre operating all year, Monday to Friday **6.30am to 6.30pm**, but is closed weekends & public holidays. Community Kids Haven is comprised of 5 rooms in total: Two nursery rooms, (Nursery one room starts from 6 weeks till 14month old, second nursery room is from 14 months old to 2 years old.) One toddler rooms (starting at 2 years of age to 3 years of age), Pre Kinder (3 years of age to 4 years of age) and a Government funded Kinder room operating an approved kinder program (4-5 years of age).

All employees are valued and should feel comfortable in sharing innovative ideas. We welcome your enthusiasm and team approach.

The following handbook will assist you in learning about our expectations, requirements of you and our policies and procedures.

On behalf of the management team at Community Kids Haven ELC we would like to welcome you. Please use this handbook as the primary step in directing you towards successful employment.

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Community
Kids Haven
EARLY LEARNING CENTRES

THANK YOU

We are pleased to welcome you and look forward to developing a supportive and friendly relationship to provide the best quality care and education for your child.

www.CommunityKidsHaven.com.au