Forest Hill Community Preschool

*Staff Handbook*

**FOREST HILL COMMUNITY PRESCHOOL**

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**Director: Jenny Osborne**

**Forest Hill Community Preschool Inc.**

We hope you will find your employment at the Preschool both satisfying and rewarding. This handbook, together with the Policies and Procedures, will help you understand and learn routines, policies and procedures that the Preschool has in place. This Preschool aims to provide quality education and preparation for school in a rural and natural environment. 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 education and care.

Forest Hill Community Preschool is a community based, not-for-profit organisation, who receives funding from the state government through the Department of Education and Care.

The Preschool is managed by the committee made up of parents and community members, which holds meetings monthly. The committee consists of a President, Vice president Secretary, Treasurer, ordinary members, RAAF liaison officer and school liaison officer.

All parents are welcome and encouraged to participate in decision making through being a committee member, attendance at meetings as a guest, or by helping out on fundraising events, working bees and/or special occasions or sharing time at the Preschool. Forest Hill Community Preschool has an open doors policy.

**Staffing**

Forest Hill Community Preschool employs staff members who are friendly, enthusiastic and committed to high quality child and education. Families will be informed of any staff changes through the Preschool Newsletter.

**Newsletter**

The Preschool newsletter is distributed to all families and a copy is placed in the office for all staff to read. The newsletters include staffing updates, preschool information regarding children's activities, upcoming events, policy extracts, and other information that families are to be advised of. All staff can contribute to the newsletter.

**Grouping**

Children attending Forest Hill Community Preschool are aged from 3 – 5 years and may be placed on the waiting list once they turn 2 years. The children are in a mixed age groups so siblings can attend together. There are no set days to cater for families’ individual needs. Half days and casual days are available to parents if vacancies exist. Children in the year prior to starting school are encouraged to enroll 2 or 3 days per week but this is dependent on affordability and needs of individual families

**Licensing**

Forest Hill Community Preschool is currently licensed for 20 children.

**Hours of Operation**

Forest Hill Community Preschool operates between 8.00am and 3.30 pm Monday through to Friday, excluding NSW Public Holidays and NSW school holidays. Full time staff work 7.55 am to 3.30pm with a 20 minute paid break.

**Forest Hill Community Preschool Philosophy**

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| --- | --- |
| Forest Hill Community Pre-School Inc. provides permanent education, care and preparation for a smooth transition to school for children 3-5 years within the Wagga and outlying districts. The Pre-school's guiding philosophy is that * We believe that each child, family and educator is a unique and valued individual.
* Children, families and staff have a right to an environment that supports their individual needs and stimulates all aspects of their development.
* Parents have a right to participate in the decisions affecting their children.
* Staff have a right to a secure, stimulating work environment that provides opportunities for professional development.
* The community has a right of equitable access to quality, affordable Preschool experiences.
* All participants in the Preschool have an equal opportunity right.
 | W25, 2012 |

**Children**

**We believe:**

* Children are capable and resourceful learners who are active contributors to their own learning
* Children need to be valued as individuals, within the context of their family and their community.
* Children can develop confidence and positive self-esteem through a supportive and secure environment
* Children need some structure within their lives to make them feel secure.

**Therefore we:**

* Implement a child-focused program based upon the principles outlined in the NSW curriculum framework and the National Early Years Learning Framework (EYLF) – ‘Belonging, Being & Becoming’.
* Strive to empower children, by using their thoughts and ideas to develop the program and use their ideas and interests to enhance learning and growth and development.
* Promote each child’s confidence and positive self-image through a range of provisions, experiences and opportunities that build upon their understandings, skills, values and sensitivities and promote success
* Implement an inclusive approach to positively support children’s growth of identity, self-esteem and critical thinking
* Encourage each child to reach their full potential in accordance with their individual ability.
* Look at the skills necessary for starting school in all areas of development (social, emotional, cognitive, gross and fine motor and language) and provide opportunities and learning experiences to develop these skills.
* Have a daily routine that is structured but still flexible to provide security for the children, so they know what is happening and what will happen next and that will help prepare them for a smooth transition to big school.

**Families**

**We believe:**

* We value and honour diversity and accept differences in other people. We believe each person and their family values, culture, beliefs, abilities and language should be acknowledged, accepted and reflected in the preschool environment.
* Trust, respect and collaboration form the basis for strong partnerships between families and staff
* Families, children and staff form a caring community
* Family involvement is integral to a high quality program

**Therefore we:**

* Are committed to open and constructive communication with families which includes discussions, child portfolios, daily diary and newsletters
* Strive to have empathy and be responsive to family needs, and provide support when required
* Encourage families to engage in meaningful participation within the service

**Program**

### We believe:

* A rich, stimulating and nurturing environment has the potential to stimulate imagination, promote creativity and enhance aesthetic development. We believe learning is enhanced in an environment where you feel you belong.
* We believe in a natural outdoor environment where there is ample opportunity to explore, for discovery and sensory experience and to learn through interactions with nature, animals and the natural environment.
* We believe a sense of wonder, belonging to and love of the land. Nature and animals are critical for young children to develop lifelong respectful, positive and proactive attitudes to our environment and to ensure our sustainable future. We believe in giving children time to play outdoors every day. We believe that fresh air and a natural environment is essential to everyone’s health, wellbeing and development.
* We believe in the value of play and that it is essential in the lives of young children. We believe play values the ideal of allowing children to “just be” and recognizes the importance of early childhood. We believe play should be fun, exciting, spontaneous, hands-on, stimulating, relaxing, comforting and challenging. Children learn through collaboration and communication with other children and adults and through interacting with the environment
* Children need opportunities to practice and consolidate their skills in key learning areas including: language and literacy; creative and expressive arts; mathematics; science and social and emotional development and work towards learning outcomes as expressed in the Early Years Learning Framework (EYLF) – ‘Belonging, Being & Becoming’
* Diversity within our centre, families, staff and wider community should be respected and celebrated and that we can play a role in fostering and developing a social conscience among children with a view to addressing social inequities
* Preparation for a smooth transition to school can be promoted and enhanced through daily routines, transitions and activities and experiences within the preschool program and day to day activities. **Therefore we:**
* We provide a play based program with activities and experiences that provide opportunities for the children to experiment, discover, explore, create, investigate, practice theories, solve problems and express ideas with the support of other children and educators.
* Implement a program that is responsive to the evolving nature of the Preschool environment and the needs and interests of the children/families and that provides for different learning styles.
* Routines such as start/finish, morning tea and lunch are scheduled when possible in line with primary school times.
* Make observations of children and document their work to form the basis of the program and plan activities from these observations, based on the needs and interests of individual and groups of children.
* Use both the indoor and outdoor environment to encourage the children’s ability to observe, perceive, explore, investigate, imagine, make choices and problem solve.
* Provide attractive, well maintained play areas, with the thoughtful use of furnishings and displays to encourage participation and learning.
* Our outdoor environment has opportunities for interacting with animals and nature and learning about and caring for the environment.
* Introduce children to a wide range of social and cultural experiences, family types and different ways of doing things so they will learn to value diversity, learn to accept challenges they may face and become fully realised members of society

**Staff**

**We believe:**

* In employing staff who are committed to working for the best interests of children and families
* That each staff member brings fundamental, personal qualities to the centre environment such as empathy, respect, warmth and a passion for learning
* In the importance of creating an environment of collegiality where personal and professional contributions are valued, communication is open and confidentiality is maintained

**Therefore we:**

* Provide opportunities for staff to share in decision making and to obtain feedback
* Provide a safe and comfortable working environment with release time for programming and other duties
* Provide ongoing professional development for staff

**Community**

**We believe:**

* We must strive to be a centre of excellence for early childhood education within our community
* As advocates for our profession, it is important to share our knowledge and experience
* We are a central link to information and support services within the wider community and work together with other services in the best interest of our children and families.
* In the importance of nurturing established relationships with community organizations, the RAAF base, council and local schools.
* The needs of children, families, staff and the community are constantly changing and that ongoing evaluation is essential to create a service that is responsive to those needs

**Therefore we:**

* Ensure that we operate within the guidelines set down by governing and professional bodies
* Use the established channels of communication with committee, council and the community
* Encourage Early Childhood and work experience students to take part in our program
* Utilise local services in an effective and meaningful way
* Participate in community events
* Evaluate our centre goals and program regularly
* Work together with other specialised services involved with the children/families.
* Have a RAAF liaison officer and School liaison officer when possible on the committee to enhance communication and working together.

From this philosophy we have developed many policies, which provide guidelines for the operation of our centre. Policy review and development is ongoing. The Policy folder is available from office.

PHILOSOPHY REVISED: 20th March 2012

 ADOPTED: Thursday 26th April 2012 Reviewed 6/6/2013

**General Rules**

1. Children are supervised at all times by two or more staff members
2. Any accident or incident reports are reported to the Director or responsible person
3. Any symptoms of illness are reported to the Director or responsible person
4. Any verbal information given to staff is written in our staff communication book and verbally relayed to the Director
5. *Complete Confidentiality* in matters concerning children and/or families is maintained at all times (no exceptions)
6. Students are to refer any queries to the Director
7. Queries from parents relating to more in depth child behavior / development or school readiness are to be referred to the Director.

**Staff Facilities**

**Staff Room/Library OSHC LDC OCC**

Staff have access to a designated staff room (the library or the office), a separate area away from the children, for respite, breaks and other non-contact time agreed between the employer and the employee. Staff can put their bags in the office or kitchen. Please note that it is advised not to bring valuables in to the work area. Your belongings remain your responsibility. Staff are responsible to bring their own food that can be kept in the bottom draw of the fridge.

The staff toilet is located to the left of the children’s toilets. When using the toilet during non-break time it is helpful to let other staff members know so supervision of children is not compromised.

**Tea / Coffee Facilities**

Tea and coffee is supplied in the kitchen and only to be consumed in the kitchen or office and away from the children.

**Personal Telephone Calls**

Staff may accept or make brief telephone calls during their regular break or at times agreed as convenient by the Director. Personal mobile telephones must be left in the staff room or kitchen and only used during employees regular breaks, or at times agreed by the Director.

**Meal Times**

We encourage staff to sit with the children during recess and lunch. Staff may choose to eat and take their break with the children or to have their break away from the children. Sometimes more important situations will arise and you may not be able to take your break at a certain time. When only two staff are present and a cover for breaks is unavailable breaks will need to be taken with the children.

If you require extra time to attend to a personal matter in town, you must discuss with the Director with plenty of notice so time off can be arranged. Where possible appointments should be made after work or in school holidays.

**Smoking**

There is a no smoking policy, Smoking is not permitted on the Preschool grounds. Smokers may smoke in the car park outside during their break only but should be out of sight of the children.

**Staff Uniform**

Staff must dress appropriately and professionally. Neat casual clothes that allow staff to interact with the children in all activities. Covered in sturdy shoes and a sunhat outside is mandatory.

Ripped, torn, dirty and un-ironed clothing is unacceptable. Clothing with inappropriate language or promotion of drugs/alcohol is unacceptable; singlet’s, mid-rift tops, revealing clothing is unacceptable. If unacceptable clothing is worn, the employee will be sent home to change and will be required to make up the time.

Earrings and body piercings should be studs or small sleepers (to prevent little fingers pulling or causing injury). Rings are acceptable to wear, however check for sharp edges that may cause injury to a child. Fingernails should be kept clean to ensure hygiene and safety policies are upheld.

**Punctuality, Reliability, Absences**

We require staff members who will be punctual, reliable and perform their role to the best of their ability at all times. It is essential that staff understand their duty of care and their supervision of children is paramount.

Staff members are required to inform the Director (0403905322) as soon as possible if they are unable to work and a minimum of one hour before the original commencement time of start, so if they are unable to report to work that day, relief staff can be arranged. If the Director is absent, then the responsible person must be informed (this can be done by phoning the Preschool on 02 69227489).

**Employment Conditions**

Forest Hill Community Preschool Inc. employees come under the National Children’s Services Award 2010 following the National Employment Standards (NES) 2010. A copy of the Awards and NES is located in office and found at www.fairwork.gov.au/employment. To ensure understanding of the expectations and requirements of the service, all staff members are required to read the following conditions of employment and raise any questions or points of clarification with the Director. Staff conditions will be reviewed annually. Review process will include input from management and staff and will determine the implementation for any agreed changes.

**Equal Employment Opportunity**

Forest Hill Community Preschool operates according to Equal opportunity Legislation and will select staff based on applications in writing that address the selection criteria for each position.

**Major Change in the Workplace**

Forest Hill Community Preschool will negotiate the introduction of any major change in the workplace which will affect staff 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.

**Working with Children Check**

It is a condition of employment, as well as a licensing requirement, that staff members produce a current Working with Children Check number. Managerial staff members including committee members are also required to provide a WWCC number. These clearances must be kept up to date. Numbers are registered online and recorded under the Preschool.

**Apply First Aid / Asthma & Anaphylaxis Certificates**

It is a condition of employment that all contact staff members maintain a current Senior First Aid and Asthma/Anaphylaxis certificate. These are the responsibility of the individual staff members. The Preschool may choose to pay the associated cost as part of staff development if the budget allows otherwise it is the responsibility of the staff member. Certificates are photocopied for staff files in office and original certificates given to staff.

**Staff Meetings**

All staff members who attend meetings, working bees or fundraising out of regular working hours receive time in lieu, calculated at time and a half. Meeting times will be recorded on the staff member’s time sheets. Remember this is the staff member’s responsibility and must be pre-approved by the Director.

As Forest Hill Community Preschool is a small service and most staff are working together we do not have regular staff meetings and staff are encouraged to discuss their ideas or concerns during preparation time in the morning or after the children have left. Staff meetings may be incorporated into staff training/preparation during the school holidays. Staff meetings and open communication allows;

1. The opportunity to develop plans and share ideas
2. Learning opportunities such as training ideas and needs
3. Self-improvement of National Quality Standards
4. Licensing concerns
5. Raising issues regarding children, occupational health and safety, or any general concerns

**Wages**

Wages are paid in accordance with the Children’s Services Award 2010. Wages are paid fortnightly to employee’s bank account. Pay slips are emailed. Any queries regarding pay may be made to the Director. All staff members are required to complete and sign a timesheet for each pay period daily. The Director will collect time sheets at the end of completed pay periods.

**Annual Leave**

Staff members other than causal are entitled to four (4) weeks annual leave per year with leave loading (17.5%) This is paid over the Christmas school holidays-Staff are not paid for the remainder of the Xmas break (refer to the award). The Preschool is closed over the other NSW school holidays and staff will be paid during this closure but may be asked to come into work to attend to staff training, cleaning or preparing for the next term.

Permanent full time and part time Staff are therefore expected to be available to work during term 1, 2 & 3 school holidays if required.

**Personal/Carers Leave (sick leave)**

Staff members other than causal are entitled to twelve days in the first year (doesn’t accumulates) and then ten (10) days of personal/carers leave per year (that can accrue). Staff must provide a medical certificate if leave is to be taken on the working day before or after a public holiday, before or after the weekend, or for two (2) or more consecutive days, or if requested by the Director or committee.

If you are ill, you must inform the Preschool at least one (1) hour prior to commencement of when you are due to start work. When you have more than five (5) single day absences in a year, a medical certificate must be provided for each absence thereafter. An employee whose is taken absent from work to care for their sick children or spouse, may utilize available sick leave hours as though they were sick.

**Parental Leave (maternity leave)**

Staff members, other than a casual employee, are not entitled to this unless the staff member has, or will have, completed at least twelve (12) months of continuous service with Forest Hill Community Preschool immediately before the date that applies.

Staff members are entitled to twelve (12) months of unpaid parental leave if leave is associated with;

1. The birth of a child to the staff member or spouse of staff member
2. Placement of a child with the staff member for adoption
3. Staff member has or will have the responsibility of the child

Staff members must give Forest Hill community Preschool ten (10) weeks written notice before the starting of parental leave. The notice must specify the starting date and ending date. A Doctor’s confirmation letter is required to accompany the written notice.

**Compassionate Leave**

A staff member is entitled to two (2) days of compassionate leave for each occasion (a permissible occasion) when a member of the staff member’s immediate family or a member of the staff’s household;

1. Contracts or develop a personal illness that poses a threat to their life
2. Sustains a personal injury that poses a threat to their life
3. Dies

**Payment for all Leave**

All permanent staff members taking any leave mentioned in this handbook will be paid at the staff member’s base rate of pay for their ordinary hours of work at the beginning of the leave period.

**Staff Orientation**

All new staff will receive an orientation to the Preschool, providing them with introduction, clear expectations about their working arrangements and explanations about the operations, philosophy, policies and process of the Preschool. All new staff members are encouraged to speak to the Director if they are unclear about any aspect of their work.

**Staff Appraisals**

An initial staff appraisal will be conducted during the first six (6) months of employment to ensure new staff are clear about their responsibilities and the service’s expectations of them, and thereafter at least every 12 months.

The service will support staff to determine their work performance and identify opportunities for advancement, further training and development. Staff appraisals will be conducted in the spirit of providing encouragement and support to staff and identifying areas of excellence as well as areas for improvement.

**Grievance Procedures**

Appropriate procedures will be followed to ensure any actions in regard to poor work performance are lawful and justified. Staff members 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 members are encouraged to read the preschool employment policy in regards to grievances to inform themselves of the procedures that must be followed.

Forest Hill Community Preschool promotes good workplace culture in which staff members work together as a team. If anyone has a problem with another worker, they must approach the person concerned and try to work out a solution/compromise dealing with the issue not personalities. If the problem cannot be resolved, speak to the Director who will try to resolve the problem. If the grievance concerns the Director and is unable to be resolved then speak to the President or committee member. Issues should be dealt with as soon as possible and not left to fester.

**Disciplinary Procedures for staff**

Any incident reported to or noticed by the Director, is discussed with the staff member involved. Depending on the seriousness of the incident, a letter to confirm conversation, with a warning for repeated offences is given. A second letter of warning is given for any subsequent offence, then dismissal for further breaches.

Staff will be instantly dismissed if the Education and care Services Act 2011 is breached.

Criteria for Termination;

1. Poor work habits, chronic lateness, sloppy careless work
2. Irresponsibility (e.g. leaving children unattended, leaving dangerous substances within children’s reach)
3. Inability to perform tasks assigned
4. Lack of patience/empathy/supervisory skills
5. Unacceptable behaviour (e.g. hitting, biting, verbal abuse)
6. Violation of policies (e.g. violating parent confidentiality)
7. Reporting to work in an intoxicate state
8. Any staff who abuses a child, will be instantly dismiss.

**Alcohol and Drugs**

The drinking of alcohol or use of drugs (other than prescription medication) is not permitted during work hours. A person reporting for duty under the influence of intoxicating liquor or drugs will be suspended for the day without pay and receive a formal written warning for unacceptable work performance.

**Confidentiality**

Forest Hill Community Preschool will;

1. Ensure information collected from families, staff and the community is maintained in a private and confidential manner at all times
2. Define the aims of this statement though specific privacy and confidential policies such as;
	1. Record keeping
	2. Collection and storage of information
	3. Access, use and disclosure of information
	4. Online privacy
3. Ensure these individual policies guide practices within the Preschool
4. Ensure the Director will keep up to date enrolment records, including information from families on immunisations updates, contact details of family members, emergency contact information and any medical or legal information required by the Preschool
5. Ensure the Preschool, personnel records and children’s information is stored accordingly to policy and remains private and confidential within the Preschool environment at all times
6. Ensure no information on the service, Preschool, staff or children and families, be used without written consent

**All Staff are to sign a staff confidentiality form.**

Strict confidentiality must be maintained at all times. This includes personal information told to you by parents and staff and extends to written information, e.g. enrolment forms, medication books, etc. Information gathered through observations shall not be discussed with anyone but the Director, the child, the Preschool, parent or other staff member.

***Failure to main strict confidentiality may result in the termination of employment at our Preschool.***

**Programs / Activities**

**Early Years Learning Framework**

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

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

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

**Preschool Program**

The program aims to;

1. Preparation for school
2. Meet the needs and interests of the developing child
3. Nurture children’s interests, skill, creativity, individuality, independence and self-discipline
4. Provide interesting and stimulating environments for children
5. Provide plenty of opportunity for children to express themselves, ideas, thoughts and feelings
6. Provide plenty of choice for children, to help pursue their own interests

Programming is based upon and incorporates the Preschool’s philosophy and acknowledges each child and family as an individual. The program flows from observations of the children and from the children’s interest, to encourage the development of attitudes, abilities and skills, which will assist them to become successful learners. Children are encouraged to accept each other’s individually, gender, attitudes and interests.

Parents are encouraged to participate, share ideas and make suggestions regarding the Preschool including the program.

**Observations**

Staff members are to observe children in a variety of ways and for many reasons. Observations can help staff and families to monitor children’s development and behaviour. We can also note if children require inclusion support to help further their development. If any staff member observes a child and they think they may require assistance with their development please inform the Director who will make the appropriate referral after speaking to the family and gaining consent. Staff can and are encouraged to interact with the families to discuss in general about the child’s day at the end of the day and to greet the families in the morning and get any information needed for the day. Speaking to parents about the child’s progress and development is left to the Director and if a parent asks questions about school readiness, development or has any concerns they should be referred to the Director.

All staff members are to observe and record their observations on children. Observations can be by interacting with children, watching from a distance while being with a child and through photographs.

Observation folders need to be completed and kept up to date and available for families to review with the Director.

**Non-Contact Time**

The Director is to have at least one full day in the office – Other staff will be given extra non-contact time for programming/reading or study if possible. However staff are also to use the time before the children arrive for preparation, planning and evaluation/reflection.

Staff should use the time before the children arrive to plan prepare and set up ensuring a stimulating, creative and safe environment is created inside/outside. All programs and observations records remain the property of the Preschool.

**Transitioning**

Forest Hill Community Preschool will participate in transition to school whenever possible. We will ensure relationships and networking is occurring with our local schools to support children and families with the transition process and open lines of communication.

**Role Modeling and Positive Relationships**

Being a positive role model means setting a good example in all you say and do. A child will follow your lead. It is what you say and do that counts. A child that feels loved in Preschool and safe and secure is better able to get along with others. By setting a good example of good habits, a child‘s success depends on it. A life time of healthy habits can start today. You are a child’s very important teacher!

All children need positive role models showing;

1. Self-esteem – how a child feels about him or herself
2. Ability to get along with others – at home, at school and in the community
3. Healthy habits – how to eat right, exercise regularly
4. Attitude towards school – getting a good education is vital to the child’s future

How to model your values;

1. Be consistent – avoid saying one thing and doing another, mixed messages can confuse children and be consistent with other staff
2. Act on your values – actions speak louder than words. If you value hard work, reward a child’s efforts, not just results
3. Respect the child’s differences – treat a child as an individual. Respect his or her views – and likes and dislikes

How to model positive talking and listening skills;

1. Really listen – when a child has something to say, stop what you are doing and listen. Make eye contact. Let the child finishing speaking before you talk
2. Ask questions – this shows you listened. Ask questions that get a child to think. ‘Why…?’ ‘What…?’ ‘How…?’
3. Pay attention – Focus on the child, not yourself. Look and listen for clues that show how he or she feels – an angry tone of voice, tears, etc
4. Build trust – share your thoughts and feelings with other staff. Encourage a child to share his or her thoughts and feelings with you

Be a positive role model in all you say and do;

1. Know your values and act on them
2. Have a positive attitude towards learning
3. Build loving relationships based on trust, honesty and respect
4. Teach healthy habits that will last a life time

(Sourced: How to be a positive role model for your kids – www.ehow.com)

**Communication / Relations**

We as a team need to show a commitment to the children, families, commitment to other staff and commitment to the Forest Hill Community Preschool.

**Communication with Children and Parents**

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 families concerning their child. You should do this by welcoming families on arrival and departure and speaking with parents about their child’s day.

**Parent Complaint Procedures**

If a parent has a complaint about any aspect of the service, they may discuss their problem with the Director. If the parent feels the problem is not resolved they may take the matter to the Committee for resolution, either verbally or using the Feedback/Complaint form.

If a staff member is unsure of how to respond to a parent’s complaint they should refer the matter to the Director.

**Professional Development**

Professional development training attended by staff members out of normal hours (does not apply to First Aid which is the responsibility of the individual staff) is calculated at time and a half, will be recorded on their time sheets and accrued or paid out accordingly.

**Staff Development**

To provide our Preschool with well-informed child care staff, they will be encouraged to attend professional training sessions. This will be determined by the budget and subject to not disrupting the smooth running of the Preschool.

**Staff Training and In-Services**

Staff development and training is an essential ingredient of a quality program. Staff development may take the form of regular staff meetings which are planned to achieve training objectives as well as administrative concerns, participation in workshops, seminars, and visits to other services and attend conferences.

New staff members are given instruction by the Director on routines, hygiene, discipline, etc, at the time on commencement. All staff will assist by supporting and helping out with information and guidance when needed.

**Behaviour Management**

 We believe positive guidance promotes self-discipline and encourages children by rewarding good behaviour. Staff members must be fair and consistent with children at all times and express limits to behaviour in a positive way. Staff should act as a role model to the children by demonstrating acceptable behaviours during their interaction with children, parents and other staff members.

Use positive 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, frightening or humiliating them. Where necessary, use the ‘cooling off’ strategy outlined in the policies to emphasise displeasure of inappropriate behaviour.

If a child consistently displays unacceptable behaviour discuss with the Director and ensure that;

1. The expectations of the child’s behaviour are realistic and appropriate to their developmental level
2. The child understand the limits
3. There is no conflict between preschool and home expectations
4. The child’s needs are being met
5. The children has no impediments which may be causing the unacceptable behaviour e.g. dietary problems, poor hearing, poor coordination, communication difficulties, illness or emotional distress
6. The child isn’t copying observed behaviour
7. Events at the Preschool have not encouraged the behaviour
8. Consequences of the behaviour do not encourage it to persists
9. Strategies are consistently followed by all caregivers in contact with the child

All staff members need to become familiar with the centre’s Guiding Children’s Behaviour policy and seek advice from the Director if unsure about any aspect of the policy or how it is to be implemented.

**Emergency Process**

Each staff member will be taken through the emergency procedures at orientation. Emergency procedures and plan are displayed in every room of the Preschool. Emergency evacuation drills are conducted at least quarterly.

Staff must maintain a current Apply First Aid (previously known as Senior First Aid), asthma & anaphylaxis training and have a duty of care to the children in our care.

**Injury / Accident**

Staff members are required to complete an accident/injury report if they injure themselves at work. It is your responsibility to report injuries and accidents immediately to the Director. If a staff member is injured in the workplace they are required to report the injury to the Director and enter details on the Preschool’s Accident and Incident form and signed by both the injured person and the Director or responsible person on duty. The Preschool will ensure that injured employees are provided with appropriate rehabilitation and health care services through the workers comp insurance.

**Safe Environment**

Staff members are required to check all equipment and furnishings regularly to ensure they are thoroughly safe, clean and in a hygienic condition and in good repair. In this regard staff will report any equipment and/or area not clean or in a safe condition to the Director. Any evidence or vermin in or outside the Preschool is to be reported to the Director.

**Occupational Health and Safety**

All staff has responsibility under the Work Health and Safety Act to take responsible care to protect themselves and other in the workplace by;

1. Following health and safety instructions given by the employer
2. Reporting hazards or situations that may present a hazard
3. Reporting work related injuries or harm to health
4. Cooperation with the employer on all health and safety manners

**First Aid Kits** First Aid Kits are located in kitchen – A portable first aid sits on the open bench for easy access and the main first aid kit is fixed on the wall in the kitchen. The First Aid kits should be checked at the end of each term and updated if necessary. A complete listing of first aid products is located on the medication notice board next to the fixed First Aid Kit in the kitchen.

**Hygiene**

Hygiene is an extremely important factor in providing a safe environment. Staff must wash their hands before and after meals, before and after toileting, after changing pants/pull ups and after wiping noses or handling the animals.

**Unwell Children**

If a child becomes unwell whilst in care you must inform the Director or responsible person. The Director or senior staff will telephone the parent to ask them to collect their child if child is required to go home. The child should be made be made comfortable and separated from other children until the parent arrives to collect them.

A record of the child’s symptoms and any action taken should be documented.

**Exclusion of Children**

Children with infectious disease will be excluded from the Preschool in accordance with the National Health and Medical Research Council exclusion guidelines (located in Staying Healthy in Child Care 5th Edition – on the laptop). A medical certificate is required after contracting diphtheria, hepatitis A, polio, tuberculosis, typhoid and paratyphoid before a child care be re-admitted to the Preschool.

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

**Medications**

Forest Hill Community Preschool will only administer medication if the medication is in its original container with the dispensing label attached listing the child as the prescribed person and the dosage to be given. This applies to all medications -Non prescriptive medication will not be given unless accompanied by a letter from a Doctor. Pharmacies can provide dispensing labels for non-prescribed medications. Forest Hill community Preschool will not administer medication that is labelled for another person or that is past the recommended ‘use by’ date.

Families are to deliver medications to a staff member, so that it can be store securely (out of access) in the kitchen and at the recommended temperature (e.g. refrigerator or cupboard etc). It is vital that medication is not left in children’s bags where children may gain access.

All administrations of medications is checked by two staff members before being administered to children. The Medication Administration Authorisation form is signed by both staff members, then verified and signed by families upon childs collection.

**Asthma / Allergies**

Staff with asthma or allergies must complete a Medical Management/Action Plan. This form requires updating every 12 months. The Preschool has Asthma Medication and an epi pen.

**Drop Off / Collection of Children**

Safety of children is paramount. Each child must be personally handed over to a staff member and the attendance sheet signed by the responsible adult. Staff must be informed by families when taking their child out of the Preschool, and attendance sheet signed.

Children will not be released from the Preschool to anyone not on the list of people authorised to collect the child. In an emergency, verbal authorisation may be given to 2 staff members and this documented in the diary, to allow the child to be released into the care of someone other than those listed, photo identification must be produced. This is stringently adhered to and is for the child’s safety and family’s peace of mind.

**Visitor Sign-In and Sign-Out Process**

1. Ensure the service maintains records of all visitors to the Preschool and abide by regulatory protocol when visitors are in the Preschool
2. Ensure all staff are informed of protocols for visitors upon induction
3. Ensure students and volunteers participation is encouraged
4. Ensure families are encouraged to participate Preschool programs

**Sun Protection**

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

1. Children will be required to wear a hat that protects the face, neck and ears, when outside
2. Children will not share hats to minimise the spread of infections such as head lice
3. Hats are to be clearly named
4. Children not wearing a hat will not be allowed to play in the sun but can play on the verandah or use a spare hat if available

Sunscreen is provided at the sign in desk for families to apply to their children. Sunscreen is to be used only as a supplement to clothing and hats; it is not to be used by itself. Staff will ensure sunscreen is not out of date.

Staff will act as role models by;

1. Wearing appropriate hats and clothing while outside
2. Using 30+ sunscreen
3. Seeking shade wherever possible
4. Teaching about skin and ways to protect it from skin cancer will be incorporated into the children’s program

**Child Protection**

Child abuse is the mistreatment or neglect of a child by parents (s) or other guardians resulting in injury or harm.

Children have the rights just the same as adults. The most basic right for children is to be physically and emotionally cared for. It is the responsibility of all adults within the community to reserve the basic right for all children. In all abuse situation the child’s best interest is always considered first. Protection from further abuse must be ensured and the child is not to be held responsible or to blame for the abuse.

Child abuse may take the form of the following;

1. Physical Abuse – Non-accidental injury inflicted upon the child
2. Emotional Abuse – This is a chronic attitude towards a child, which is detrimental to or impairs the child’s emotional and/or physical development
3. Neglect – This refers to any serious omission or commission by a person, which jeopardizes or impairs the child’s physical, intellectual or emotional development
4. Sexual Abuse or Exploitation – this is any sexual behaviour impose on a child under the age of 18 years. The child is considered to be unable to alter or understand the perpetrators behaviour due to their early stage of development and is powerless in the situation

We have a moral and legal responsibility to see that child abuse is reported whether to the Police or Officer of Families and Community Services.

***Our centre believes that the child’s safety and well-being are paramount.***

**Preschool Routine**

The Preschool routine is structured to provide a routine that makes the children feel secure and that is in line with school (eg morning tea at 11am and lunch at 1pm). The routine remains flexible to best meet the changing needs of the children and weather conditions. Term 1&4 (summer) varies to term 2 & 3.

**Enrolment Package**

1. Staff Personal Form/checklist
2. Contract of Employment
3. Confidentiality Statement
4. Position Description
5. Fair Work Statement
6. Employment Policy