

Annie's Angels

Play And Development Centre

Staff Handbook



Version 1 - 2019 Edition

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Welcome

We hope you will find your employment at Annie's Angels Play And Development Centre both satisfying and rewarding. This handbook, together with the Parent Handbook and Centre Policy Manual, will help you understand and learn routines, policies and procedures that the Centre has in place. Annie's Angels Play And Development Centre aims to nurture parents, children and staff with loving care and support.

By following the contents of this handbook you will be able to fit in well as a member of the staff team and meet our high standard of professional care.

Annie's Angels Play And Development Centre commenced service on the 19th of October 2009. It has been a valued addition to the local community of Harvey by providing the only Long Day Care Centre in the district. The service prides itself on being friendly and flexible to accommodate the individual needs of all families.

Located at 1 Hester Street Harvey, the service is positioned approximately 2 minutes to the main shopping precinct. Positive aspects of the venue location include; St Anne's Primary School being adjacent to the children's outdoor play space, enabling management with the ability to provide safer drop-off and collection options for families.


Staff Introductions:

Management

Sharon Fimmano - (Bachelor of Arts in Early Childhood Education)
Service Owner (Licensee), Director/Operator, Nominated Supervising Officer, Educational Leader and Administrative Accounts Manager.

Educators and Staff

Sami Meade – Qualified Teacher, Certified Supervisor, Team Leader
Gina Erceg – Qualified Child Care Educator, Certified Supervisor, (On maternity leave)
Jenny Smither – Qualified Child Care Educator, Certified Supervisor
Maddi Fimmano – Qualified Teacher, Certified Supervisor
Abbey Fiore – Educator Cert III
Miho Newton – Educator Cert III
Connie Shepherdson – Educator – working towards Cert III
Ninnette Comito – Educator Certificate III
Angela Rimmer – Educator and Gardener – Cert III
Vilma Navarro – Educator Cert III
Catherine Staszewski – Food Coordinator
Isabella Fimmano – Support Staff
Toni and Miranda Narducci – Book Keepers
Pete Lorroway – Handyman
Claire Mac Donald – Consultant from The POD



Annie's Angels Play And Development Centre aims to nurture parents, children and Educators with loving care and support. The Service promotes all family and community

involvement. We are committed to building strong positive relationships with families to ensure the wellbeing of all children. Our service was a KIDSMATTER – Early Childhood Pilot Site (federal mental health initiative for early childhood) from 2009 - 2012 and we are working closely to align with all of the facets of the National Early Childhood Agenda, including using the Early Years Learning Framework and Quality Improvement.

We provide students with opportunities to gain practical work place experiences and it is a service requirement that all educators, volunteers, visitors and students complete a confidentiality statement to protect families' rights to privacy. A current Working With Children Check must be provided to management before arrival at the service.

Management of the Centre

Annie's Angels Play And Development Centre is operated by Annie's Angels Play And Development Centre Pty Ltd. The Owners are Sharon and Frank Fimmano.

Sharon has had 37 years working in the Early Childhood sector. Her extensive career includes; child care, kindergarten and pre-primary teaching, music teaching and primary school teaching, lecturing in children's services and presenting professional knowledge to her peers. Sharon has been volunteering as a trained Breastfeeding Counsellor for the Australian Breastfeeding Association for over 21 years and has implemented her Family Partnership Training understandings in her various roles over the past 10 years. Sharon has trained as a facilitator for Parental Guidance Recommended (for families, about children and nutrition). She is also trained as a facilitator of Family Rhyme Time and is looking forward to the opportunities this training may bring to the families and children of Harvey. Frank (non-contact) currently has no service experience or training. Sharon and Frank have 3 daughters, Jasmine 25, Madeleine 23 and Isabella 16 years old.

Annie's Angels Play And Development Centre aims to provide a valued, high quality service to the local area of Harvey and surrounding communities. Annie's Angels Play And Development Centre aims to nurture parents, children and Educators with loving care and support. We aim to be committed and flexible in our quest to exceed Educators, child and family expectations of care. We will endeavor to create a relaxed, loving and stimulating atmosphere where all persons are able to enjoy a range of experiences harmoniously together.

Parental involvement and strong positive relationships with parents are crucial to ensure the service is meeting a high standard of care for all children in the Service and ensuring the service is meeting family needs. This influences positive well-being and developmental outcomes for children.

Families are encouraged and supported to participate in the Service in many ways, including open discussions with Educators about their child and the use of the confidential parent 'suggestion box' for ideas, issues and concerns. (This is located in the sign/in-sign/out room.) Children's developmental learning journeys will be documented and presented to parents in a meaningful way, including dialogue and photos and parents will be encouraged to share these with their children. Parents will have access to a variety of



resources and will be supported in their role as parents. Regular notices for families will also be posted newsletters written and emails sent, to provide parents/guardians with an opportunity to arrange progress meetings, individual development interviews or contribute to program experiences. Annie's Angels Play And Development Centre participates in the National Quality Standard Assessment and Rating.

"The National Quality Standard is accompanied by a national quality rating and assessment process that reflects a national approach to the assessment and reporting of the quality of education and care services across the variety of service settings.

The availability of this information promotes transparency and accountability and will help parents make informed choices regarding the quality of education and care at a service. Each service will receive a rating for each quality area and an overall rating. These ratings must be displayed by the service and will be published on the ACECQA and the My Child websites." (ACECQA website)

During the year, the Director organises informal social events for parents and/or Educators to give opportunities for relationship building. You are encouraged to attend these get-togethers to find out a little more about the Service and to establish friendships with Educators and families at the Service.



Our Philosophy and Goals for the Centre are:

Annie's Angels Play And Development Centre's image of the child is that he or she comes into the world capable, with a passion for relationships, activity, exploration, and discovery. Our goal is to foster a strong, positive self-image within your child and we strive to enhance both natural curiosity and creativity through belonging, being and becoming.

In Relation to the Educators

The role of the Educator is to make sure these expectations are met and to provide a service to children and their families. To offer love, responsive and warm interactions and support traditionally provided in extended and community networks and to provide the children with guidance, care and protection. The Educators' role is to facilitate the development of each child's unique aptitudes, skills and interests. Educators provide opportunities that enable each child to reach his or her full potential as an individual and as a contributing member of his or her community, providing a sound base for future learning.

In Relation to the Children

In order for babies, toddlers and young children to grow and develop to their full potential they need to develop trust in themselves and others through attachment relationships. They need to have their physical needs met by responsive and caring adults with whom they have loving relationships. They need the opportunity to explore and play in the environment without fear or harm, under the guidance of respectful adults who are



willing collaborators in their development. Children are diverse individuals and develop at their own pace.

In Relation to the Environment

Both the human and physical environments have a major influence on the development of infants, toddlers and young children. The human environment is characterized by respectful, responsive and reciprocal interactions in every instance, being between management, Educators, families and children. The physical environment is safe to offer challenges and opportunities for problem solving and to promote the health and emotional well-being of the child. Positive surrounding helps to develop a sense of security where children feel comfortable to take risks and learn through play.

In Relation to Families

Children's development is influenced by the social and cultural context in which they live. Very young children need continuity and stability with regard to expectations and child rearing practices. Babies, toddlers and young children need to know that there is mutual respect and understanding between their primary care givers and the child care Educators and that family individual differences are considered and welcomed. We encourage families to spend time in the service and support open communication and the building of strong, positive, connective relationships. Supporting parents and parenting has positive influences on well-being and developmental outcomes for children. We believe in listening to the needs of families and offering support by sharing understandings and resources about parenting. We believe in offering families the opportunity to be involved in the service and participate in many ways and that the service becomes a welcome extension to each child's family life.

In Relation to the Community

Children and families using the program need to feel part of their local community and the program has a duty to foster links between the children, the families and the community.

In Relation to Learning, Continuous Improvement and Reggio Emilia

Annie's Angels Play And Development Centre has embraced the Reggio Emilia early childhood education philosophy. Reggio Emilia is a small town in Italy that has fostered and developed a leading approach to child care and education. One of the key elements is Emergent Curriculum which allows Educators to respond to children's ideas as the curriculum unfolds. Projects follow the children's interests and Educator's support and nurture children's rich relationships with the world around them. Children use language and artistic media to discover and express ideas. We will continue to explore and learn about the Reggio approach and encourage families to join us in this learning journey, whilst embracing the Early Years Learning Frameworks. We are committed to continuous improvement in all areas and as a part of our ongoing learning. (DEC 2012 version)

Our Goals



Goals related to **COMMUNITY** needs.

The program will provide:

- For the development and maintenance of positive links between child health services and families using the program;
- For the development and maintenance of positive links between the schools and community services and the families using the child care service; and
- For an improvement in the health and nutritional status of children in the program.

Goals related to **PHYSICAL** needs.

The program will provide:

- For children to develop muscle strength and control;
- For children to develop a sense of body in space;
- For children to accomplish independent locomotion;
- For children to develop a healthy appetite and preference for nutritious food;
- For children to develop health rest, relaxation and sleep routines and rituals.
- For children to obtain healthy gains in weight and height;
- For children to gain independence in personal care routines and to take responsibility for their toileting need; and
- For children to adapt a healthy attitude towards touch and close physical contact.

Goals related to **PSYCHOSOCIAL** and **EMOTIONAL** needs.

The program will provide:

- For children to develop a sense of trust in themselves and in others;
- For children to develop autonomy and independence;
- For children to allow be comforted during stressful times and develop some self comforting techniques;
- For children to develop a positive self concept and self esteem;
- For children to develop all facets of their personalities regardless of gender;
- For children to develop empathy for others' feelings.
- For children to participate in reciprocal relationships with adults and peers;
- For children to develop respect, sharing and caring for equipment and help pack away.

Goals Relating To **CULTURAL** Needs.

The program will provide:

- For the development of positive cultural identities within each child;
- Fostering of respect and appreciation of the diverse ways in which humans live; and
- For the development of the social skills needed by the children to function in the larger, multicultural society.

Goals Relating To **CREATIVE** Needs.

The program will provide:

- For the development of willingness and confidence to engage in risk taking behaviour;
- Opportunities for children to engage in open ended activities;
- Opportunities for children to engage in exploration and experimentation;
- For the development of musical, dance and drama skills as a means of expression;.
- For the development of appreciation and spontaneity and valuing each child's



- own creativity;
- For the development of participation in imaginary play; and
- For the development of the use of artistic materials for creative expression.

Goals related to COGNITIVE and LANGUAGE needs.

The program will provide:

- For the development of perception;
- For the development of problem solving;
- For the development of physical, logico-mathematical, and social conventional knowledge;
- For the development of expressive and receptive language; and
- For the development of non-verbal communication skills and confidence in self expression.

Ref. *Babies Need More Than Minding.* Teresa Hutchins. AECA 2002

Curriculum (Pedagogy) and Educators Development Training

It is important for Educators to continue learning for their own pedagogy development and reflection and keep up to date with current theories and practices. The Service's Educational Leader will oversee the allocation of in-services to ensure that all staff members are receiving correct training based on the information that Educators supply on their goals sheet.

- A Child Protective training course is to be attended by each educator every 18 months as a minimum to ensure knowledge is current.
- It is a condition of employment that all Educators keep their First Aid Training current and supply the Service with valid certificates.
- Management supports Educators to undertake OHS training as a part of their in-service training.
- Permanent part-time and casual Educators (other than relief Educators) are to attend a minimum of 1 in-service per calendar year or pro rata to the full time hours allocated. Whichever is the greater?
- To assist and support Educators in furthering their training, The Annie's Angels Play And Development Centre may contribute to standard in-service fees for permanent Educators (travel is at your own expense) In-service approvals are required by the Educational Leader for this to occur.
- Other in-service training, above the minimum expected may be supported by Management in respect to the cost of the in-service, if approved by the Nominated Supervisor beforehand.
- Educators are required to produce a report in the week after the completion of the in-



service to share with all other Educators and management. The Educator who has attended the in-service will be asked to present a report at the next staff meeting to share information gained with all other Educators and management.

- All in-services attended (which are paid for or subsidised by the Service) must be first approved by the Educational Leader of the service. Only in-services which are beneficial to the Service and other Educators will be approved for payment by the service, at the discretion of the Educational Leader.
- Educators are to monitor and document their own record of Pedagogy Analysis showing their commitment to reflective practice. Embracing it as ongoing learning that involves engaging with questions of philosophy, ethics and practice and their influence on the learning environment

Questions to guide reflection include:

What are my understandings of each child?

What theories, philosophies and understandings shape and assist my work?

Who is advantaged when I work in this way? Who is disadvantaged?

What questions do I have about my work? What am I challenged by? What am I curious about? What am I confronted by?

What aspects of my work are not helped by the theories and guidance that I usually draw on to make sense of what I do?

Are there other theories or knowledge that could help me to understand better what I have observed or experienced? What are they? How might those theories and that knowledge affect my practice? (BELONGING, BEING & BECOMING; the Early Years Learning Framework for Australia)

An Educator's Pedagogy Analysis will be discussed with the Educational Leader and Nominated Supervisor during the Staff Performance Review cycle.

Relief Educators will be advised of details concerning in-service topics and locations.

A record of in-service training will be kept in staff files located in the office.

Families will be made aware of all staff training through the Service's Newsletter.

Induction Orientation

This will occur prior to your confirmation of employment. It is an introduction to the service, our philosophy, policies, colleagues and families, familiarisation with programming and documentation, and of course an introduction to the children. Continuity and security in the service environment for the children is always protected.

OHS Induction



This will consist of an introduction to the procedures that you will be required to carry out. They will include but not limited to; class room OHS checklist, outdoor OHS checklist, kitchen OHS checklist, First Aid supplies and locations, MSDS locations and related policies.

Duty Responsibilities

You have general responsibilities that relate to the administration side of the Service; You must sign in on arrival and out on departure. Complete your time sheets and have them lodged by the cut off time otherwise your pay will be withheld until the next pay period. Report any hazards promptly. Report an accident you are involved in the forms are available in the play room. It must be completed on the day unless there is a medical reason preventing you to do so plus it must be co-signed by another staff member who witnessed the accident. This is to be given to the Nominated Supervisor who will be directed by Work Cover legislation on what action needs to follow.

Continuing Review

Within 6 weeks of you commencing work our Nominated Supervisor will conduct a performance review. Another review will be conducted before your 3-month probation period has expired.

Upgrading Qualifications

Annie's Angels Play And Development Centre will support any employees that are eligible to enter into a traineeship and further their qualifications in the industry. Please see the Nominated Supervisor for further information.

Hours of Operation, Enrolment and Fees

In order to maintain viability and quality, the service needs to ensure parents are clear about operational and fee paying policies, and that fee payments are made when due. All staff are required to provide relevant information and assistance to parents in a courteous and professional manner. Staff must ensure they are informed about payment procedures and refer parents to the appropriate person for any further assistance.



Hours of Operation



The centre is open from: 6:00 am to 6.00 pm Monday to Friday
(Excluding Public Holidays)

Session Times:	Full Day Care	6:00 am to 6.00 pm
	Half Day Care (am)	6:00 am to 12.00 pm
	Half Day Care (pm)	12.00 pm to 6.00 pm
	Before School	6:00 am drop off
	After School	6.00 pm pick up
	Pre-kindy	9.00 am to 11.00 am
	Art	1.00 pm to 3.00 pm

Annie's Angels Play And Development Centre closes over the Christmas/New Year break for approximately 4 weeks. Staff will be advised of the specific closing dates as they become available. This will be annual leave for permanent staff.

Enrolment of Children

Should you wish to enrol your child you will need to know the following enrolment procedures. You may like to also refer to our enrolment policy.

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

The details required on the enrolment form are needed by our Educators to help them take the best possible care of your child. It is also a licensing requirement. All information is strictly confidential. If any of the details on the enrolment form change you are asked to advise the Supervisor immediately.

At the time of enrolment you will be asked to pay two weeks fees in advance, fully disclose any medical or health concerns relating to your child, and agree to lodge your application with the Family Assistance Office for Child Care Benefit and Rebate within 28 days of your child starting care (See the section on Child Care Benefit requirements for further information).

Current Fees

Our fees are reviewed regularly. Our current fee schedules (as at 13/03/2017) are:

Full Day Care:	\$100.00 per child for permanent places	\$120 for casual
Half Day Care:	\$63.00 per child for permanent places	\$68 for casual
Before School Care:	\$30.00 per child for permanent places	\$40 for casual
After School Care:	\$40.00 per child for permanent places	\$50 for casual
Pre-kindy and Art	\$30.00	
One hour Creche	\$20.00	

Please refer to separate updated fees schedules displayed in the sign in room.



Staff Conditions of Employment

To ensure clear understanding of the expectations and requirements of the service, all staff are required to read the following conditions of employment and raise any questions or points of clarification with the Coordinator/ Supervisor.

The following staff conditions of employment comply with Fair Work Act 2009, Equal Opportunity Act 1984 (WA), Federal and State Industrial Relations Laws, Income Tax Assessment Act 1936 (Cth), Superannuation Guarantee Charge Act 1992 (Cth), Occupational Safety & Health Act 1984 (WA) and applicable award conditions. In addition to these conditions the centre will, where possible, provide a flexible and harmonious work environment for staff within the operational requirements of the service.

"What are the 10 National Employment Standards entitlements?"

The NES are set out in the Fair Work Act 2009 and comprise 10 minimum standards of employment. Each standard is covered in detail in separate fact sheets (see below), but in summary, the NES involve the following minimum entitlements:

- **Maximum weekly hours of work** – 38 hours per week, plus reasonable additional hours.
- **Requests for flexible working arrangements** – an entitlement allowing employees in certain circumstances as set out in the Fair Work Act 2009 to request a change in their working arrangements because of those circumstances.
- **Parental leave and related entitlements** – up to 12 months unpaid leave per employee, plus a right to request an additional 12 months unpaid leave, plus other forms of maternity, paternity and adoption-related leave.
- **Annual leave** – four weeks paid leave per year, plus an additional week for certain shift workers.
- **Personal/carer's leave and compassionate leave** – 10 days paid personal/carer's leave, two days unpaid carer's leave as required, and two days compassionate leave (unpaid for casuals) as required.
- **Community service leave** – unpaid leave for voluntary emergency activities and leave for jury service, with an entitlement to be paid for up to 10 days for jury service.
- **Long service leave** – a transitional entitlement for employees as outlined in an applicable pre-modernised award, pending the development of a uniform national long service leave standard.
- **Public holidays** – a paid day off on a public holiday, except where reasonably requested to work.
- **Notice of termination and redundancy pay** – up to five weeks notice of termination and up to 16 weeks severance pay on redundancy, both based on length of service.



- *Provision of a Fair Work Information Statement – must be provided by employers to all new employees, and contains information about the NES, modern awards, agreement-making, the right to freedom of association, termination of employment, individual flexibility arrangements, union rights of entry, transfer of business, and the respective roles of the Fair Work Commission and the Fair Work Ombudsman."*

(The above information is found at: <http://www.fairwork.gov.au/factsheets/FWO-Fact-sheet-Introduction-to-the-NES.pdf>)

Award:

All conditions found in the relevant child care Award/Industrial Agreement :

MA000120 Children's Services Award 2018

Full Details can be found at Fair Work Australia using the code above in the award finder.

<http://awardfinder.fwo.gov.au/default.aspx>

Annual Leave:

Annual Leave will be taken when the service closes at Christmas each year. Excess days of Annual leave will be rostered to ensure required staffing levels are maintained. Staff members must consult with the Director to determine mutually acceptable dates. Leave may be accumulated for a maximum of 12 months before being taken. Every effort will be made to support staff who need to fulfil family responsibilities.

Leave Without Pay:

Applications for leave without pay will be determined by the Coordinator/ Supervisor and Operator after consideration of:

- the applicants personal needs/family responsibilities;
- the needs of the centre in relation to availability of relief staff and the effect of the staff member's absence on the provision of quality child care;
- the length of leave requested;
- the applicant's length of service at the Centre;
- the applicant's previous requests for leave without pay.

Time off in Lieu:

As the Centre's funding makes no allowance for overtime payments, a system of time off in lieu will operate.

Shift Rosters:

Shift rosters will be compiled by the Director after consultation with the staff concerned and taking into account:

- individual needs and circumstances of the staff and their family responsibilities;
- maintenance of the required staff to child ratios.
- When numbers of children are lower than expected – shifts may be cancelled or the minimum of two hours required for casuals be applied.



Tea Break:

Tea break times will be on a flexible basis to suit the daily needs of programs, provided the proper staff to child ratios are always maintained. This is counted as time worked and will usually be taken when the children are having morning or afternoon tea.

Job Sharing:

If any staff wish to work in a job share arrangement the following provisions will apply:

- Maximum one position in the Centre to be shared;
- The share should be 3:2 days per week or fortnight;
- Jobs must be advertised;
- Both parties will attend staff meetings, program planning and other duties as required;
- Salaries will be determined according to permanent salaried rates (no casual loading);
- During annual leave taken by one party, the remaining partner will take over full time;
- Workers forming job share partnerships should be compatible in skills and attitudes;
- Each individual worker must have a separate contract of employment, specifying the nature of the job share arrangements and including severability in the share arrangements due to unresolvable conflict with the partner, or inability to find a suitable replacement following resignation of one partner.

Management Committee:

The centre will not employ a member of the management committee as this will be in breach of the Rules (Constitution) of the Association. In the circumstance that a committee member was offered employment at the centre they would be required to stand down from the committee before taking up the offered position. (Community based services only)

Jury Duty:

In the case of a summons to appear in court, or for jury duty, the employee is required to notify the Nominated Supervisor as soon as possible providing as much information as possible in relation to dates and times they will be absent from work, to assist in the organisation of relief staff.

Payment of wages for this absence will depend on:

- whether the court appearance is related to the employee's work at the centre;
- the duration of the absence;
- whether the employee is eligible for recompense by the courts for their required attendance;
- if the court attendance is entirely a private matter unrelated to the employees work or community duty.

Details of the employee's loss of earnings will be provided to employees for their application for recompense from the courts.



Guaranteed basic rates of pay and casual loadings

Most employees must be paid no less than:

- the Federal Minimum Wage (or special Federal Minimum wage for employees with disabilities), or
- their basic rate of pay from the relevant pay scale.

A casual employee is generally guaranteed either the casual loading from their pay scale or casual loading of 25 per cent (currently). This depends on their circumstances.

Major Change in the Workplace:

The employer will negotiate the introduction of any major change in the workplace which will affect employees and will make every effort to mitigate any adverse effects of such changes and give prompt consideration to the matters raised by employees throughout the process of negotiation.

Review Process:

Staff conditions will be reviewed annually. The review process will include input from management and staff, and will determine a process for the implementation of any agreed changes.

Staff Meetings:

All staff are required to attend staff meetings that will be held directly after the Centre is closed for the day.

Medical and Working With Children Check:

It is a condition of employment, as well as a licensing requirement, that staff produce a current Working with Children Check, and medical clearance. Managerial staff are also required to provide a criminal record check. These clearances must be kept up to date. Forms are available from the Nominated Supervisor. The staff member's doctor must complete the medical form. Working with Children Checks are applied for through the Post Office. Criminal Record Checks are available from your local police station. A copy of these clearances is kept on the staff member's file in the office. As it is detailed in your offer of employment, this must be done at the employee's expense.

First Aid Certificate

It is a condition of employment that all staff maintain a current First Aid Certificate. The centre will pay training fees for updates to First Aid Qualifications, provided the staff member remains in the employ of the centre for the following 6 months. Employees who leave the service prior to the 6 month qualifying period will be required to reimburse the service for their training fees.

Professional Development

The professional development and training provided by the Australian Traineeship system will put your career ahead of others. National recognised vocational education and training will secure your future as a professional in your field. Management will also support your career by providing feedback on your performance and guidance for your development. (Along with specific training via in-services)

Superannuation

All employees who earn above the threshold limit will be entitled to superannuation paid at the statutory rate.



Employment Guidelines

It is an expectation of your employment that you will conduct yourself within these guidelines. Failure to do so may result in disciplinary action.

Respectful and Authentic Relationships with Families and Colleagues

Annie's Angels Play And Development Centre is renowned for its warm, friendly and professional approach by our employees. The Service strives for a happy working environment among all colleagues. Please treat fellow colleagues with the respect and courtesy you would like to receive yourself. Please do not use obscene or offensive language within the workplace. Annie's Angels Play And Development Centre offers an equal opportunity workplace free from discrimination or harassment. Those found using obscene or offensive language, practicing discrimination, harassment or vilification based on gender, race or religion will have their employment terminated.

Visitors

Friends or family are not permitted to visit you at the Service whilst you are rostered on, unless prior permission has been given by Management. Your attention to the children and the program should not be compromised.

Uniforms

You may be provided with a uniform or may purchase one. All employees must wear the uniform during their working hours. If you have long hair, it must be tied back. Skirts and dresses are not permitted and shorts must not be any shorter than knee length. Enclosed shoes must be worn at all times, no high heels or wedges. (If staff wear shoes that are not enclosed then the centre will negate any responsibility from accidents that may occur). Clothes must be suitable for movement, active play and messy play. No offensive logos or political statements are to be worn.

Personal Telephone Calls/Mail

Employees are not authorised to use the service's phones for personal reasons unless in the case of an emergency. No personal mobile phones are to be used or carried during working hours. No personal mail or deliveries should be directed to the service.

Using email

Email is to be used only for bona fide company usage, not for private communications. Passwords and access privileges are to be treated as strictly confidential to the person



issued with that access or persons delegated to know and use that access in the normal course of business. It is the responsibility of the authorised user to take fair and reasonable steps to ensure the passwords and other forms of access are held safe.

Using the internet and other External On-line Services

Access to External On-line Services, Including the Internet as provided by the Service, is for authorised company use only.

Users of External On-line Services are expected to maintain the highest ethical and professional standards in all communication transmitted or downloaded over each such service.

Social Media Responsibility

The Service offers to its current families and staff a Facebook page as a communication tool. The administrator of the account is the Service's Nominated Supervisor.

This Facebook group is for staff and families of children attending Annie's Angels Play And Development Centre. The intention is that this group will allow you to:

Keep in touch with what's happening at Annie's Angels Play And Development Centre.
Connect with other parents and share your thoughts about programs, policies and procedures.

Is an avenue to ask other parents their thoughts and help with common child rearing issues. The Administrator controls the content on the page and ensures that the postings are relevant and respectful of the Service, the children, the staff, families and greater community. For privacy reasons photographs of children or families will not be posted on the 'wall'.

Staff members that have a personal Facebook account are not permitted to post any negative comments relating to the service, children, colleagues or families. If you choose to 'like' the Service's page you have a responsibility to ensure that your profile picture is always an appropriate representation of an early childhood Educator. If it is not, please do not 'like' the page.

Staff members are to use their own personal discretion when adding a family of the Service as a 'friend' on Facebook. The Service does not recommend staff to add families of the Service as they will be seen still as a representative of the Service and held to the Service's Code of Conduct on all posts on their private 'wall' if families have access.

Families are asked in our Social Media policy to respect that staff may have a personal policy on adding families due to their professional philosophy and that the Service does not recommend staff to have families as friends on their private account.

Staff members are not permitted to request the 'friendship' of families from the Service.

Smoking

Smoking is NOT permitted in or on surrounding areas of the service. It is expected that at all times your clothes will be smoke free. If an employee is found smoking, that employee may be terminated. Annie's Angels Play And Development Centre supports the Smoke Free Act 2000. The company and its employees will follow all conditions outlined in this act.



Alcohol and Drugs

Annie's Angels Play And Development Centre is bound by the Education and Care National Regulations. As such, alcohol, drug or other substance abuse by employees can have serious adverse effects on their own health and the safety of others. As such, all employees must not:

- Consume alcohol nor be under the influence of alcohol while working
- Use or possess illegal drugs at any workplace; nor
- Drive a vehicle, having consumed alcohol or suffering from the effects of illegal substances
- Bring alcohol or any illegal drugs on the premises

If a co-worker suspects another to be affected by drugs or alcohol, they must inform the Nominated Supervisor immediately. No employee will be allowed to work under the influence of drugs or alcohol.

Employees undergoing prescribed medical treatment with a controlled substance that may affect the safe performance of their duties are required to report this to the Nominated Supervisor. All issues pertaining to these matters shall be kept strictly confidential.

A breach of this policy may initiate appropriate action including the cancellation of employment.

Calling in Sick

If you are sick you must contact the Director at least four 4 hours before the commencement of your shift. Under no circumstances are messages to be left with a colleague. If you do not notify the Director and do not attend for your shift, it will be considered that you have abandoned your responsibilities and your employment may be terminated. For those in permanent positions, sick leave will only be paid when a doctor's certificate is provided. If you are unable to gain a doctor's certificate for the sick day or it falls on a public holiday or weekend you must sign a statutory declaration and attach it to your timesheet.

It is a condition of employment that we have a full record of your immunisation history and that we are kept updated throughout your employment. We suggest that you discuss this with your doctor.

Grooming Standards

You will be supplied with a uniform and it is your responsibility to ensure that it is clean, well presented and in good condition when presenting yourself at work. Please adhere to the following standards:

- Shoes are enclosed with flat soles for safety
- Jewellery – one (1) earring per ear (small studs). No earrings for male staff
- Long hair is to be clean and neatly tied back. Ensure hair does not hang in your eyes



- Makeup is to be light and natural
- Fingernails are to be clean and well groomed
- Nail polish cannot be bright or chipped
- Good oral hygiene and grooming is essential

Hat and Sunscreen:

Staff must wear a hat and sunscreen whilst outside away from the undercover area to set a good example to children.

Responsibilities

- Do not become involved with politics or internal bickering and treat all you see and hear as STRICTLY CONFIDENTIAL.
- All information shared with families and professionals is STRICTLY CONFIDENTIAL.
- Know your job description and what it entails. The Code of Ethics- Early Childhood Australia is a standard that you will be held to.
- Be aware of OHS policies and procedures. Safety is not negotiable.
- Know your responsibilities as a Mandatory Reporter.
- Always represent the Service in the manner in which is reflected in this handbook.
- Be involved and an active contributor to the revising of policies and procedures and the Quality Improvement Planning workbook.

Employment Policy

Equal Employment Opportunity

Equal opportunity does not begin and end at the point of hiring. Management and Supervisors also have the responsibility of maintaining a non-discriminatory work environment.

Annie's Angels Play And Development Centre strives to ensure that all employees and potential employees have an equal opportunity to be recruited and succeed within the service. This is measured by monitoring the progression of the individual every three months through the Nominated Supervisor. Professional Development Plans are completed by all employees and with this, the Educational Leader and employee will look for ways to promote growth and opportunity for each employee.

We recognise with securing a work place free of discrimination creates a more productive workforce. At the Service, all employees or prospective employees are to be treated fairly and without bias.

Employees will not be discriminated against on any grounds.

Compliance



You are required to adhere to all Service policies, including this handbook and procedures. Please notify in writing if altering your residential address, telephone number or bank details.

You will be paid on a fortnightly basis unless otherwise stated in your letter of appointment. Wages/salaries will be paid into your nominated bank account within 4 days of the end of the pay week / fortnight.

You will be expected to work according to your published roster. Any variations or changes you wish to make must be done through the Nominated Supervisor.

We maintain a genuine 'Open Door' policy at all times. If there are any problems at work, please do not hesitate to discuss them with the Nominated Supervisor or Director.

Staff Parental Leave

The Paid Parental Leave scheme is an entitlement for working parents of children born or adopted on or after 1 January 2011. Eligible working parents can get 18 weeks of government funded Parental Leave Pay at the National Minimum Wage.

Working parents of children born or adopted on or after 1 January 2011 are entitled to 18 weeks of paid parental leave, through the Paid Parental Leave scheme. Full-time, part-time, casual, seasonal, contract and self-employed workers may be eligible for help under the scheme. The rate of pay is at the National Minimum Wage.

The Paid Parental Leave scheme is designed to:

- Provide financial support during the time parents take off work in the vital early months to care for their newborn or recently adopted child
- Enhance child and maternal health and development
- Encourage women's workforce participation
- Promote work/family balance.

The Paid Parental Leave scheme will help employers to:

- Keep valuable and skilled staff by encouraging them to stay connected with the workforce when they become parents
- Improve family friendly workplace conditions
- Increase workforce participation of parents.

An employer must provide Parental Leave Pay to an eligible employee who:

- Has a child born or adopted on or after 1 July 2011
- Has worked for the employer for at least 12 months prior to the expected date of birth or adoption
- Will be employed by the employer for the Paid Parental Leave period
- Works in Australia
- Expects to receive at least eight weeks of Parental Leave Pay

If an employee does not meet this criterion, the employer may choose if they would like to provide Parental Leave Pay or not. If Parental Leave Pay is not paid by the employer, the Australian Government (through the Department of Human Services) will pay it directly to the employee.

The Paid Parental Leave scheme does not change an employee's existing employer-provided leave entitlements.



An eligible employee will be able to access up to 18 weeks of government-funded Parental Leave Pay, as well as existing employer-provided paid or unpaid leave.

Under the National Employment Standards in the Fair Work Act 2009, an employee employed with the same employer for 12 months or more before the birth or adoption, may be entitled to up to 12 months of unpaid parental leave. An employee can also request an additional 12 months' unpaid leave.

From 1 January 2013, fathers and other eligible partners will receive two weeks Dad and Partner Pay to help them take time off work to support new mothers in their caring role and to be involved in the care of their new baby right from the start.

The Service requires a minimum of 10 weeks written notice if a staff member plans to take parental leave, this will be acknowledged in writing by management.

The Service requires continuity in our practice, relationships and policies. To keep the continuity, we require staff members who are on paternal leave to commit to 'keeping in touch days'. The Nominated Supervisor will inform the staff member of the days that are required such as staff meetings and in-services. There will be a maximum of 10 days throughout the leave and the employee will be paid their normal wage for the day or part day's work. Keeping in touch days have to be at least 42 days after the birth of the child. It can only be earlier if an employee requests it. If an employee requests a keeping in touch day earlier, it can't be earlier than 14 days after the birth.

Leading up to returning to the Service as a rostered employee, 4 weeks before the return date we will work towards:

- Beginning discussions early about how the employee plans to manage their return to work and what their role will be
- Speaking to the employee about any accommodations that the employer may be able to make at the workplace, e.g. access to a place for breastfeeding or expressing and storing breast milk; or flexible working arrangements during the early weeks for settling a young child into child care
- Clearly communicating expectations around working hours and the taking of leave

Giving appropriate consideration to any requests the employee makes for flexible working arrangements, an obligation set out in the FW Act.



Staff Employment Orientation and Performance Appraisal

Staff Orientation

All new staff will receive an orientation to the Centre and their position that will provide them with introductions, clear expectations about their working arrangements, and explanations about the operations, philosophy, policies and procedures of the Centre. All new staff are encouraged to speak to the Director/ Coordinator/ Supervisor or another Senior Staff member if they are unclear about any aspect of their work requirements. (See Staff Orientation Policy in Policy Manual.)

Probationary Period and Appraisal of New Staff

It is important when starting a new job that there be an adjustment period which gives you the chance to get to know us and allow us to get to know you. A full-time, part-time or casual employee will be required to complete a probationary period of three 3-months. There will be an appraisal completed by the Director during that period. Thereafter, all permanent employees will be appraised on an annual basis.

Staff Appraisal

The service will support staff to determine their work performance and identify opportunities for advancement, further training and development. Staff Appraisals are conducted in the spirit of providing encouragement and support to staff and identifying areas of excellence as well as areas for improvement. (See Staff Appraisal, Training and Development Policy in Policy Manual.)

Poor Work Performance

Appropriate procedures will be followed to ensure any actions in regard to poor work performance are lawful and justified. Staff will always have the opportunity to respond to allegations of poor work performance and be supported to improve their work in identified areas, except in the instance of serious misconduct. All staff are encouraged to read the centre's Staff Grievance Policy to inform themselves of the procedures to be followed. (See Staff Grievance Procedures in Policy Manual.)

Termination of Employment

Notice of termination of employment except in the case of instant dismissal is as follows:

- Full-time and Part-time Two (2) weeks
- Casual One (1) day

Employees who fail to give the required notice must forfeit the relevant termination pay.

Notice to terminate employment must be given in writing to the Nominated Supervisor.

Dismissal will occur for the following breaches of discipline:

- Reporting to work under the influence of alcohol or drugs
- Refusal to complete required additional training



- Possessing or selling drugs at the Service
- Immoral, immature or indecent conduct while at the Service
- Inappropriate use of company equipment
- Refusing to work as directed
- Possessing a dangerous weapon while at the Service
- Bringing disrepute to the Service
- Bringing disrepute to the relationship between a family and the Service
- Disclosure of confidential information
- Falsifying documentation
- Fraternising with families
- Taking, abusing or destroying company property
- Interfering with work schedules, falsification of reports, documents or wages information
- Failure to report for work
- Walking off the job
- Failure to follow policies and procedures
- Vulgarity, disrespectful conduct to families, management or colleagues
- Making or publishing false, vicious or malicious statements about any client, employee, supervisor, the company or its services
- Failure to hand in lost property is regarded as stealing and dismissal will follow. Lost property is to be handed to the Nominated Supervisor.

Please note that some of the above breaches may also result in the Service referring your details to the police or relevant authority.

Disciplinary action will occur for the following breaches of discipline:

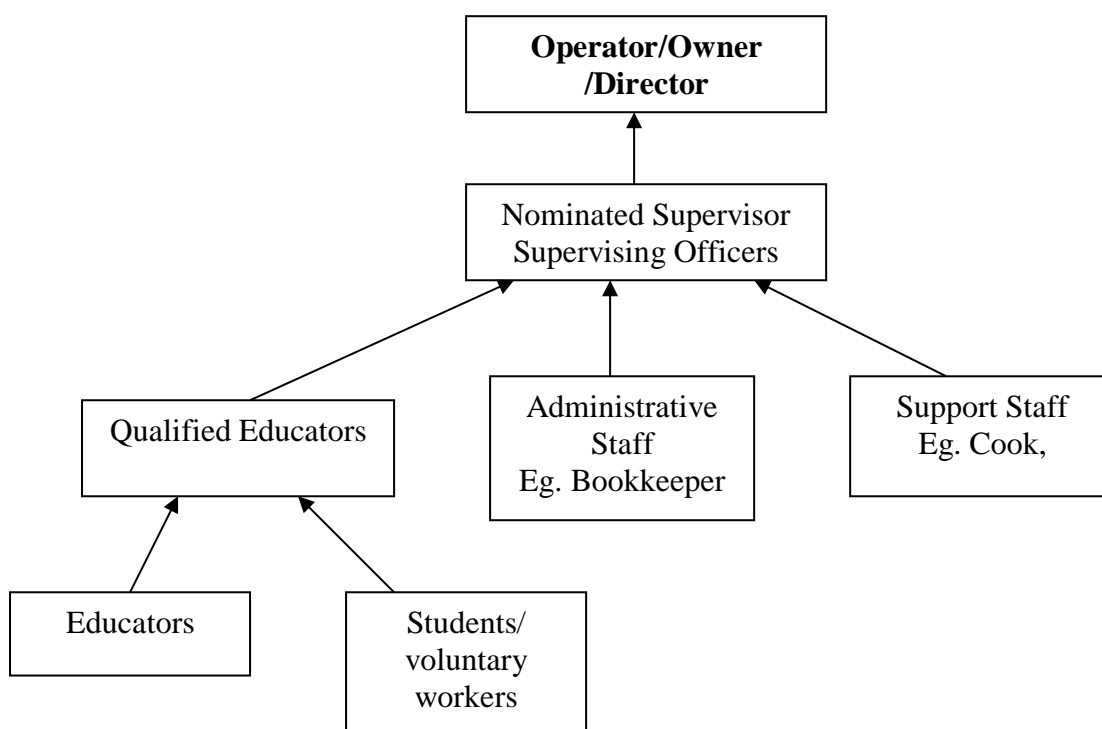
Continued abuse of the following may result in disciplinary action. These include, but are not limited to the following:

- Unauthorised absence
- Having personal visitors whilst on shift
- Continued personal phone calls
- Unauthorised solicitation or distribution of money or materials
- Poor work standard
- Carelessness
- Low level of enthusiasm
- Lack of personal cleanliness
- Taking excessive breaks
- Failure to report health, fire or safety hazards
- Repeated tardiness



Lines of Accountability

It is important that all staff work together as a team and support each other. The following chart outlines the accountability between the staff team and the Operator. As a member of the staff team you should follow these guidelines when carrying out your responsibilities.



Job Descriptions

The following job descriptions are relevant to staff positions in the Centre. Make sure you are aware of your own and other staff members' responsibilities, as this will help you to fulfil the requirements of your position in the Centre and know who to refer other tasks onto.

EDUCATOR

NATIONAL QUALITY STANDARD (NQS)

QUALITY AREA 7: GOVERNANCE AND LEADERSHIP		
7.1	Governance	Governance supports the operation of a quality service.
7.1.3	Roles and Responsibilities	Roles and responsibilities are clearly defined, and understood, and support effective decision-making and operation of the service.

ANNIE'S ANGELS PLAY AND DEVELOPMENT CENTRE (THE SERVICE)	
POSITION:	Educator - General
QUALIFICATIONS:	Certificate III in Early Childhood Education and Care (or previous equivalent) Current Senior First Aid certificate Acceptance from Working with Children Check
APPOINTMENT:	To work alongside and support the teaching staff of the Service. To always adhere to the Education and Care Services National Regulations under the Education and Care Services National Law, child protection regulations as well as the policies, goals and philosophy of the Service. To uphold the 'National Quality Framework' and 'National Quality Standards' as per the 'Service's' Philosophy, goals, policies and procedures.

DUTIES

IN RELATION TO THE CHILDREN

- Respect and provide support and inclusion for all children, regardless of gender, cultural background or socio-economic status.
- Act as a positive role model, demonstrating appropriate behaviour and language.



- Provide adequate supervision for the children, and work towards supporting colleagues in achieving the same. No staff member should be performing another task whilst supervising the children.
- Be a passionate educator and strive to achieve 'Service' goals (as outlined in Policy Manual) and ensure our 'Service' philosophy is reflected in daily practice.
- Assist in the collection, recording and evaluation of children's records and observations, as required by Department of Education and Communities and National Quality Standard.
- Communicate with the children in an open, honest manner and ensure that the child's perspective is regarded as unique and special.
- Be familiar with the Early Years Learning Framework and Reggio Emilia philosophy and utilise to inspire independent learners.
- You are a mandatory reporter and have the responsibility to report any concerns about abuse immediately.

***"There is never a time to do nothing in child care
are there is always a child to interact with."***

IN RELATION TO FAMILIES

- Refer families to communicate feelings about their child's time spent at the service to the Room Leader.
- Be courteous and helpful to the families in the Service
- Look for opportunities within the Service where a family may become involved e.g. Multi-cultural events, craft activities, fund-raising and parent committees.
- Respect the confidentiality of all information about a child; any concerns should firstly be discussed with the Nominated Supervisor.
- Be familiar with all families; greet all families on a personal basis. This will ensure mutual trust and open communication.
- Assist colleagues in completing the Day Book/Journal/Daily Diary – "Earlyworks Program" ensuring that this valuable communication tool is being fully utilised.



- Be aware of each child and their needs. In relation to a child's medication requirements, ensure that you have reported to the Nominated Supervisor and colleagues for verification and ensure that it can only be administered by a staff member with a current senior first-aid certificate and must be witnessed by another staff member. All relevant record keeping must be maintained.
- Be aware of the children's medication requirements, reporting these to the Nominated Supervisor or colleagues who hold a current First Aid Certificate so administering can be witnessed.
- Attend family meetings and events as requested by the Director.
- Ensure that all information regarding a child in your care is confidential.

IN RELATION TO COLLEAGUES

- Follow the directions of the Room Leader.
- Assist all staff in meeting the needs, supervision, health and safety of all children.
- With the guidance of the Nominated Supervisor and colleagues, promote the highest standard of care for the children in accordance with the National Quality Standard.
- Work as a team, throughout the Service.
- Assist in ensuring that your room is aesthetically supporting family involvement and representing each child and their needs and interests.
- Be considerate of fellow workers when having breaks by ensuring they are of the appropriate length.
- Participate in the service's annual staff appraisals and staff reflection activities.
- Participate in the Service's annual professional development activities.
- Acknowledge and support the worth of the personal, professional, cultural and linguistic diversities that all staff member bring to the Service. Aim to tap into this wealth of knowledge and incorporate ideas into your own experiences.
- Be familiar with the Grievance Policy (included in Policy Manual) and aim to discuss any concerns or incidents to the Nominated Supervisor for further support.



IN RELATION TO THE PROGRAM

- When the Room Leader is absent, you may be required to fill this position. The Nominated Supervisor will guide you in these instances.
- Seek assistance from your Room Leader or Educational Leader in regards to programming, observing and documenting.
- Assist with the planning, implementation and evaluation of the program.
- Assist with sourcing the developmental records of the children in your care.
- Assist in the set up and maintenance of the indoor and outdoor environment (organising any project material, interest areas and general preparation for the room).
- Assist in ensuring that your room is aesthetically supporting family involvement and representing each child and their needs and interests.

IN RELATION TO THE SERVICE

- Develop a working relationship with colleagues to ensure the effective operation of the Service.
- Attend staff meetings when required.
- Assist to maintain the room's routine and procedures in respect of daily checklists, programming and record keeping.
- Ensure that you are on time for your shifts, that breaks are taken at the correct time for the correct length to aid in consistency throughout the day.
- Ensure your phone, or the centre's phone or other devices are not used for private purposes during your shift. In emergency situations seek clarification from your supervisor before using your phone.
- Participate in at least three (2) in-service courses every twelve months, so as to keep up-to-date and informed on current childcare practices.
- Encourage and maintain effective communication between yourself, colleagues and families.
- Assist in the completion of the daily, weekly and monthly duties (cleaning, maintenance etc.) to ensure a safe, clean and hygienic environment that is welcoming to all.
- Immediately report all maintenance, O.H&S, and safety concerns to the Nominated Supervisor for follow-



up.

- Follow housekeeping practices and procedures, which ensure that equipment is maintained at an optimal level.
- Assist in providing an environment that is safe, fun, interesting and appealing.
- Always maintain confidentiality and adhere to the Service's policies and the Code of Ethics (Early Childhood Australia Inc.).
- Gain an understanding of the Service's Quality Improvement and self-assessment procedures and participate when requested.

Position: Authorised (Nominated) Supervisor

Qualifications	Degree in early childhood from a recognised University, or; Diploma of Children's Services (3 years' experience) Current Senior First Aid certificate Acceptance from Working with Children Check
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Duties

In relation to the children:

- Respect and provide support and inclusion for all children, regardless of gender, cultural background or socio-economic status.
- Act as a positive role model, demonstrating appropriate behaviour and language.
- Provide adequate supervision for the children, and work towards supporting colleagues in achieving the same. No staff member should be performing another task whilst supervising the children.
- Be a passionate educator and strive to achieve 'Service' goals (as outlined in Policy Manual) and ensure our 'Service' philosophy is reflected in daily practice.
- Assist in the collection, recording and evaluation of children's records and observations, as required by Department of Education and Communities and National Quality Standard.
- Communicate with the children in an open, honest manner and ensure that the child's perspective is regarded as unique and special.
- Make yourself familiar with the Reggio Emilia philosophy and the Early Years Learning Framework and utilise to inspire independent learners

In relation to families

- Be courteous and helpful to the families in the Service
- Look for opportunities within the Centre where a family may become involved e.g. Multi-cultural events, craft activities, fund raising and parent committees.



- Respect the confidentiality of all information about a child, any concerns should firstly be discussed with the Director.
- You are a mandatory reporter and have the responsibility to report any concerns about abuse immediately to the Department of Community Protection.
- Be familiar with all families; greet all families on a personal basis. This will ensure mutual trust and open communication.
- Assist colleagues in completing the Day Book ensuring that this valuable communication tool is being fully utilised.
- Be aware of each child and their needs. In relation to a child's medication requirements, ensure that you have reported to relevant colleagues for verification and ensure that it can only be administered by a staff member with a current senior first-aid certificate and must be witnessed by another staff member. All relevant record keeping must be maintained.
- To attend parent meetings as requested by the Director or parents.
- To share information with the family relating to their child and the daily activities of the 'Service'.
- To act as a resource person for families.
- To encourage families to participate in Centre decision-making and experiences.
- To attend monthly staff meetings
- Aim to complete the daily diary as a means of reporting to families.

In relation to colleagues:

- Implement the room's routine and the Service's procedures
- Attend all staff meetings when required
- Assist all staff in meeting the needs, supervision, health and safety of all children.
- With the guidance of the Director and colleagues, promote the highest standard of care for the children in accordance with the National Quality Standard High Quality bracket in line with the National Quality Standard aiming for a rating of 'excellence'.
- Work as a team, sharing room responsibilities.
- Be considerate of fellow workers when having breaks by ensuring they are of the appropriate length.
- Participate in the service's half yearly staff appraisals and staff reflection activities
- Participate in the service's SWOT and goal setting programs every six months.
- Acknowledge and support the worth of the personal, professional, cultural and linguistic diversities that all staff brings to the service. Every staff member is unique and has something to offer- aim to tap into this wealth of knowledge and incorporate ideas in your own experiences.
- Familiarise yourself with the Grievance Policy (included in Policy Manual) and aim to discuss any concerns or incidents to the Director for further support.
- Assist the Educational Leader and guide staff in observing and planning for individual children and the total learning environment.
- Assist the Educational Leader and collaborate with staff to ensure that the program is continually improving.

In relation to the Program:

- Work with Educational Leader in the planning, implementation and evaluation of the program (in consultation with the colleagues and the Director, if needed)
- Maintain the developmental records of each child in your room
- Know and implement the Early Years Learning Framework in your program and records



- Ensure the implementation of the program in the in-door and out-door environment promoting commitment to continual improvement to the quality of care and experience each child and family receives.
- Organise any project materials, interest areas and general preparation for the room.
- Ensure that the program is regularly evaluated, monitored and rotated so as to provide for an interesting and challenging environment (consulting with colleagues to provide variety and input from various perspectives).
- Participate in at least 2 in-services a year to support your professional development

In relation to the Service:

- Sound understanding of the National Quality Standard and National Framework
- Working knowledge of the Early Years Learning Framework.
- Awareness of current issues in children's services.
- Demonstrated ability to work in partnerships with families.
- Demonstrated professional level of written and verbal communication skills.
- Extensive knowledge of Child Protection legislation and its implications for the care and protection of children.
- Extensive knowledge of Occupational Health and Safety legislation and safety issues relating to children and staff.
- Provide ongoing support and assistance to the Director in all areas of administrative procedures, curriculum development, parent and community liaison, staff professional development and training, and any other areas as the need arises.
- Facilitate the successful implementation of the Quality Improvement Plan as per 'Services' routine
- Ensure the Director is informed of any problem arising, which would affect the children or the smooth running of the service.
- Any other duties, within the scope of the position, as specified by the Director.
- Working with the Service's Educational Leader in programming promoting commitment to continual improvement to the quality of care provided within each room.
- To follow housekeeping practices, which ensure that equipment is maintained at an optimal level, and the Centre is kept clean and tidy.
- To ensure that the Centre's building comply with the Education and Care Services National Regulations.
- Assist in the completion of the daily, weekly and monthly duties (cleaning, maintenance etc.) to ensure a safe, clean and hygienic environment that is welcoming to all.
- Assist in providing an environment that is safe, interesting and appealing.
- Always act within the guidelines set out in the Code of Ethics (Early Childhood Australia Inc.)
- Facilitate the successful implementation of the Quality Improvement Plan and Accreditation System as per 'Services' Routine.

In relation to the Essential Requirements for Employment under the Education and Care Services National Regulations:

- Ability to satisfy the criteria for appointment as an Authorised Supervisor.
- An understanding of principles set out in section 202 of the Act.

Teacher/Authorised Supervisor:

The paramount consideration of children's services is the best interests of the children.



- Children should receive services that meet their individual's needs (including the needs of children with a disability) and enhance their physical, emotional, cognitive, social and cultural development.
- Parents have both a right and a responsibility to be involved in the making of decisions by a children's service in so far as those decisions affecting their children.
- Oversee all administrative duties or otherwise in relation to but not limited to: DEEWR reporting, family accounts, fee collection, Newsletters, Information Sheets, Accreditation requirements and emails.

Understanding of a safe environment for children, and;

- Adequate knowledge of stages of physical, emotional, cognitive, social and cultural development of children, and;
- Adequate knowledge of health, hygiene and nutrition needs of children



POSITION: Food Co-ordinator

Qualifications/Experience:

Relevant qualifications in accordance with Early Childhood Education and Care National Regulations and the Food Safety Act
Experience in preparing meals for large groups of people.

Responsible to: Director.

Key Responsibility Areas:

1. Prepare and Present Food For Children

- a) Present food in a manner which encourages children to try the foods.
- b) Select food that provides a variety of colour, texture and taste.
- c) Ensure drinking water is available at all times.
- d) Be flexible and willing to change the menu to suit the needs of the children.

2. Nutrition

- a) Keep a file on nutritious meals for children.
- b) Liaise and interact with parents in a friendly and non-judgemental way in relation to their child's nutrition needs.
- c) Ensure that recipes for the food served at the centre are from a variety of cultural backgrounds.
- d) Implement the recommendations of the services Nutrition Policy and Food Safety Plan.

3. Health and Hygiene

- a) Actively participate in Food Safety Plan requirements
- b) Ensure that hygiene procedures are strictly followed in the preparation of meals.
- c) Ensure Food and Drink offered by the centre covers all requirements of Service Policy, Government Regulations, Health and Hygiene Legislation and Quality Assurance Principles.

4. Health, Safety and Legal Responsibilities

- a) Act immediately on any safety issues that relate to the working environment the service.
- b) Follow Centre policies regarding personal health and hygiene practice.
- c) Follow Centre guidelines in providing a safe environment for children and staff.
- d) Maintain a professional approach to work which reflects the Centre's philosophy, policies and procedures and ensures confidentiality in all aspects of Centre operations.

5. Planning and Purchasing

- a) Plan, display and evaluate the menu, which is nutritional, well balanced, suited to the dietary needs of the children and within Centre budget, in consultation with the Co-ordinator and including feedback from children, staff and parents.
- b) Purchase food provisions that provide a variety of colour, texture and taste and are required each week/month in line with the Centre menu and according to the Budget.

6. Team Participation

- a) Work as an effective team member, attend staff meetings and participate in the performance appraisal system.



Policies and Procedures for Staff

General Policies & Procedures

All policies and procedures are to be read and signed during the first three months of employment. Time will be allocated for this task. This booklet just provides a general guideline to help you begin your position safely.

Confidentiality

All staff are required to sign a Confidentiality Statement at the end of this booklet. Confidentiality is important in matters concerning the children, parents and other staff members at the Centre and is expected at all times. All matters relating to the care and development of children are to be kept confidential to protect the children and their families.

Grievance

The Service will always aim to provide a fair and equitable workplace; this includes procedures for settling grievances. We should all work together to ensure a safe, healthy and harmonious work environment.

We acknowledge that conflict is a natural part of the work environment. It may relate to something simple as who leaves their dirty tea cup on the sink or more major issues such as what changes to make to the daily routine. Conflict may also arise due to seemingly incompatible personalities. It is important that all conflict is resolved. Unresolved conflict leads to tension, stress, low productivity, sour relationships, excess time off, ill health, anxiety and many other destructive emotions. When conflict is addressed and handled constructively the outcomes are feelings of relaxation, openness, high productivity, vitality; good health, empowerment, a sense of achievement etc.

It is every staff member's responsibility to contribute to the development of an open, healthy and constructive work environment. All grievances, whether considered minor or not, are to be dealt with promptly and thoroughly.

The Service's employees are expected to look at conflict in a positive way, ready to learn something new or improve work relationships.

Employees are also to be aware of their responsibility in providing good role models for children in their handling not only of conflict with work colleagues, but with children, parents and other associates.

Employees should reflect on the Code of Ethics- Early Childhood Australia for guidance and direction of appropriate behaviour.

In servicing and Resources on Conflict Resolution;

- All employees are encouraged to attend courses on 'Conflict Resolution' or similar courses on interpersonal communication skills as part of their professional development
- Resources are also available for borrowing through management



- A grievance can be any type of problem, concern or complaint related to work or the work environment raised by a staff member
- At all times any grievance should be addressed immediately between the persons involved
- Employees are to use skills in conflict resolution and not act unreasonably, oppressively or in a discriminatory manner. It is important that all persons acknowledge that a grievance exists. It is the responsibility of all persons involved to confer with a view to resolve the grievance.

When the persons involved cannot resolve the grievance in a constructive way the following steps will be followed;

- A. The aggrieved person is to contact their immediate supervisor (Room Leader, Nominated Supervisor or Licensee) who will act as Mediator. The Mediator will have an interview with the persons involved and clarify the facts, work out whether advice is needed from other sources, discuss options available and help to formulate a plan of action. If an employee does not feel comfortable in approaching their supervisor, or the conflict is with their immediate supervisor, they can contact the next level of management to act as Mediator.
- B. If an amicable resolution does not occur at this meeting the Mediator is to present a report to the next level of management outlining:
 - The nature of the grievance
 - The procedures followed to date
 - The solution(s) sought
 - The recommended plan of action or resolution
- C. If an agreement is reached the mediator is to present a report to the next level of management outlining:
 - The nature of the grievance
 - The procedures followed to date
 - The solution(s) agreed upon
 - The plan of action to reach this solution and review time if warranted

A copy of this report is to be provided to all persons involved in the grievance, and a copy is to be retained at the workplace.

Grievance Procedures

Harmonious staff relations within the service largely depend on staff feeling satisfied that their professionalism is being acknowledged by their involvement in appropriate decision-making processes.

The quality of industrial relations is likely to be substantially better in a workplace if the decision-making processes adopted permit staff to have input into decisions which affect the nature and quality of their professional work.

Management and staff within the service will work together to develop and implement appropriate strategies to facilitate consultative and collaborative decision making processes. Where staff feel these processes have failed and are in conflict with decisions made by Management, the following procedures are to be ensued;



- The aggrieved person(s) is/are to discuss the grievance with their immediate supervisor
- The supervisor is to report to the Nominated Supervisor/ Licensee of the grievance
- The Mediator will seek advice as necessary from other sources, (e.g.: unions, Work Cover and funding bodies)
- The Mediator will then advise Management of the possible solutions.

Meetings are to be arranged with the aggrieved person(s) as necessary throughout the process. The outcome of the grievance must be reported to the aggrieved person within a week of the decision.

Resolution of Grievances

Grievances are considered resolved when all persons involved agree to a solution, when the cause of the grievance has been removed or resolved, and when arrangements have been made if appropriate to repair any damage and distress suffered by the persons involved. Strategies agreed upon by both parties are to be put in place to help avoid further conflict.

Unresolved Conflict

If resolution of the conflict is unsuccessful after all procedures in Grievance Policy have been followed it may then be necessary to take disciplinary action.

Confidentiality

Mediators are to use discretion and to do their utmost to maintain confidentiality. Any breach of this confidentiality could result in a charge of misconduct. However confidentiality cannot be guaranteed in the following situations: if it is considered that someone is in danger, if disciplinary action or criminal investigation might be necessary; or if employer liability might be involved.

No action will be taken against the person about whom a formal complaint is lodged until they are made aware of any allegations so that they may respond.

Support Person

A Staff member (members) is able to nominate a support person to attend any meetings with them. This person may be a union representative but is not limited to that. It can in fact be anyone else whom the staff member (members) feels comfortable will offer support.

Settling Children Into the Centre

Welcome parents and children warmly on arrival at the Centre every day. Encourage parents to remain with their child until the child/parents feel comfortable enough to leave them. This may be for an entire session. Some parents find visiting the centre on one or several occasions before leaving the child helps them to settle and adjust to the Educators easily.

Parents are encouraged to discuss their child's separation behaviours with the Educators. As children sees you build a secure, strong, positive and happy relationship with their parents they will feel more secure and feel happier when parents are not present. Parents are always the best judges.

If a parent wishes to leave and their child is hesitant they may leave them with us. Remind parents that they may contact you at any time during the day for reassurance



that their child has settled. If the child becomes upset when the parent leaves, find an activity to distract them. Stay close to the child, reassuring and comforting them. Make a special point of discussing the child's day with the parent when they come to collect their child.

Primary School aged children may have had little previous experience in multiple age groups and younger children in particular may need time to settle and feel secure. The staff members' role is to encourage the children to feel at home and make new friends, and to ensure that children of all ages treat each other with empathy, care and respect.

Communicating with Children and Parents

Strong, positive relationships with parents and children are crucial to the emotional development and well-being

of the child. Be supportive and encouraging and communicate with children in a friendly, positive and courteous manner. Always get down to the child's eye level when speaking with them and never single out any child or make them feel inadequate in any way.

You must initiate and facilitate regular on-going communication with parents concerning their child. Always use appropriate verbal and non-verbal communication strategies and listen attentively to parents. You can do this by welcoming parents and children on arrival, referring to and completing daily information sheets for parents (pre-school age children), showing parents the program and timetable and discussing their child's input with them, and speaking with parents about their child's day at the departure time.

Parent Complaint Procedures

If a parent has a complaint about any aspect of the service, they may discuss their problem with a relevant staff member or with the Nominated Supervisor. If the parent feels the problem is not resolved they may take the matter to the Operator for resolution, either through the Nominated Supervisor or by writing directly to the Operator.

If a staff member is unsure of how to respond to a parent's complaint they should refer the matter to the Nominated Supervisor.



Programming Rationale and Understandings

We use the following understandings derived from current theories to underpin our programming;

- Quality Attachment Relationships with caregivers are critical to the development of the children in care settings.
- Therefore, Attachment and Emotional Well-being provide the basis of the program for infant and toddlers.
- The curriculum is needs based—responding to the needs of the children and families using the service.
- Babies learn to trust when their basic needs are met by nurturing, responsive sensitive caregivers who understand that babies do not have any sense of time and do not know how to wait.
- Caregivers can provide opportunities for parents to spend time with their babies in the centre to enhance the attachment to the primary care giver.
- The settling in period for each child must be carefully planned where caregivers concentrate on building trust between themselves and the baby/toddler. Ideally with the parent accompanying the child so social referencing can occur.
- Although physical needs take up much of caregivers time and energy for this age level, children cannot develop to potential if their intellectual, psychosocial and spiritual needs are not met.
- Pick up and carry babies. Kinaesthetic Feedback is a very important part of the development of motor skills. Children need ample time to practice their developing skills without being rushed onto the next achievement.
- Close physical contact has an important role in physical growth and brain maturation. Caregivers can carry, massage, stroke and touch babies—in the open, discussing preferences with parents.
- Nutrition is critical to development; therefore mealtimes become an important component of the program. Relaxed and intimate, social and joyful. Mealtimes can also provide an opportunity for much learning.
- Caregivers manage each child individual sleep needs. Consideration needs to be given to the stress caused by controlled crying to the child, the other babies and the caregivers.
- Nappies need to be monitored and changed frequently, as the child needs it. Nappy change times can be used as an opportunity for special one-to-one time.
- The best way to deal with child fears is to try and give the toddler some control over the situation.
- Children develop self-comforting techniques that enable children to learn to rely on their own resources rather than always needing the comfort of others. I.e.. Transitional objects.
- As toddlers move towards a greater autonomy their thirst for exploration and discovery increases. Toddlers need freedom to explore relationships between object, themselves and others. Caregivers provide a balance between sometimes conflicting needs for dependence and independence and for freedom and control. Give affirming feedback. **AUTHENTICALLY** praise the children's efforts—not “good boy/ girl.”
- Sensitive caregivers understand the young child's limitations in regard to understanding the distress of others. Spend a lot of time talking to children



about feelings and explaining the reasons for others distress.

- Infants and toddlers need plenty of opportunity to engage in sensory motor and exploratory play—engaging in constant problem solving.
- To develop perception allowing children to use their senses to come to understand the world in which they live, sensory experiences and participation in everyday experiences must be built into the program.
- The role of the adult is to guide the young child through the acquisition of new knowledge and understanding during everyday activities, recognizing the zone of proximal development and supporting children to accomplish the next level.
- Talk to babies. Use correct forms of language without interfering with a child's effort to communicate. Include books in the program.

Bambini. Italian Approach to Infant and Toddler Care. Gandini, Lella and Edwards. 2000

Babies Need More Than Minding. Planning Programs For Babies and Toddlers In Group Settings. Teresa Hutchins. AECA 2002.

Babies. Good Beginnings Last Forever. Pam Linke and Marilyn Fleeer. AECA 2002

Planning Appropriate Learning Environments for Children Under Three. Linda Harrison. AECA. 1996

Please read our Children's Program policy and The Early Years Learning Frameworks guidelines. (Also see the Parent handbook for a brief overview of EYLF)

Guiding Children's Behaviour

Developing supportive, strong and positive relationships with children and emotionally connecting and their families is the most important way to guide children's behaviour. Positive emotional connections and attachment with each child and their family creates trusting relationships, where children are more open to listening and following guidance.

Staff will always explore the possibilities of why a child may be reacting in a negative way and use this to guide the appropriate response to give. Staff must be fair and consistent with children at all times and using positive virtues language and expressing limits to behaviour in a positive way. Staff will act as a role model to the children by demonstrating acceptable behaviours during their interactions with children, parents and other staff members. Staff will encourage and support the children to show empathy towards others and the situation.

Use voice intonations, eye contact, facial expressions and explanations to indicate approval or disapproval of behaviours and to encourage desired behaviour. **NEVER** shout at children or inflict any form of corporal punishment including smacking, placing in a room alone, making immobile, frightening or humiliating them. Where necessary, use the "calming down" strategy outlined in the Policy Manual to emphasise displeasure of inappropriate behaviour.

If a child consistently displays unacceptable behaviour discuss this with the Nominated Supervisor or Director and ensure that:



- the expectations of the child's behaviour are realistic and appropriate to their developmental level;
- the child understands the limits;
- there is no conflict between centre, school and home expectations;
- the child's needs are being met;
- the child has no impediments which may be causing the unacceptable behaviour e.g. dietary problems, poor hearing, poor coordination, communication difficulties, illness or emotional distress;
- the child isn't copying observed behaviour;
- events at the centre have not encouraged the behaviour;
- consequences of the behaviour do not encourage it to persist;
- strategies are consistently followed by all caregivers in contact with the child.

All staff need to become familiar with the centre's Guiding Children's Behavior Policy and seek advice from the Nominated Supervisor if unsure about any aspect of the policy or how it is to be implemented.

Supervision

Appropriate staff to child ratios must be strictly adhered to at all times.

The appropriate staff to child ratio's are as follows:

0-24 months, staff to children ratio is 1:4

24-36 months staff to child ratio is 1:5

36 months or older staff to child ratio is 1:10

Our centre is licensed for 24 children.

At capacity our centre will require the following:

4 Babies which will require 1 Qualified staff member

5 Toddlers which will require 1 Assistant staff member

10 Kindy Age which will require 1 Qualified staff member

5 After School / Primary School Age children which will require 1 Qualified staff member

For water play activities the ratio drops to 1:1 for 0-2 yr olds and 1:2 for 2 yrs and above with at least one member having training in first aid and resuscitation skills. All contact staff members supervising the activity must have reached the age of 18 years.

During the lunch period Annie's Angels Play And Development Centre will ensure that there is at least 60% of the total number of staff members on contact.

The maintenance of these ratios is vital to ensuring the safety and well-being of all children attending a care session.

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



Children outdoors must be appropriately supervised to ensure each child's safety, and be given opportunities for self-discovery and freedom of choice. Staff must judge when children need an adult to facilitate play or join in at a child's request. Children can be regularly reminded of safety procedures for fixed play equipment and also be encouraged to try new challenges as appropriate to their developmental stage.

Arrival and Collection of Children

Refer to the Parent Handbook for policy information on:

- Arrival and Collection of Children
- Signing In and Out Cards
- Family Access
- Termination of Care

If you are unsure about your role in any of these situations, you must check with the Nominated Supervisor. All staff should encourage parents to abide by these policies and refer them to the Parent Handbook or the Nominated Supervisor for further clarification.

Excursions

Excursions are considered to be an integral part of the children's program and will therefore be arranged from time to time to provide a broad range of learning experiences for the children. Permission for walks to the local Apex Park and the St Anne's School grounds and facilities is granted or denied on the enrolment form completed by parents. For all other excursions, written permission must be sought from parents and details of the outing provided in writing. All excursions must comply with the Education And Care National Regulations for the type of excursion being conducted. A copy of the Regulations is kept in the Staffroom. All staff should make themselves familiar with this document. Refer also to the policy on Excursions in the Policy Manual. Use the Excursion Plan, Excursion Guidelines and Parents Excursion Authority form when planning any excursion from the Centre.

Alternative arrangements should be made for children not participating in outings.



Health and Safety Guidelines

General Hygiene

In group care situations one of the most troublesome problems to control is the spread of infections amongst both children and staff. The hygiene procedures detailed in the Centre Policy Manual are therefore to be followed at all times in order to control the spread of infections.

Unwell Children

If a child becomes unwell whilst in care you must inform the Nominated Supervisor. The Nominated Supervisor will phone the parent to ask them to collect their child. The child should be made comfortable and separated from the other children until the parent arrives to collect them.

A record of the child's symptoms and any actions taken should be written on the Centre's Accident/Illness Record Form. Where the Nominated Supervisor advises the parent to seek medical advice regarding their child's health, the child's symptoms and information of any illnesses that have recently affected children or staff at the centre will be written on a Doctors Clearance Certificate Form, which the Doctor will be required to sign pronouncing the child fit for care, before the child can be accepted back to the centre.

Exclusion of Children

Children with infectious diseases will be excluded from the Centre in accordance with the National Health & Medical Research Council exclusion guidelines (on display in the foyer). A medical certificate is required after contracting diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before a child can be re-admitted to the Centre.

Parents are asked not to bring unwell children to the Centre. If a child has more than a slight cold staff should check with the Nominated Supervisor before accepting the child.

Medication

Only qualified staff must administer medications to children.

Only prescribed medications, or medications accompanied by an explanatory letter from the child's Doctor, must be administered by centre staff. This is to ensure an accurate dosage of appropriate medicine is given to children at all times and to protect staff from allegations of administering wrong doses or inappropriate medication to children. Refer to Centre Policy for definition of medications.

It is imperative that staff ONLY administer medication if:

1. It is prescribed by a doctor and has the original pharmaceutical label detailing the child's name, the name of the medication, the required dosage, the date of dispensing and the expiry date; OR
2. It is still in the original pharmaceutical packaging (ie. Non-prescription medication), indicating the name of the medication, the dosage and the expiry date; AND
3. The parent has completed and signed an authority to give medication form on the day that it is to be administered.



Parents must give medication to a staff member, who must place the medication in the medication cupboard or the fridge. Make sure parents fully complete an authority to administer medication form, and advise you of the last dose of medication given.

Staff must follow centre procedures carefully when administering medications and always verify the dose, time and child with another staff member before administering, and record each dose that is administered.

Some children have long term health conditions that required ongoing medication. In these instances, the child's Doctor will provide full details of the medical condition, correct dosage of medication and how the condition is to be managed on a Special Health Needs Support Plan or Emergency Action Plan. Parents are required to endorse this information and give permission to staff to administer medications as directed by the Doctor.

It is important that all staff carefully read the centre's administration of medication Policy and always check with the Nominated Supervisor or a Senior Staff member if unsure of the correct action to take in any specific incident.

Safe Environment

Staff are required to check all equipment and furnishings regularly to ensure they are in a thoroughly safe, clean and hygienic condition and in good repair. In this regard staff will report any equipment and/or area that is not clean or in a safe condition or any evidence of vermin to the Nominated Supervisor. (See Occupational Safety and Health Policy in Policy Manual)

Occupational Safety and Health

All staff have responsibility under the Occupational Safety and Health Act 1984 to take reasonable care to protect themselves and others in the workplace by:

- Following safety and health instructions given by the employer.
- Reporting hazards or situations that may present a hazard.
- Reporting work related injuries or harm to health.
- Cooperating with the employer on all health and safety matters.

(See Occupational Safety and Health Policy in Policy Manual).

If a staff member is injured in the workplace they are required to report the injury to the Nominated Supervisor and enter the details in the centre's Employee Accident/Illness/Injury Record Form. This form must be signed by both the injured person and the Nominated Supervisor or the Qualified Staff member on duty. The centre will ensure that injured employees are provided with appropriate rehabilitation and health care services.

Centre Boundaries

All staff are required to become familiar with the centre plan which is displayed in the centre, and clearly delineates the services boundaries and areas where children may safely play.



Sun Protection

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

- The Bureau of Meteorology website is checked daily and children will not be outside during dangerous UV ray times.
- Children will be required to wear a hat which protects the face, neck and ears, whenever they are outside. Children will not share hats to minimise the spread of infections such as head lice, impetigo and ring worm. Hats are to be clearly named.
- Children who do not have their hats will not be allowed to play in the sun. Centre hats are offered to children are worn once then washed.
- SPF 30+ broad spectrum water resistant sunscreen will be provided for children, and applied 15 minutes before going outside. If children arrive at the Centre before 9am, sunscreen should be applied by the parent at home. Sunscreen is to be used only as a supplement to clothing and hats, it is not to be used by itself. Parents' written permission will be required if sunscreen is provided by the Centre. Staff will ensure that sunscreen is not out of date.
- Staff will act as role models by:
 - wearing appropriate hats and clothing while outside;
 - using 50+ sunscreen;
 - seeking shade wherever possible.
- Teaching about skin and ways to protect it from skin cancer will be incorporated into the children's program.
- When enrolling their child, parents will be informed about the sun safety policy, asked to provide a suitable hat and SPF 50+ sunscreen for their child's use and encouraged to practice sun protective behaviours themselves.
- Staff will be trained on the hygienic application of sunscreen.

HIV Impairment and other Blood Borne Diseases

We believe that all children should have an equal opportunity to access quality care in a safe, healthy environment. Our policy therefore allows the inclusion of any persons with AIDS, Hepatitis B or C, or any other blood borne diseases to the Centre. The Centre recognises that HIV/AIDS and Hepatitis B and C like any other disease are best dealt with by the application of preventative measures. The Centre provides clear guidelines on how to eliminate the risk of these diseases being spread, so that ALL children and staff in the child care centre are protected at all times. (See policy on HIV/AIDS and Hepatitis B and C Impairment in Policy Manual.)

Emergency Procedures

Emergency Evacuation Procedures Policy:

The centre aims to provide and promote a safe environment in which children may play in and explore their world free from harm. In the event of an accident appropriate first aid or CPR will be applied by trained staff. If an emergency or natural disaster occurs at the Centre the children and staff will be well practised in the required procedures to ensure as far as possible the safety and well-being of each person present.



PROCEDURE:

- The Centre plan, which clearly defines boundaries and areas where children in each age grouping may safely play, is displayed in the reception area. Staff will become familiar with the plan and will reinforce the importance of staying within the boundaries with the children. Staff will ensure play areas are always appropriately supervised.
- Staff will ensure play areas are always supervised in a manner that is sufficient to ensure the safety and wellbeing of the children appropriate to their stage of development.

Circumstances under which evacuation will occur are as follows:

- Fire within the building or playground
- Fire in the surrounding area where the Centre is in danger (If you are unsure how close the fire is call; 000)
- Flood - call State Emergency Service –132 500
- Terrorist threat

The person who first becomes aware of the need to evacuate is to blow the whistle – these are located in each playroom. This person is to move throughout the building continually blowing the whistle to ensure that all children and adults hear it. This person is to also call out 'evacuate' and state the safest meeting point.

There are two meetings points depending on where the fire or danger is and where the children are at the time.

- (1) Exit Door – Main Playroom
- (2) Main Entry – Front Door

Use (1) this exit when possible and safe to do so. The children are to meet just outside the Exit Door from the Play room for roll call. Educators will then move the children safely away from the building to a location deemed safe by the Nominated or Certified Supervisor and the roll checked a second time.

Evacuation Meeting Point; At the rear of the playground near the fence.

The Evacuation Meeting Point is to be used when the children are outdoors and need to exit quickly or if the emergency hinders the use of the main exit. Children are to meet at the At the rear of the playground near the fence for roll call and will then be moved through the gate to a location deemed safe by the Nominated or Certified Supervisor and the role checked a second time.

In the event of a severe storm/flood where assembly outdoors is inappropriate the Nominated Supervisor is to nominate a suitable safe location near an exit.

In the event of an evacuation as a precaution where it is not an emergency and the building is safe, the children will be assisted to get their bags before evacuating so that they have on hand spare clothing, food etc.

Duties

Nominated or Certified Supervisor – Is to call 000 (state assistance required – fire brigade, police, ambulance) once out of the building. The Nominated or Certified Supervisor is to direct all children, staff and visitors to a safe location where they can wait for arrival of parents and emergency assistance. Surrounding business grounds may be used if unsafe to stay on Centre premises.



The Nominated or Certified Supervisor is to make a final check of the building to ensure everyone has evacuated and that the necessary supplies have been taken. She/he will also check the staff/visitors book to ensure all are present and accounted for.

Once assembled in a safe location, The Nominated or Certified Supervisor is to call the children's parents and stay with the children until collected.

The Nominated or Certified Supervisor will also call Department of Education and Communities (Speak to Children's Services Advisor) and the local police to inform of the location of the children.

Educator in charge of the Room/Group - Is to take the sign in sheet and cordless phone to the meeting area, directing the children to the meeting area.

Room Assistant - Is to check the building thoroughly including classrooms, bathrooms, staff rooms, and playground and under tables or furniture for children.

The room assistant is to take the staff/visitor sign on sheet, the medication bag/fridge box and the emergency evacuation bag to the meeting area. In the case of a fire, the room assistant will shut all windows and doors, if safe to do so, to reduce the spread of the fire.

Floater - Is to assist Educators to move children to the meeting point. The floater is to thoroughly check the playground before moving to the meeting area.

Please ensure that as an Educator you are aware of your role, especially if you are replacing an absent Educator as you will adopt their role in the event of an emergency.

Emergency Evacuation Drills

- Evacuation drills are to be practised once a term.
- A log will be kept to ensure that all children participate in the emergency evacuation drill at least 4 times per year.
- Each Educator will have a turn at finding the emergency and initiating the evacuation.
- The evacuation is to be timed during drills
- Notes on any areas that need improving or revising are to be documented in the journal kept in the office. Educators will discuss and implement strategies to improve these areas which will be documented in the Service's Staff Meeting minutes and Quality Improvement Plan.
- In the event of limited Educators i.e. early morning or late afternoon, staff are to work together to perform the duties above (the roster should support one Certified Supervisor being on premises at all times to take responsibility and delegating duties). This scenario will be discussed and documented in the Service's Staff Meeting Minutes (OHS).
- In the event of an evacuation causing an inability to use Centre phones, e.g. damaged phone lines, a communication plan will see a staff member seek assistance from neighbouring residents or businesses and / or use the mobile phone taken by a staff member as per our Emergency Evacuation Plan.
- Management will seek training opportunities for staff to participate in emergency evacuations.
- All records of drills undertaken will be kept for a period of 2 years.
- as a parent or trades person, may be asked to assist in the evacuation if required.



Accidents

Only staff who are qualified in First Aid will apply first aid to children at the Centre. The following procedures will apply:

- When a minor accident occurs at the Centre, staff who are qualified in First Aid will:
 - assess the injury.
 - attend to the injured child and apply first aid.
 - check that no-one has come into contact with the injured child's blood or body fluids - require these people to wash any contaminated areas in warm soapy water.
 - clean up the spill using disposable gloves if bleeding involved.
 - ask the Nominated Supervisor to contact the parent/guardian (depending on the nature of the injury). If the parent/guardian is not contacted at the time of the accident they will be informed about the incident when they arrive to collect their child. (Education And Care National Regulations.)
 - write full details about the incident and the treatment given in the accident/illness record.

- When a serious accident which requires more than First Aid treatment occurs at the centre, a staff person who is qualified in First Aid and CPR will:
 - assess the injury and recommend to the Nominated Supervisor whether the parent is contacted to collect the child or whether an ambulance should be called.
 - if an ambulance is called, a staff member will accompany the child until the child's parents can be present. Staff: child ratios at the centre will be maintained during the staff member's absence by emergency relief staff.
 - the child's medical record and enrolment form will be taken with them.
 - the Nominated Supervisor or Director will contact the child's parents/guardians or emergency contact person to advise them of the incident and where their child has been taken. Every effort will be made not to panic the parent/guardian at this stage.
 - ensure that any contact with the injured child's blood or body fluids has been appropriately dealt with.
 - a full report of the accident, detailing what happened and the action taken, will be recorded on an accident/illness report form and a copy given to the parent/guardian. Details will also be entered onto the Centre Accident/Illness Record.
 - the Operator will notify the centre's insurers and also provide them with a copy of the accident report.
 - if a child dies or is admitted to hospital, the centre will notify the CEO in accordance with the Education And Care National Regulations.

General First Aid

All serious incidents should be referred to by 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.

When an accident takes place, an Accident Report must be complete 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 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 MSDS 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

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 older children laying on the change mat on the floor – to save 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.

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 free of storage, 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 adhered 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 material 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.



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 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 supervisor
- 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.

IF YOU ARE UNSURE ABOUT ANY ASPECT OF YOUR WORK YOU MUST ASK FOR ASSISTANCE FROM THE QUALIFIED STAFF / NOMINATED SUPERVISOR or DIRECTOR



References

- **Child Care Centre Desktop**
<http://childcarecentredesktop.com/Childcare+Policies/195/>
- **Resource Unit for Children with Special Needs**
RUCSN Resource Service **website:** www.rucsn.org.au
phone: 9270 6618
fax: 9249 4366
email: library@rucsn.org.au
- **Professional Support Co-ordinator WA**
PSCWA **helpline:** 18000 783 768
website: www.pscwa.org.au
email: pscwa@rucsn.org.au
- **Education and Care Regulatory Unit –**
<http://www.communities.wa.gov.au/CHILDRENANDFAMILIES/CHILDCARE/Pages/default.aspx> *Education and Care Services National Law (WA) 2012*
and the [Education and Care Services National Regulations 2012](#).
- **ACECQA** <http://acecqa.gov.au/national-quality-framework/assessment-and-ratings/>



Employee Terms of Agreement **Acknowledgement Form**

By signing this page you knowledge:

1. That you have read and will abide by the Staff Handbook
2. That you have read and will abide by the Service's Policy Manual in its entirety
3. That you have been introduced to the Service's OHS Procedures and Reporting including;
 - Room Checklist
 - Cleaning Routines
 - Storage of Hazardous Products
 - Accident Reporting
4. That you have been introduced to the Service's Programming Procedure and documentation including;
 - Programming Cycle
 - Observations and evaluations
 - Portfolios
5. That you have been introduced and are confident with the families and children, you are aware of allergies, additional needs, cultural awareness, important and relevant background information.
6. Administrative commitments such as;
 - Sign In and out procedure
 - Payroll procedure
 - Staff meeting procedure
 - Quality Improvement Plan
7. Provided copies of your current First Aid Certificate, Child Protection Training, Asthma and Anaphylaxis Certificate, Industry Qualifications and relevant certificates for In-services that relate to the Industry
8. Evidence of current Immunisation status
9. You will successfully complete a Working with Children's Check
10. Complete the Job application and supply written references
11. Received Uniform

It is a condition of Annie's Angels Play And Development Centre that all staff complete a Terms of Agreement Statement for service records. On receiving the Staff Handbook a signed, dated copy of the Agreement must be submitted to Management confirming they have read and agree to abide by the contents of the handbook prior to the commencement of employment.

In the case of staff being under the age of 18 years, it is the responsibility of the parent/guardian to have read all information provided throughout the orientation/enrolment process before signing this document.



Please detach this page and return to management on confirmation of your employment or volunteer work placement at the centre. Thank you.

I _____ hereby acknowledge having received a copy, read and understood the Staff Handbook and Procedures and Policies of Annie's Angels Play And Development Centre and:

I agree to abide by these requirements at all times.

I agree to abide by the National Quality Framework including, the National Quality Standard, the Early Years Learning Framework and Education and Care National Regulations; and The Code of Ethics- Early Childhood Australia.

Signed/ Date: _____

Witness / Date: _____

Confidentiality

Annie's Angels Play And Development Centre acknowledges that throughout the duration of employment within our service contact will be made with information that must be kept confidential at all times. Employees must be made aware that any irresponsible discussion of matters which are directly or indirectly related to the organisation staff and in particular families of the service are contrary to our written policy.

Annie's Angels Play And Development Centre does not tolerate the non-essential disclosure of information. We take the statement below as agreement that all terms and conditions of centre confidentiality and our families' right to privacy have been understood and agreed to.

It is the responsibility of the employee to have read all information provided throughout the orientation/employment process before signing this document.

Signature of Employee (and Parents) _____

Date _____

Signature of Director/Coordinator _____

Date _____

